

**Tentative Agreement Between  
The DeSoto County Teachers' Association and The School Board of DeSoto County  
For the 2007-2008 Contract Year**

**Item One: Master Contract**

Management will add a link on the district's website called "Master Contract" which will include a list of all documents previously negotiated that are currently in effect and all future agreements.

**Item Two: Bereavement Leave**

1. Bereavement Leave – Agree to add to Article 20, Section 11
  - A. All full-time instructional employees who have completed a six-month probationary period in their appointed position shall be credited with two days bereavement leave in the event of a death in their immediate family. Immediate family is defined as a spouse, parent, sibling, child, grandparent, grandchild, or in-law or step-relative counterparts.
  - B. Instructional employees will be credited with the two days paid bereavement leave on a fiscal year basis. Bereavement leave is not cumulative. Instructional employees will not be paid bereavement leave for days not scheduled to work (i.e., sick leave, annual leave, leaves without pay.) Instructional employees are required to provide a copy of the obituary or other satisfactory document. Bereavement leave ordinarily is to be used within 20 days of the death of the family member, unless the instructional employee documents a legitimate reason to extend this period.

**Item Three: Teacher Evaluation Plan Changes**

**Page 3** – The introduction is updated to delete the language concerning performance pay and to incorporate the existing language in F.S. 1012.34.

**INTRODUCTION**

~~Florida Statute 1012.22(1)© requires school districts to adopt salary schedules that provide performance-based incentives for instructional personnel according to the assessment criteria under S.1012.34 (3)(a)1-7, F.S. The adopted salary schedule must allow instructional personnel who demonstrate outstanding performance, as measured under this statute, to earn a 5% supplement in addition to their individual negotiated salary. The supplements shall be funded from the performance-pay reserve funds adopted in the salary schedule.~~

~~The performance appraisal process described within this document focuses on rewarding teachers for their individual performance by meeting the performance pay plan requirements.~~

Florida Statute 1012.34 requires districts to establish procedures for annually assessing the performance of duties and responsibilities of all instructional personnel. The following conditions were considered in the design of this assessment system:

- The system supports district and school level improvement plans.
- The system provides appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel.
- The system includes a mechanism to give parents an opportunity to provide input into employee performance assessments when appropriate.
- Special procedures and criteria are developed for non-classroom teaching fields.
- The plan provides an assistance plan for employees on performance probation as well as other employees who request it.

Florida Statute 1012.34 also requires that the assessment procedure for instructional personnel and school administrators be primarily based on the performance of students assigned to their classrooms or schools, as appropriate.

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**Page 3** - Words were changed to agree with the ratings in the assessment instrument and the reference to performance pay was deleted.

**Defining Teacher Performance**

To define, measure, and distinguish between outstanding, ~~effective, and ineffective~~ high performing, satisfactory, and unsatisfactory teacher performance, DeSoto County Schools will implement three criteria:

Three components distinguish DeSoto County's teacher evaluation system. One, the evaluation system is standards based. Teachers will not be competing against each other; they will be striving to achieve to the highest possible pre-defined standard. Two, student achievement gains will be measured, attributed to the teacher, and count as part of each teacher's evaluation. Three to encourage teacher collaboration some teachers' performance ~~award~~ rating will depend in part on the school's performance. ~~(e.g., the performance pay plan).~~

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**Page 5** - Florida Statute reference number was corrected. (deleted 231.29(3))

**Definition of Low Performance**

In accordance with Florida School Law 1012.34(3)(d), if a teacher's annual evaluation indicates low performance or unsatisfactory performance, the teacher shall be placed on Performance Probation.

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**Page 19** - Responsibilities - Ethics

Management and the DCTA have agreed to remove “ethics” from the Responsibilities category and change the “**Directions for scoring each practice**” as indicated below:

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**Page 25 - Directions for scoring each practice:**

Management and the DCTA have agreed to change the “Directions for scoring each practice as indicated below: (Change required due to the removal of “ethics”).

To provide clarity in defining the three (3) performance levels and the five (5) rating levels of the Accomplished Practices, the following direction for scoring each practice is provided:

A teacher must be observed performing all the criteria under each score (1-5), identified at the top of pages 9-20, in order to receive that score.

- |                              |             |         |
|------------------------------|-------------|---------|
| ○ Unsatisfactory Performance | 38 or below | Level 1 |
| ○ Low Performance            | 39-56       | Level 2 |
| ○ Satisfactory Performance   | 57-70       | Level 3 |
| ○ High Performance           | 71-83       | Level 4 |
| ○ Outstanding Performance    | 83-90       | Level 5 |

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**Page \_\_\_\_\_ (To be inserted after the Directions for Scoring Each Practice)**

**Student Performance/Student Learning Gains/Growth**

Student performance must be measured by state assessments required under s. 1008.22 F. S. and by local assessments for subjects and grade levels not measured by the state assessment program.

Teachers in grades 4- 10, who teach reading, language arts, or math, will use FCAT data to meet the primary student performance/learning gains requirements (FCAT Reading or FCAT Math) (Table A below) and may choose one other method from the list below to meet the Table B requirements. If the teacher so chooses, she may use FCAT data to meet the entire student learning gains requirement and in such cases the values would change to 100% see Table C below.

Other K-12 classroom teachers and non –classroom teachers will use the school FCAT score as the primary measure of student learning gains. (Table A) In addition, classroom teachers and non-classroom teachers may select one other method from the list below. (Table B). If the teacher chooses to use FCAT only (Table C) the score will be 100 % of the student learning gains requirement.

District “Teachers on Assignment” will be evaluated using the district FCAT score for their student learning gains score in 2007-08.

Full-time Adult Education Teachers will use National Reporting System (NRS) assessments that are standardized, valid and have parallel forms for pre- and post-testing to determine both initial placement and subsequent educational gains of students. These gains are commonly referred to as Literacy Completion Points (LCP's). (See Table D below)

Adult Vocational teachers will use weighted points for course completion, state licensing exams and employment or continuing education.

List of Choices for Table B: Teachers must justify their reasoning for selecting the assessment method to administration.

- SAT 10
- DIBELS
- Pre and post test from state adopted and approved curriculum
- Successmaker
- STAR
- FCAT Reading
- FCAT Math
- Florida Writes
- District or school-developed assessments
- Think Link Learning
- Presidential Fitness Awards

Learning gains/growth will be determined based on the assessment chosen by the teacher.

- FCAT learning gains/growth will be determined using State procedures.
- SAT 10 gains/growth will be determined by maintaining/improving stanine level.
- DIBELS gains/growth will be determined by maintaining initial level or moving
  - from intensive to strategic, intensive to initial, or strategic to initial from
  - the first assessment to the third assessment.
- Pre and post test gains/growth will be determined by the percent of students
  - improving the percent correct.
- Successmaker, STAR, and Read 180 gains/growth will be determined based on
  - increasing one grade level as scored by the program.
- FCAT School Score will be calculated using State procedures for all students in
  - the school taking the FCAT.
- Think Link learning gains/growth will be determined by the percent of students increasing the “Grade +% Correct Score” by a minimum of 100 points from the pretest to the posttest. (Ex. A student scores 546 on the pretest and 646 on the posttest. This demonstrates a learning gain/growth.)
- President’s Fitness Award category will be based on the percent of students scoring in the 50<sup>th</sup> percentile or higher in all five events assessed for the award.

Proficiency will be determined based on the assessment chosen by the teacher.

- FCAT Science proficiency will be determined by those scoring Level 3 and above.
- FCAT Writing proficiency will be determined by those scoring Level 3.5 and above.
- SAT 10 Reading grade 1 proficiency will be determined by those scoring Stanine 5 and above.
- State approved end of course exams and final course grades proficiency will be determined by those scoring 70% or higher.
- District writing assessments proficiency will be determined by those scoring Level 3.5 or higher on the final district writing assessment.

TABLE A

_____ Category Score (FCAT Classroom or FCAT School)	
Classroom Learning Gains – FCAT or Similar Assessment	Points Earned
70% or more students showing proficiency or a minimum of one year’s growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	52
63%-69% of students showing proficiency or a minimum of one year’s growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	45
56%-62% of students showing proficiency or a minimum of one year’s growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	36
49%-55% of students showing proficiency or a minimum of one year’s growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	27
42%-48% of students showing proficiency or a minimum of one year’s growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	18
0%-41% of students showing proficiency or a minimum of one year’s growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	9
Total Score	_____

TABLE B

_____ Other Assessment	
Classroom Learning Gains	Points Earned
70% or more students showing proficiency or a minimum of one year’s growth for standard curriculum or a minimum of	48

½ year growth for non-standard curriculum.	
63-69% of students showing proficiency or a minimum of one year's growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	40
56-62% of students showing proficiency or a minimum of one year's growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	32
49%-55% of students showing proficiency or a minimum of one year's growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	24
42% - 48% of students showing proficiency or a minimum of one year's growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	16
0%-41% of students showing proficiency or a minimum of one year's growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	8
Total Score	_____

TABLE C  
(To be used only if the teacher chooses to be scored 100% on FCAT)

_____Category Score (FCAT Classroom or FCAT School)	
Classroom Learning Gains – FCAT or Similar Assessment	Points Earned
70% or more students showing proficiency or a minimum of one year's growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	100
63%-69% of students showing proficiency or a minimum of one year's growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	85
56%-62% of students showing proficiency or a minimum of one year's growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	68
49%-55% of students showing proficiency or a minimum of one year's growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	51
42%-48% of students showing proficiency or a minimum of one year's growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	34
0%-41% of students showing proficiency or a minimum of one year's growth for standard curriculum or a minimum of ½ year growth for non-standard curriculum.	17
Total Score	_____

TABLE D

Student Performance Category Score – Full Time Adult Education Teachers)	
Literacy Completion Points (LCP'S)	Points Earned
70% or more students showing educational gains compared to the total number of students enrolled.	100
63% - 69% or more students showing educational gains compared to the total number of students enrolled.	85
56% - 62% or more students showing educational gains compared to the total number of students enrolled.	68
49% - 55% or more students showing educational gains compared to the total number of students enrolled.	51
42% - 48% or more students showing educational gains compared to the total number of students enrolled.	34
0% - 41% or more students showing educational gains compared to the total number of students enrolled.	17
Total Score	_____

\* The Family Literacy Instructor’s Performance Category Score will be based upon the average of the Adult Education classes in which there are students dual enrolled.

Student Learning Gains Total Score Levels:

- Unsatisfactory Performance      34 or below      Level 1
- Low Performance                      35-51              Level 2
- Satisfactory Performance          52-68              Level 3
- High Performance                    69-85              Level 4
- Outstanding Performance          86-100            Level 5

The teacher and evaluator will cooperatively monitor progress throughout the school year.

Total maximum score for the entire Teacher Evaluation Plan assessment will be 190 points with Student Learning Gains being the primary factor.



**Page 29 & 30** – Teacher Evaluation Sheet and Teacher Evaluation Summary Sheet

Remove, “Ethics” from both forms.



**Appendix A: Non-Classroom Teacher Evaluation Forms**

Management and DCTA have agreed to accept the three additional Non-Classroom teacher evaluations as previously presented:

1. Occupational Therapist
2. ESE Legal Issues Specialist
3. School Psychologist

Management and the DCTA have agreed to accept the Rubric below to be added to all Non-Classroom teacher evaluations.

<b>Outstanding – 3</b>	<b>Satisfactory – 2</b>	<b>Needs Improvement -1</b>
- <b>consistently</b> applies expertise and knowledge of field	-frequently applies expertise and knowledge of field	- <b>underdeveloped</b> expertise and knowledge of field
-assumes responsibility <b>beyond</b> job definition	-accepts responsibilities as defined by job	- <b>sometimes</b> accepts responsibilities
- <b>anticipates</b> needs and acts accordingly	-acts on needs when directed	- <b>inconsistently</b> meets needs
-follows up <b>consistently</b>	-follows up frequently	- <b>no</b> follow up
-performs <b>above</b> expectations	-meets expectations	- <b>inconsistently</b> meets expectations
- <b>exceptionally</b> well organized	-organized	- <b>poorly</b> organized

Total Rating \_\_\_\_\_

Skills, Knowledge, & Responsibilities Score \_\_\_\_\_

Place the rating score in the appropriate box (Observation, Documentation, or Conversation). The total rating will be the Raw Score. By using the 3 point rubric, the maximum score possibility is  $40 * 3 = 120$ . To determine the final score, the evaluator will multiply the raw score points by 0.75 and then round up to the nearest whole number. ( $90/120 = 75\%$ . Ninety is the maximum number of points allowed on the classroom teacher Skills, Knowledge & Responsibilities Score)

This calculation becomes the Skills, Knowledge & Responsibilities Score placed on the Summary Evaluation Form. The Levels will be determined using the “Directions for scoring each practice section”.

Appendix B – Definitions

Management and the DCTA have agreed to the placement of the Technology definition in this area.

4. Technology. Using multi-media technology and or audio/visual aids as a tool to enhance the teaching and learning process. **This technology should be based on the ability level of students involved in the particular lesson during a given observation.**
5. Technology Terms.
  - Multi-media technology – Items or devices that are used to help students understand concepts or instruction through audio or video stimulation. The list is endless, but may include maps, charts, pictures, diagrams, movies, film clips, sound tracks, records, video/audio tapes, video clips, software, overheads, opaque Projectors, MP3 players. Instruction can be delivered through electronic media, cable, satellite, or by physically loading tapes, software, records, and other medium in the appropriate presentation device.
  - Web-based assignments – Use of the web for student instruction at the individual student’s ability level.
  - Classroom Bulletin Boards – Web based bulletin boards (ex. Edgate)
  - Productivity tools – Student hardware, software, computer accessories and computer peripherals.
  - Online Services – Server or web based programs that enhance student learning.
  - Student Hardware – Includes but not limited to: laptop computer, desk top computers, overhead and LCD projectors, CPS – units, Clicker-5 units, Leap Pad, Leap Track, Auto CAD, magnetic simulators, electronic microscopes, C-n-C routers, TV production studios, teleprompters, poster makers media duplicators, copiers, printers, scanners, digital cameras, digital video equipment, micro phones, VCR’s, DVD’s, Blue ray equipment, white boards, wireless chalk boards, digital broadcast equipment, speakers, CD’s, USB drives, streaming video, streaming audio, direct satellite feeds, broadcast video conferencing, the internet, portals, email, virtual classrooms, interactive boards, and etc.

#### **Item Four: Committee to Develop a New Teacher Evaluation Instrument**

Management and the DCTA have agreed to the creation of a committee to develop a new teacher evaluation plan which will be adopted by the school board and implemented in the 2008-09 school year. The committee will be composed of 5 members from the DCTA and 5 members appointed by the Superintendent. The job of the committee would be to develop a plan that would meet: the requirements of Florida Statutes, the needs of administration, and the needs of the instructional staff, as well as, promote teacher and student growth.

The committee will complete their work by June 1, 2008, and the final product will be submitted to the School Board for approval.

**Item Five: Monetary - Educational Supplements**

All supplements for Instructional Personnel will be increased by 4%. Educational supplements awarded after December 31, 2007, must meet the following criteria and be paid at the rate indicated below:

All degrees must be earned at a college or university accredited by an organization recognized for that purpose by the Florida Department of Education.

The School District of DeSoto encourages its teachers to make continuous improvements in their content area knowledge, in the pedagogy of the teaching profession, and in the pursuit of leadership training by offering a salary supplement for an advanced degree (Master's, Specialist's, or Doctorate) that meets the following criterion:

The degree must be in an approved area of Florida certification that has been added to the individual's valid Florida Temporary or Professional Educator's Certificate.

◆ Masters Degree.....	C	\$3,200
◆ Specialist Degree .....	E	\$3,358
◆ Doctorate Degree .....	G	\$4,961

**Item Six: Differentiated Pay (Includes Academic Supplements)**

F. S. 1012.22(5)(c) requires that beginning with the 2007-2008 academic year, each district school board shall adopt a salary schedule with differentiated pay for both instructional personnel and school-based administrators. It must allow differentiated pay based on district-determined factors, including, but not limited to, additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties.

**Section 1 Additional Responsibilities:**

Training:

The school district is preparing a restructuring plan for Nocatee Elementary School and Memorial Elementary School to comply with Title I, Part A Restructuring NCLB §1116(b)(8) requirements. One of the considerations is to have a two day mandatory professional development training session which:

1. will be held two days prior to the beginning of school;
2. will focus on rigorous and high-yield instructional strategies;
3. will include all teachers (reappointments, transfers, and new hires);
4. will generate a stipend of \$150 per day for each teacher; and may include teachers from other schools on a voluntary basis if funds are available

Academic Supplements:

<b>\$3,655</b>		DHS Band Director
<b>\$2,160</b>		DHS FFA Sponsor
<b>\$1,826</b>		DHS Assistant Band Director
<b>\$1,329</b>		DHS Drama Sponsor
<b>\$1,329</b>		DHS ROTC Instructor
<b>\$1,329</b>		DHS Yearbook Sponsor
<b>\$1,329</b>		DHS Newspaper Sponsor
<b>\$1,245</b>		DHS Academic Team Sponsor (2)
<b>\$1,245</b>		DHS Chorus Director
<b>\$832</b>		DHS FHA Sponsor (2)
<b>\$832</b>		DMS FFA Sponsor (2)
<b>\$832</b>		DMS Music Director
<b>\$832</b>		DMS Technology Support
<b>\$832</b>		DMS Accelerator Reading Program
<b>\$665</b>		DHS DECA Sponsor
<b>\$665</b>		DHS FBLA Sponsor
<b>\$665</b>		DHS Future Authors of America Sponsor
<b>\$665</b>		DHS HOSA Sponsor
<b>\$665</b>		DHS Pedigree Sponsor
<b>\$665</b>		DHS Web Page Design and Maintenance
<b>\$665</b>		DMS Chorus Director
<b>\$665</b>		DMS Band Director
<b>\$665</b>		District Science Fair Assistant (7)
<b>\$496</b>		Grade Level Chairpersons/Department Heads
<b>\$496</b>		District Peer Teachers
<b>\$496</b>		Chemathon Sponsor
<b>\$496</b>		DHS Art Club Sponsor
<b>\$496</b>		DHS Newspaper Correspondent
<b>\$496</b>		DMS Team Leaders (9)
<b>\$496</b>		DMS Newspaper Correspondent
<b>\$496</b>		DMS Yearbook Sponsor
<b>\$496</b>		Scholars Club Sponsor
<b>\$496</b>		Elementary Newspaper Correspondent (3)
<b>\$452</b>		Elementary Band/Chorus Sponsor (3)
<b>\$452</b>		DMS Knowledge Masters Sponsor (3)

**Section 2 School Demographics:**

Each teacher with ESOL endorsement, in the school with the highest number of ESOL UFTE, will receive a \$100 bonus. This bonus will be paid after the February FTE survey and prior to the last day of school.

Each school-level administrator who is assigned to the school with the highest attendance rate will receive a \$1,000 bonus for 2007-08. The applicable K-12 schools must have a minimum instructional staff of 20 to be considered in this calculation.

**Section 3 Critical Shortage Areas:**

Desoto County School District designates the following as our critical shortage areas:

- Speech
- Guidance
- Agriculture
- Consumer Science

In the four areas listed above, the district will pay a one-time \$1000 “sign up bonus” for new highly qualified teachers that complete one year teaching in DeSoto County.

The district will pay \$1,750 for teachers (hired after December 31, 2007) with Speech Certification in addition to the Master’s supplement.

The district will pay each guidance counselor a supplement of \$1,411.

Intensive Reading teachers who are teaching Level I and Level II non fluent students and have received reading endorsement or reading certification will receive a bonus of \$300.

Teachers who have received FORPD and CORPD training and are teaching the level II fluent readers in their content area will receive a bonus of \$150.

**Section 4 Level of Job Performance Difficulties:**

Each teacher and school level administrator at the DeSoto Alternate Center will receive a year-end bonus of \$500, due to the school’s high disruptive student population.

**Item Seven Non-Academic Supplements for Instructional Personnel**

<b>Amount</b>	<b>Category</b>	<b>Description</b>
<b>\$3,655</b>	<b>A</b>	<b>DHS Head Football Coach</b>
<b>\$2,988</b>	<b>B</b>	<b>DHS Head Basketball Coach (2-B/G) DHS Head Boys’ Baseball Coach DHS Head Girls’ Softball Coach DHS Head Girls’ Volley Ball Coach</b>

		<b>DHS Head Soccer Coach (2-B/G)</b>
<b>\$2,160</b>	<b>C</b>	<b>DHS Head Track Coach (2-B/G)</b> <b>DMS Athletic Director</b>
<b>\$1,992</b>	<b>D</b>	<b>DHS Assistant Football Coach (7)</b> <b>DMS Head Football Coach</b>
<b>\$1826</b>	<b>E</b>	<b>DHS Athletic Director (2)</b> <b>DHS Assistant Basketball Coach (2-B/1-G)</b> <b>DHS Assistant Girls' Softball Coach (2)</b> <b>DHS Assistant Girls' Volleyball Coach (2)</b> <b>DHS Assistant Boys' Baseball Coach (2)</b> <b>DHS Assistant Soccer Coach (1B/1G)</b>
<b>\$1,660</b>	<b>F</b>	<b>DHS Varsity Cheerleader Sponsor</b> <b>DHS Head Cross Country Coach</b> <b>DHS Head Golf Coach (2-B/G)</b> <b>DHS Head Tennis Coach (2-B/G)</b> <b>DHS Weightlifting Coach (2-B/G)</b>
<b>\$1,411</b>	<b>G</b>	<b>Junior Class Sponsor</b> <b>Senior Class Sponsor</b> <b>DMS Head Basketball Coach (2-B/G)</b> <b>DMS Girls Softball Coach</b> <b>DMS Volleyball Coach</b> <b>DMS Cheerleading Sponsor</b>
<b>\$1,329</b>	<b>H</b>	
<b>\$1,245</b>	<b>I</b>	<b>DHS 9<sup>th</sup> Grade Volleyball Coach</b>
<b>\$832</b>	<b>J</b>	<b>DHS Majorette Sponsor</b> <b>DHS Student Council Sponsor</b> <b>DHS Dance Team Sponsor</b> <b>DHS JV Cheerleader Sponsor</b> <b>DHS Freshman Basketball Coach (2-B/G)</b> <b>DHS Assistant JV Boys' Baseball Coach</b> <b>DHS Assistant Girls' JV Softball Coach</b> <b>DHS Piano Accompanist</b> <b>DMS Assistant Volleyball</b> <b>DMS Assistant Football Coach</b> <b>DMS assistant Basketball Coach (2-B/G)</b> <b>DMS Assistant Softball Coach</b> <b>DMS Cheerleading Sponsor</b>
<b>\$665</b>	<b>K</b>	<b>DHS Media Advisor</b> <b>DHS Sophomore Class Sponsor</b> <b>DHS VICA Sponsor</b> <b>DHS Student Council Sponsor (2)</b> <b>DHS YAC Sponsor</b> <b>DMS Student Council (2)</b>
<b>\$496</b>	<b>L</b>	<b>DHS Freshman Class Sponsor</b> <b>DHS Honor Society</b>

		<b>DMS Honor Society (3)</b> <b>DMS Youth Crime Sponsor (2)</b>
<b>\$452</b>	<b>M</b>	<b>School Renaissance Coordinator (5)</b>

**Item Eight Monetary - Compensation for Employees Not on the “2006-2007 Fifteen (15) Step” Salary Schedule**

All teachers on Step 15 of the salary schedule in 2006-2007 will remain on the salary schedule. Employees with twenty five or more years of experience, and not placed on the new step salary schedule will receive their 06-07 base salary plus a 4.75% increase.

**Item Nine Monetary - Bonus**

All full time teachers, who were employed on or before December 11, 2007, will receive a \$950 bonus to be paid on or before December 21, 2007.

**Item Ten      Monetary – Instructional Salary Schedule**

INSTRUCTIONAL STAFF				
Step	Teacher	Teacher	Teacher	Teacher
	10 Month	10.5 Month	11 Month	12 Months
	196 Days	207 Days	225 Days	250 Days
0	35,108	37,077	40,302	44,781
1	35,443	37,431	40,687	45,207
2	35,713	37,719	40,999	45,554
3	35,988	38,007	41,311	45,902
4	36,261	38,296	41,627	46,251
5	36,642	38,698	42,063	46,737
6	37,213	39,303	42,720	47,467
7	37,738	39,856	43,324	48,136
8	38,304	40,455	43,972	48,857
9	38,877	41,058	44,629	49,588
10	39,532	41,749	45,380	50,421
11	40,211	42,469	46,162	51,291
12	41,167	43,476	47,258	52,508
13	42,804	45,206	49,137	54,598
14	43,348	45,780	49,761	55,290
15-19	47,261	49,913	54,253	60,282
20-25	48,516	51,239	55,694	61,882
26-29	53,529	56,533	61,449	68,276
30	55,534	58,651	63,750	70,834
Table	TEACH	TEACH	TEACH	TEACH
Grade	E	D	S	B
For Educational Supplements Awarded after December 31, 2007 - Add to above:				
	Master	\$3,200		
	Specialist	\$3,358		
	Doctorate	\$4,961		

TENTATIVE AGREEMENT WAS REACHED ON THE ABOVE ON  
December 11, 2007

DeSoto County Teachers' Association

School Board of DeSoto County

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Tom Morgan, President

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Florence Gobble, Chief Negotiator