



Methodology for Calculating PAT member Overload Pay

This document was created by PPS, with **highlighting added by PAT to show where PAT is not in agreement.**

The primary methodology for calculating PAT member overload pay can be found in [Article 8](#) of the PAT contract on pages 24-27.

Over the past months, PAT and the District met and discussed how to implement Article 8. We agreed on the goal and many of the methodologies. The table below explains how the District will implement situations not explicitly outlined in Article 8. References to charts A, B, and C can be found in Article 8 of the contract. If you have questions regarding your overload pay, please use this [form](#)

Topic	Methodology	Example
Staff working less than 1.0	For chart A, the stipends will be prorated. The Pioneer and Focus Classrooms in chart C will also have the stipends prorated. These are self-contained or homeroom classrooms	A 0.5 Kindergarten teacher who is job sharing will have the stipend prorated. If the class size was 25, then the stipend would be calculated and then multiplied by 0.5.
	For chart B (MS and HS) and anyone with a caseload in chart C, the thresholds will be weighted to the employee's FTE.	A 0.5 HS math teacher would have a student-teacher load threshold of 80 instead of 160.
Elementary 50:50 Immersion	For chart A, K-5 teachers with two sets of homeroom students, overage calculations will be based on each half of the day and added together.	A 1st grade Japanese Immersion teacher sees 26 in the AM and 29 in the PM. The threshold is 26. For the morning there would be no overload payment. And for the afternoon, the educator would get 50% of the overload payment.
Secondary teachers split between assignments	For chart B teachers working at more than one school, they will have student-teacher loads, caseloads and unique preps calculated across schools.	A HS PE teacher split 0.5 at one school and 0.5 at another will have student-teacher loads and unique preps counted across both schools.



Topic	Methodology	Example
<p>Grades 6-12 teaching performance & non-performance courses</p>	<p>For chart B teachers who teach both performance and non-performance classes, the calculation will be made by weighting the thresholds by the proportionate number of periods spent in core and performance classes. Those are added to get the proportionate threshold.</p>	<p>This is a HS example: 2 of 6 classes are performance with a total of 78 students. 4 of 6 classes are non-performance with a total of 126 students. This teacher's total count is 204 students.</p> <p>The teaching load thresholds are prorated to 75 for 2 of 6 performance classes (<i>0.33 of 225</i>) and 106 for 4 of 6 non-performance classes (<i>0.67 of 160</i>). The total prorated threshold in this example is 181 (<i>75+106</i>).</p> <p>As this educator teaches 204 students, they would receive 5 payments. (First payment for student 182, second for 187, third for 192, etc.)</p>
<p>Teachers teaching at a K-8 or K-12 school teaching across different levels (K-5, 6-8, 9-12)</p>	<p>Teachers in both chart A and B will have each methodology applied and then added together. In chart A, the payment is prorated and in chart B, the students are prorated.</p>	<p>At a K-8, the PE teacher teaches 0.4 MS and 0.6 K-5. For the 0.4 MS, the student-load is prorated to 0.4 of 220 which is a threshold of 88. For the 0.6 K-5, the elementary specialist average overload payment is prorated to 0.6. These two portions are added together.</p>
<p>K-5 Blended Grade Classrooms</p>	<p>Using lower grade to determine threshold for determining payments.</p>	<p>A classroom with both 3rd and 4th grade students would use the threshold for 3rd grade to determine threshold overage pay.</p>
<p>6-8 Focus Options Schools Sunnyside, Odyssey</p>	<p>Focus Options in grades 6-8 that function like elementary homerooms will be treated like 6th grade self-contained.</p>	<p>Sunnyside and Odyssey have Homerooms in grades 6-8. The teachers with homerooms will have a class size threshold of 28 and the non-homeroom teachers will be treated like elementary specialists. See Article 8 on self-contained 6th grade.</p>
<p>Working at more than one school</p>	<p>Teachers working at more than one school shall have their unique preps calculated across schools.</p>	<p>A HS PE teacher split .5 at one school and .5 at another will have unique preps counted across both schools.</p>



Topic	Methodology	Example
Unique Preps and teachers less than 1.0	The threshold for unique preps is more than 2 preps for teachers that are less than 0.67 FTE and more than 0.33. Teachers 0.33 or less would have a threshold of 1 unique prep.	
6-12 SPED Focus Classroom and Learning Center Teachers and Unique Preps	Unique Preparations is for teachers in chart B who are departmentalized	A 6-12 Focus ISC classroom will be considered for the chart C threshold in the contract, but not for unique preparations. Unique preparations are for departmentalized teachers.
K-5 SPED Focus Classrooms	Homeroom teachers will get credit for students from self-contained classrooms who push into their classrooms.	A student from a self-contained classroom pushes in to a homeroom class for part of the day. This student will be included in the class size count for the homeroom teacher.
6-12 ESL Teachers	ESL classes in synergy will be treated as ESL 1-2 or ESL 3-4 for counting unique preparations.	There are many courses in synergy that are ESL or ELD courses. There is one middle school curriculum and one high school curriculum. The standard courses are ESL or ELD 1-2 and ESL or ELD 3-4 so all ESL courses for counting unique preparations will fall under one of the above courses.
K-5 Media Specialists	K-5 Media Specialists to be treated like elementary specialists.	See Article 8 for how elementary specialists overload pay is calculated
6-12 Media Specialists	6-12 Media Specialists will have any classes they teach prorated for the part of the day that they teach classes.	A Middle School Media Specialist teaches two classes per day. Those classes would be prorated. A typical teacher at that school teaches five classes. So $\frac{2}{5}$ would be applied to the student-teacher load of 150 in calculating the overload pay, which would be a threshold of 60.
Media Specialist in two classifications	Teachers in two classifications in Article 8 will have each part of their job prorated and then added together.	A Media Specialist who is 0.5 at a MS and 0.5 at an elementary will have each part of their day calculated separately as half a day and then added together for the total overload pay.



Topic	Methodology	Example
A single period with multiple courses taught by one teacher	These courses are being reviewed to determine if they are eligible for consideration for unique preparations.	Computer Science 3 and Computer Science 7 are listed in the same period. Upon review it is found that there are two students in Computer Science 7. The class functions similar to an independent study. Because Computer Science 7 is like an independent study in this case, it is not counted as an additional unique preparation.
HS Double-Upped Courses that are over two periods with more than 1 teacher	Each teacher gets credit for all students over two periods.	Two HS teachers teach 60 students at a HS in a geometry/art course over two periods . All 60 students to be counted toward each teacher's student teacher load in the period they are in charge of grading.
Grades 6-8 courses that do not meet daily	The student-teacher loads will be prorated to the frequency of the standard grades 6-8 class period.	A Spanish class meets every other day with a group of 30 students. Because the teacher meets with students half as frequently, the students in this class are prorated and counted as 15 students toward the student-teacher load.
Speech Language Pathologists who support all buildings with special programs	Methodology for this group is not included in the contract. Currently under review.	Speech Language Pathologists who work in special programs are mostly in a consultative role and overload pay criteria is being reviewed