



Methodology for Calculating PAT member Overload Pay

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

The table below is the District’s methodology and how methodologies will be calculated. 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, Non-departmentalized K-5 teachers with two distinct groups of 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.
Topic	Methodology	Example
Grades 6-12 teaching performance & non-	For chart B teachers who teach both performance and non-	This is a HS example: 2 of 6 classes are performance with a total of 78 students.



performance courses	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>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>
Teachers teaching at a K-8 or K-12 school teaching across different levels (K-5, 6-8, 9-12)	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.	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. These are calculated separately; any overage will be combined in one payment.
K-5 Blended Grade Classrooms	Using lower grade to determine threshold for determining payments.	A classroom with both 3rd and 4th grade students would use the threshold for 3rd grade to determine threshold overage pay.
6-8 Focus Options Schools Sunnyside, Odyssey	Focus Options in grades 6-8 that function like elementary homerooms will be treated like 6th grade self-contained.	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. For blended classes they will be class size threshold of 28, if these educators also teach subject specific classes, they will receive the appropriate threshold for the grade. Sunnyside teachers who teach multiple grade blends MWF and single grade classes TR will receive overages based on appropriate prorated threshold.
Middle School A/B Schedule	Students in middle school A/B schedules will count toward overage thresholds in the same manner as students on conventional schedules.	
Working at more than one school	Teachers working at more than one school shall have their	A HS PE teacher split .5 at one school and .5 at another will have unique preps counted across both schools.



	unique preps calculated across schools.	
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	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 class for part of the day. This student will be included in the class size count for both educators.
SPED Push-in Services	When SPED educators provide push-in services for students where the educator is not the case manager, the students do not count towards overages for the educator providing push-in services.	
Speech Language Pathologists, Learning Center Teachers, and School Psychologists	<p>Student must be enrolled on specified date Student must have a valid Oregon IEP and Eligibility, or the student must be receiving services required by out of state IEP not yet transferred to PPS/Oregon IEP Services must be listed on the current IEP Consult only students are not counted</p> <p>In-state and out of state move-ins with an IEP from another District or State are included if the student is being serviced by the PPS SPED educator. <u>The SPED educator must complete the transfer process within the Synergy system by the overage count deadline for the student to be counted. The file does not need to be finalized but the transfer plan must be completed.</u></p>	



IEPs In Process	Beginning in the 2023/2024 school year, all SPED case managers who do not currently receive a case management period will receive a case management period each day for due process paperwork, evaluation work, and IEP work. At the elementary level, the case management period will be at least 40 minutes per day, and no less than 320 minutes total per week. At the middle school and high school levels, the case management period will be not less than the equivalent of one standard class period per day. High school SPED educators will receive a substantially equivalent amount of case management time as other SPED educators. School Psychologists and Speech Language Pathologists are also entitled to self-schedule a period of time each day equivalent to a standard class period (or at least 40 minutes per day, and no less than 320 minutes total per week, for those at the elementary level) for due process paperwork, evaluation work, and IEP work. These periods of time for SPED case managers, School Psychologists and Speech Language Pathologists reserved for SPED paperwork will be in addition to planning time already guaranteed under Article 7.8.	
Speech-Modification Only IEPs for School Psych	For school psychologists, speech-modification only IEPs will not count towards caseloads.	
Topic	Methodology	Example
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. If a K-5 media specialist is in two elementary schools the overage will be determined at each school then added together for the total overload pay.
6-12 Media Specialists	6-12 Media Specialists will have any classes they teach prorated for the part of the day that they	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



	teach classes.	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.
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.	When a teacher has two or more courses listed in the same period, these situations are reviewed individually to determine eligibility for consideration for unique preparations. If one of the courses is determined to be an independent study, it does not count. Independent study courses are not easily identifiable in our data system.
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. Note: The High School Fit To Live course (or its substantial equivalent) will be treated as a Double-Upped/Double Block course per Article 8.3.6.c starting in the 2023/2024 school year.
Advisory/Homeroom	Advisory, homeroom, or other similar periods that require attendance-taking, delivery of content, and tracking student performance and/or participation, count for the purposes of student load and unique preparation in a prorated relationship (based on minutes per week as described in the example) to a standard class period.	For example, if an advisory period meets this description and occurs 50 minutes per week, and a standard class period occurs 250 minutes per week, each advisory student in that course counts as 20% of a student towards student load, and the advisory course counts as 20% of a preparation (i.e. \$200 per semester if over the 3-unique-preparation limit).
Independent Study/	Educators do not "voluntarily agree" to accept Independent Study students, Teaching Assistants, or Peer	



Teaching Assistants/Peer Mentors	Mentors in their classes unless they are offered the option in writing to decline the student(s) and affirmatively volunteer to accept them. If no option is given to decline the student, then it is presumed the educator has not voluntarily agreed to the student, and the student will count towards the educator's load.	
Topic	Methodology	Example
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 Feeding team Assistive technology team	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. These employees are primarily consult only.
Educational Assistants / Paraeducator assigned to classrooms for reason other than "due to threshold estimates"	EA or paraeducators assigned to classrooms for any reason other than "due to threshold estimates" (i.e. for programmatic staffing or IEP requirements) do not count as a remedy for overloads. Educators with these EAs or paraeducators assigned to their classrooms still receive an overload stipend if eligible.	A kindergarten educator with a student count over the overload threshold is still entitled to an overload stipend, even though a single EA is assigned to the classroom, because an EA is typically provided for any kindergarten classroom irrespective of class size. If one EA is assigned to a classroom for baseline staffing and the District then assigns an additional EA "due to threshold estimates", no overload stipend is owed.