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Cross-Curricular Delivery Permission Frequently Asked Questions



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Cross-Curricular Delivery Permissions (CCDPs)

A Cross-Curricular Delivery Permission (CCDP) authorizes a teacher, who holds a MN Tier 3 or Tier 4 license, to teach multiple fields and multiple grade levels to a group of students. The school or program should address the needs of students that typically cannot be met in standard school settings by offering an alternative way of teaching by the teachers and an alternative way of learning for the students.

Cross-curricular means teaching multiple subject areas in a district that is either a state-approved area learning center or teaching in a program that offers alternative learning programs or provides a school board resolution designating the school as an innovative program, including the reason for the designation.

This document contains frequently asked questions and tips for preparing a request for a Cross-Curricular Delivery Permission.

FAQs on Eligibility

Who is eligible for a CCDP?

The teacher must hold the appropriate license and be placed in an eligible assignment to be issued a Cross-Curricular Delivery Permission.

Licensure requirements:

- The teacher must hold a Tier 3 or Tier 4 MN teaching license.
- The teacher must hold a license other than for a related services professional. A person who holds a related-services license - such as school nurse, speech language pathologist, school counselor, or school psychologist - is not eligible for an IPP unless the individual also holds a MN Tier 3 or Tier 4 teaching license.

Assignment requirements:

- The teacher must be assigned to teach a subject area that is required for graduation or that uses state academic standards. (See Questions #2 and #3 for more information.)
- The assignment must be within a middle school or high school setting (grades 5 through 12). (See Question #4 for more information.)
- The teacher must serve as the Teacher of Record.

A teacher of record is the teacher responsible for the planning, instruction, and assessment of students in a classroom. The person may also grant credits to students. The below definitions can assist you in determining if your teacher meets the rule.

“Designing or planning curriculum” means the teacher is responsible for developing or adjusting the curriculum being delivered to the student(s). For example, if the district uses a purchased curriculum, the Teacher of Record should have the ability to adjust the purchased curriculum to meet required standards by the state and district or may change assignments to meet the individual needs of the student(s).

“Delivering instruction” means the teacher is presenting subject matter material, interacting with students and answering questions by students, and monitoring student progress. The teacher needs to be presenting material to the students and not just monitoring work supplied by a purchased, or online, instructional service.

“Assessing curriculum” means the teacher is responsible for examining the work completed by the student(s), providing feedback to the student(s), and awarding credit and/or a grade to the student(s). Correcting of assignments may be done in many ways but only the Teacher of Record should be examining and determining the mastery of instruction by the student(s). While some programs may provide grades based on work completed, the Teacher of Record will have direct control over how that is determined (this could include reprogramming of the assessment tool or the ability to allow students to complete assignments or quizzes multiple times).

Which subject areas can be taught on a CCDP?

The teacher must be assigned to a subject area that is required for graduation or uses state academic standards. Subject areas include: Arts (Visual and Performing), Communication Arts & Literature, Math, Physical Education, Science, and Social Studies.

If the teacher is teaching in only one of these content areas then the district needs to identify the specific multiple courses the teacher will be teaching, assessing, and issuing credit in.

Example: The school district applies for a licensed math teacher to teach math as well as science. Note: The district would need to list the science courses the teacher will be teaching such as Biology, Chemistry, and Earth and Space Science.

If the teacher is teaching in a traditional school setting and is needed to teach either a single subject area, or multiple subject areas, outside of their licensure area, then an Out-of-Field Permission (OFP) is the appropriate permission to request.

Which subject areas cannot be covered with a CCDP?

Many subject areas are not eligible assignments for a Cross-Curricular Delivery Permission, including:

- Agricultural Education
- Business
- Career Pathways and CTE courses receiving CTE funding
- Driver's Education
- Early Childhood Education
- Elementary Education
- English as a Second Language
- Family & Consumer Science
- Related Services assignments
- Special Education (all fields)
- Technology
- Work Based Learning
- World Languages (all fields)

If a district needs to fill an assignment in one or more of these fields, they should consider applying for an Out-of-Field Permission (OFP).

If a district believes there are extenuating circumstances that make one or more of these fields appropriate for a CCDP, and not an OFP, the district must provide detailed rationale on the permission request at the time of submission.

Note: Districts may have their own graduation requirements that differ from MN state graduation requirements. Only subjects required by the State for graduation can be covered by a CCDP – all other courses will need to be covered by an OFP.

Which grade levels are covered under CCDPs?

Middle school (grades 5-8), high school (grades 9-12), and secondary settings (5-12 or 7-12) qualify for CCDPs. Please note that the delivery model is the main qualifier for a CCDP and should be the focus for applying for the permission.

Is there a limit on the number of CCDPs a teacher can have in their teaching career?

No, the number of CCDPs for a teacher is unlimited.

FAQs for Districts

When should a district consider applying for a Cross-Curricular Delivery Permission?

This permission is meant for settings where the delivery model of instruction necessitates a single teacher to teach multiple content, or subject, areas, outside of their licensure area. The teacher must be the teacher of record and responsible to grant credit, or meet academic standards, in a secondary setting (middle school and/or high school). The permission applies to settings that provide an alternative way of teaching by the teachers and an alternative way of learning by students. The district, program, or charter school, needs to provide support for teachers on a CCDP including access to appropriately licensed teachers as resources or ongoing professional development training aligned to the additional content and/or pedagogical delivery model.

Note: While this permission was originally created by [Minnesota Statute 123A.05](#) and [Minnesota Statute 123A.06](#) for State Approved Alternative Programs (SAAP), not every SAAP setting needs, requires, or may qualify for a CCDP.

What is the duration of the CCDP?

The permission is valid for one academic school year and expires on June 30th of the expiration year unless indicated at time of submission that it is needed to cover a summer school program or is part of a year round program. In summer school or year round situations, the CCDP expires no later than September 1st.

FAQs on Delivery Models

What are appropriate program delivery models for a CCDP?

Regardless of which model a district might choose to use, the teacher still needs to be the one who is designing, delivering, and assessing the curriculum. With a CCDP, the delivery model needs to look different from a typical school setting.

Examples can include a secondary self-contained classroom taught by one teacher, project-based learning, competency-based learning, purchased curriculum, and online programs.

Do online programs or purchased curriculums qualify for a CCDP?

Curriculums that utilize a vendor or third party can be used if the curriculum is aligned with Minnesota Academic Standards and Benchmarks and if the Teacher of Record is providing the instruction and issuing the credit. Districts will need to clearly explain in the permission request what the role of the teacher is in working with the online or purchased curriculum, the number of students the staff are responsible to be working with, identify who is awarding credit, and what the scope of content the teacher has that qualifies them to work in this situation.

The teacher needs to be providing meaningful, teacher-initiated interactions with online learners. Students should not be interacting primarily with a digital curriculum with no one providing feedback, teaching concepts, or correcting misconceptions (other than the computer algorithm). Having teachers only “available” to answer questions or holding office hours for students to contact them is not a model that would be approved for a CCDP.

An individual working in an online program or using purchased curriculum could qualify for a CCDP, if the following are all true:

- Holds a MN Tier 3 or 4 teaching license
- Creates, delivers, and assesses the curriculum required for graduation, and
- Is the teacher of record and is issuing the credit required for graduation

What qualifies as a State-Approved Alternative Program (SAAP)?

State-Approved Alternative Programs include:

- Alternative Learning Programs
- Alternative Learning Centers
- Contract Alternative Schools
- Care and Treatment Centers
- Correctional Facilities
- Chemical Dependency Programs

Please go to the Definitions section of this handout for more information about SAAPs.

It is important to note that qualifying as one of these programs does not necessitate needing a CCDP and, in some situations, an Out-of-Field Permission is more appropriate. For more questions on this, please reach out to our Licensing Compliance Specialist at katherine.anthony-wigle@state.mn.us.

Do assignments in Project Lead the Way (PLTW) apply to CCDPs?

Some may. Districts need to identify the specific PLTW assignments and explain how the assignment is cross-curricular to be considered. Districts can contact the Licensure Compliance Specialist at katherine.anthony-wigle@state.mn.us to determine licensure requirements of Project Lead the Way courses. Please note, if the PLTW courses are a part of a state-approved and funded CTE program, you will need to have the appropriate CTE license as required by MDE.

FAQs on Applying for a Cross-Curricular Delivery Permission

What process should a district follow in submitting for a CCDP?

There is [one form](#) that districts need to complete each academic school year. The permission requests may be submitted to PELSB on or after July 1st. The form is the same whether the district or program is SAAP (State-Approved Alternative Program) approved or not. However, if the district or program is SAAP-approved, skip answering the questions in Section 4. Section 4 only applies to non-SAAP approved programs and responses will be reviewed by the PELSB Licensing Committee for decision on whether to approve the CCDP request, or not.

Where should a district submit completed requests?

Submit completed CCDPs to: special.permission.PELSB@state.mn.us.

When can a district submit a CCDP for the new school year?

Districts can submit for the upcoming school year on or after July 1st.

Does the district have to fill the form every school year for a renewal?

Yes.

What does a district do if a CCDP application has been denied?

As stated earlier, CCDP forms initially go before the PELSB Licensing Committee for review and decision. If the committee denies the CCDP, the district can consider applying for an OFP for each assignment the teacher seeks to hold. The other option would be to reach out to the Licensure Compliance Specialist (katherine.anthony-wigle@state.mn.us) to discuss in further detail the specifics of the school, program, or setting to help determine possible next steps or options. A district may re-apply for CCDP if initially denied by the licensing committee especially after speaking with the Licensure Compliance Specialist.

Definitions

Area Learning Center (ALC): Category of State-Approved Alternative Programs that are characterized by the following:

- An area learning center must provide comprehensive educational services to enrolled secondary students throughout the year, including a daytime school within a school or separate site for both high school and middle school level students. ([Minnesota Statute 123A.05](#)).
- Must be established in cooperation with other districts and must serve the geographic area of at least two districts (with the exception of Minneapolis, St. Paul and Duluth). ([Minnesota Statute 123A.05](#)).
- All students must have a Continual Learning Plan (CLP).

Alternative Learning Program (ALP): Category of State-Approved Alternative Programs that are characterized by the following:

- Typically tied closely to one school district, serving a defined grade-level population
- Has the option of serving students only from within the district the program is located
- Students must meet the at-risk criteria ([Minnesota Statute 124D.68](#))
- May make program hours and calendar optional
- All students must have a Continual Learning Plan (CLP)

Approved Online Provider: Online learning provider is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by the department to provide online learning courses. All online courses offered through department-approved programs are:

- Taught by Minnesota licensed teachers
- Meet or exceed state academic standards
- Transferred to other public school districts
- Apply toward high school graduation

Project-Based Learning: settings where a teacher functions as a facilitator of a group of students who self-direct the meeting of content standards through active, often community-based projects. The district will need to provide evidence of trainings or experience of the teacher(s) project-based pedagogy and provide content experts across licensure areas to support student learning and evaluate attainment of content standards of benchmarks.

State-Approved Alternative Program (SAAP): includes State-Approved Area Learning Centers, Alternative Learning Programs, Middle Level/Junior High, Targeted Services, including after school and summer school programming, and Contracted Alternative Programs. Each requires separate approval.

Teacher of Record is the teacher responsible for the planning, instruction, and assessment of students in a classroom. The person may also grant credits to students. The below definitions can assist in determining if the teacher meets the rule.

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