



BOARD OF EDUCATION

Work Session Meeting - August 26, 2019 - 4:00 PM

District Administration Building, 210 County Road 101 North Plymouth, MN

Excellence. For each and every student.

AGENDA

1. **CALL TO ORDER/ROLL CALL**
2. **ADMINISTRATIVE**
 - A. Community Education Rebranding Project *J. Ebert 20 minutes* 2
 - B. Proposed Change to School Age Care MAAP Accreditation *J. Ebert 10 minutes* 5
3. **TEACHING AND LEARNING**
 - A. Minnesota DHR Project Update *S. Lackner 20 minutes* 8
 - B. e-Learning Preliminary Pilot Plan *J. Johnson 15 minutes* 25
4. **FINANCE AND BUSINESS**
 - A. Facilities Update *J. Westrum 45 minutes*
5. **HUMAN RESOURCES**
6. **SCHOOL BOARD**
7. **ADJOURN**

10 Insights

1. Hard to talk about
2. Identity is linked to a couple of respected families
3. Vital to the life of district
4. Identity is hidden, separated from the district
5. Value not recognized
6. People are convinced of what they know
7. People want to learn more
8. There's something for everyone, but...
9. Early Learning School brand needs room to grow
10. Infrastructure does not support effective communications

10 Recommendations

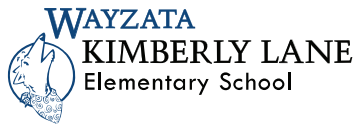
1. **Simplify** the messaging about preschool by eliminating the names Peppermint Fence and BLOCK Time – an update to the Early Learning School brand.
2. **Position** Community Education as something other than a district department and give it a graphic treatment with a bit more flair.
3. **Separate** Early Learning School and its family of brands (ECFE, Early Childhood Special Education, Early Childhood Screening, Preschool) from the Community Education brand.
4. **Develop** new, simple, contemporary, audience-friendly language for Bright Start, Home Base, W.I.S.H.E.S. and incorporate it into the community education brand identity.
5. **Develop** new, simple, contemporary, audience-friendly graphics for Community Education and its family of programs - Childcare, Youth Classes, Adult Classes, Community Partnerships, Volunteerism.
6. **Look** at language and images through a lens that adapts for cultural, ability and generational differences.
7. **Have someone** on the Community Education staff who is dedicated to managing the brand.
8. **Make sure** Eleyo is supporting, not leading - or interrupting - the brand.
9. **Create** a training program for current staff and incoming staff; update regularly.
10. **Create** a fresh, strategic public relations plan to re-introduce Community Education to the community.

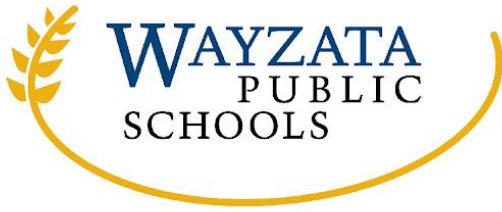
Community Ed Brand Messages

Internal Document

<p>Name Community Ed</p>	<p>Positioning Statement (What happens in the Wayzata Public Schools because of you) Listening, responding, connecting and opening doors for our community of learners so they can thrive and be successful in school and life.</p>
<p>Personality Helpful Friendly Relatable Knowledgeable Professional</p>	<p>Tone/Look/Feel Conversational Modern Warm Multicultural Multigenerational</p>

1. Community Ed exists to help our E-12 students and families thrive and be successful in school and life.
2. We design, operate and participate in hundreds of important programs and services that make life and learning better for all people who live, work and attend school here.
3. We have 300 dedicated employees and more than 1,200 engaged community and high school volunteers who bring these programs and services to life.
4. We are entrepreneurial, generating millions of dollars in user fees to cover the costs of delivery for our school-based childcare services and our catalog of classes. We also bring in revenue for the district by managing community rentals of our school buildings, grounds and athletic venues.
5. We fund and operate the Wayzata Early Learning School, serving 600 of our youngest learners — infants to preschoolers — and their families.
6. We work and build relationships with people everywhere in our community — in our schools, on our athletic fields, with our local nonprofit and business partners, even with other school districts.
7. We make life easier for working parents and help students become friends with their classmates by providing childcare in our elementary schools — before and after school, on school holidays and during summer vacation.
8. We help learners of all ages pursue classes and activities that interest them, from playing chess or basketball to knitting, cooking and gardening.
9. We help our immigrants and non-English speakers learn English, understand our culture and systems, and gain the skills they need to obtain a GED, get a job, go to college.
10. We work with parents, social service and government agencies, faith communities, the medical and mental health community, immigrant communities, and anyone else who is committed to surrounding and supporting all of our students and families so they can thrive and succeed in school and life.
11. We connect people to spaces. Our school buildings, grounds and athletic venues are wonderful spaces for learning, playing, performing, competing and connecting. We make sure that community members know they can use our facilities when the district isn't — and we help make that happen.
12. We will celebrate our 40th birthday in 2020 and we are excited for what the future holds.





Community Education
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COMMUNITY EDUCATION

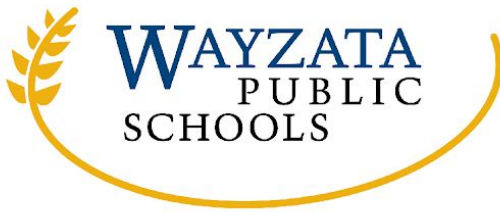
To: Wayzata Public School Board of Education
From: Jenni Ebert, Director of Community Ed
Date: August 26, 2019
RE: Proposed Change to School Age Care MAAP Accreditation

Community Ed's school age care program (Home Base / Bright Start) is recommending a change to our current dual program accreditation and certification to just being certified through the Department of Human Services (DHS).

Attached is a memo to the Strategic Leadership Team (SLT) detailing the background and history of the school age care program's accreditation and certification processes. We also lay out our rationale for our recommendation for eliminating the accreditation process and maintaining sole certification through DHS.

SLT reviewed this information at their August 13 meeting. Their feedback was in support of Community Ed's recommendation, but suggested the information also be shared with the School Board.

We welcome your feedback and questions.



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COMMUNITY EDUCATION

To: Strategic Leadership Team
From: Jenni Ebert, Director of Community Ed
Lynn Zemlin, Out-of-School Time Coordinator
Date: August 13, 2019
RE: Proposed Change to School Age Care MAAP Accreditation

Background and History

Community Ed's school age care program (Home Base and Bright Start) currently has dual accreditation through Minnesota Afterschool Accreditation Program (MAAP) and certification through the Department of Human Services (DHS). We have held MAAP accreditation since 2010. Beginning with the 2018-19 school year, we also became certified through DHS. The DHS certification is a new requirement to receive county child care assistance program (CCAP) reimbursements from the State of Minnesota. This year was a learning period for us in which we took time to assess the similarities and differences in the DHS licensing and the MAAP accreditation. Below is a brief overview of each:

DHS Certification: State law now requires all school age care programs that accept CCAP funding to be certified through the Department of Human Services. Certification requirements include health and safety requirements, staff background checks and training requirements, as well as emergency preparedness. Because this certification has just recently been implemented in school age programs, requirements are continuing to evolve and become more extensive. All WPS school age care sites are now certified through DHS (with North Woods currently pending). Certification visits through DHS will occur yearly to ensure the program is meeting requirements.

MAAP Accreditation: MAAP is a state-approved accreditation program developed by the Minnesota School-Age Care Alliance (MnSACA) to promote the highest level of quality programming for school age care. Accreditation is voluntary and provides an indicator of quality in school age care programs. It also provides school age care professionals with performance indicators to guide program planning, implementation, and evaluation. Seven of our nine elementary schools are currently accredited. Renewal is needed every three years. This year we have three sites that would need to go through the extensive accreditation and re-accreditation processes.

Over the past several years, we have noted MAAP accreditation is no longer the most responsive or relevant option for quality assurance for school age care programs. Responsiveness from their staff has not been satisfactory. The MAAP accreditation assessment tool feels unaligned to district expectations around diversity and equity. There is a lack of consistency from agency expectations to the actual written self-study tool. Also, our experience has been it creates different expectations for sites within the same program.

There are currently 13 school districts in Minnesota, including WPS, accredited through MAAP. A list of those schools is posted at: https://mnaeyc-mnsaca.org/page/accred_programs. This number has been in decline in recent years.

Recommendation on School Age Care Accreditation

After careful consideration and analysis, we are recommending the school age care program (Home Base and Bright Start) withdraw from MAAP Accreditation effective September, 2019. Our analysis has shown there is much duplication in requirements for the MAAP accreditation and the DHS certification resulting in added expenses and staff resources. Additionally, though requirements are often the same, the certification and accreditation processes behind them often do not align. Maintaining both the accreditation and certification in a large, multi-site program like our school age care program is quite time consuming and inefficient.

The key benefits of maintaining just DHS certification and dropping the MAAP accreditation include:

Cost Savings: Approximately \$9500 per year is spent on MAAP accreditation fees. These funds could be used for other program improvements such as additional staffing, equipment, and/or staff training.

More Effective Use of Staff Time: Site Managers and staff spend approximately 8 hours a month in meetings and 5-10 hours a week working on items for MAAP accreditation. This is now in addition to time spent working towards maintaining our DHS certification. This time could make a greater impact being used for program improvement, including coaching and mentoring staff, summer planning, and training.

One negative impact we would incur is slightly reduced reimbursement from CCAP due to not being accredited. This impact is minimal as not all our sites are currently MAAP accredited.

A second item to be mindful of is not all DHS certification and MAAP accreditation requirements are the same. There are some MAAP accreditation items we see as best practices that should be continued, but would not be part of DHS certification. Due to that, school age care leadership will create an internal Quality Assessment Tool that will work in conjunction with DHS certification to ensure the program continues to maintain high quality programming, safety procedures, and staff training. Tools used to build the assessment could include YPQA, Ignite, School Age Code of Ethics, MN School Age Indicators, and the MAAP Self Study tool.

Staff feel confident the benefits significantly outweigh the negative impacts and ask for your support approving their recommendation to withdraw from MAAP accreditation.



K-12 Discipline Report

School Board Work Session

August 26, 2019

MDHR report outline

- A. District's Intended Outcomes for the Plan
- B. Steps taken to implement the Plan
- C. Summary of suspension data
- D. Changes implemented in light of data analysis

District Intended Outcomes

Goal: Reduce the overall number and disproportionality of Out-of-School Suspensions (OSS) for all students in grades K-12, as reported in the MN Discipline Incident Reporting System (DIRS).

Baseline 2017-18

- District-wide Number of OSS of 1 Day or More = 188, Risk Ratio* = 1.6
- Disproportionality - likelihood of suspension comparison

	White	Asian
Black	8.0x	29.3x
Hispanic	2.1x	7.7x
Multi Race	2.6x	9.7x

	Non-Special Ed
Special Ed	5.7x

*Risk Ratio = Number of OSS \geq 1 Day per 100 students enrolled

Steps Taken to Implement Plan: Feb - Aug 2019

District Discipline Committee - March 2019

- Reviewed Mid-Year DIRS data
- Shared current structure of Site Teams at each building by grade level group

	Elementary	Middle	High
Members	Principal, SW, SSS, Special Ed Coordinator	Principal, Teacher Reps, SW, Para Rep (Dean)	Principal, Teacher Reps, SW, Dean, Ach Spec, Counselors
Meeting Frequency	Monthly	Monthly	Bi-weekly
Function	Review data, look for patterns and root causes, make adjustments to school plans	Define and plan instruction for PBIS, review data, lead PD on PBIS strategies, plan and support student recognitions	Create behavioral interventions and progress monitoring tools, provide PD on equity, race and culture, resource for staff to go to for behavior and mental health

Steps Taken to Implement Plan: Feb - Aug 2019

Grade Level Group Discipline Committees

- Confirmed Skyward as the K-12 Discipline Reporting System
- Elementary Principals came to agreement on discipline reporting practices
- Updated all discipline codes in Skyward to align with DIRS, removed duplicate and unused codes
- Created district-wide definitions of offence descriptions
- Conducted training for elementary principals on discipline decision-making and Skyward reporting process

Number of Out-of-School Suspensions of 1 Day or More (OSS) by Site

2017-18 Final DIRS Data

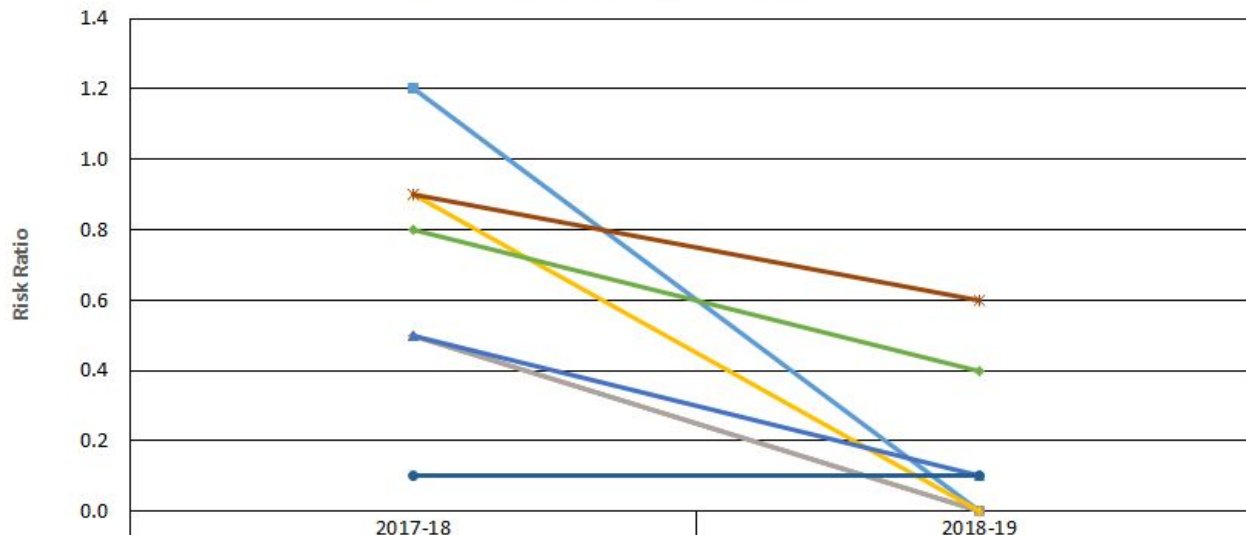
	OSS count ≥ 1 Day	Total Enrolment	Risk Ratio
Birchview Elementary (804)	6	499	1.2
Gleason Lake Elementary (811)	3	567	0.5
Greenwood Elementary (806)	4	793	0.5
Kimberly Lane Elementary (812)	7	759	0.9
Meadow Ridge Elementary (803)	4	852	0.5
Oakwood Elementary (807)	4	514	0.8
Plymouth Creek Elementary (810)	1	687	0.1
Sunset Hill Elementary (808)	6	678	0.9
Wayzata Central Middle School (053) & ALC (953)	9	1,267	0.7
Wayzata East Middle School (052) & ALC (952)	32	730	4.4
Wayzata West Middle School (051)	2	770	0.3
Wayzata High School (050) & ALC (049)	110	3,456	3.2
Total	188	11,574	1.6

Number of Out-of-School Suspensions of 1 Day or More (OSS) by Site

2018-19 Final DIRS Data

	OSS count ≥ 1 Day	Total Enrolment	Risk Ratio
Birchview Elementary (804)	0	472	0.0
Gleason Lake Elementary (811)	0	583	0.0
Greenwood Elementary (806)	0	811	0.0
Kimberly Lane Elementary (812)	0	776	0.0
Meadow Ridge Elementary (803)	1	867	0.1
Oakwood Elementary (807)	2	561	0.4
Plymouth Creek Elementary (810)	1	708	0.1
Sunset Hill Elementary (808)	4	677	0.6
Wayzata Central Middle School (053) & ALC (953)	12	1,315	0.9
Wayzata East Middle School (052) & ALC (952)	29	742	3.9
Wayzata West Middle School (051)	11	754	1.5
Wayzata High School (050) & ALC (049)	85	3,548	2.4
Total	146	11,814	1.2

Out-of-School Suspensions of 1 Day or More* Risk Ratio Trend - Elementary Schools

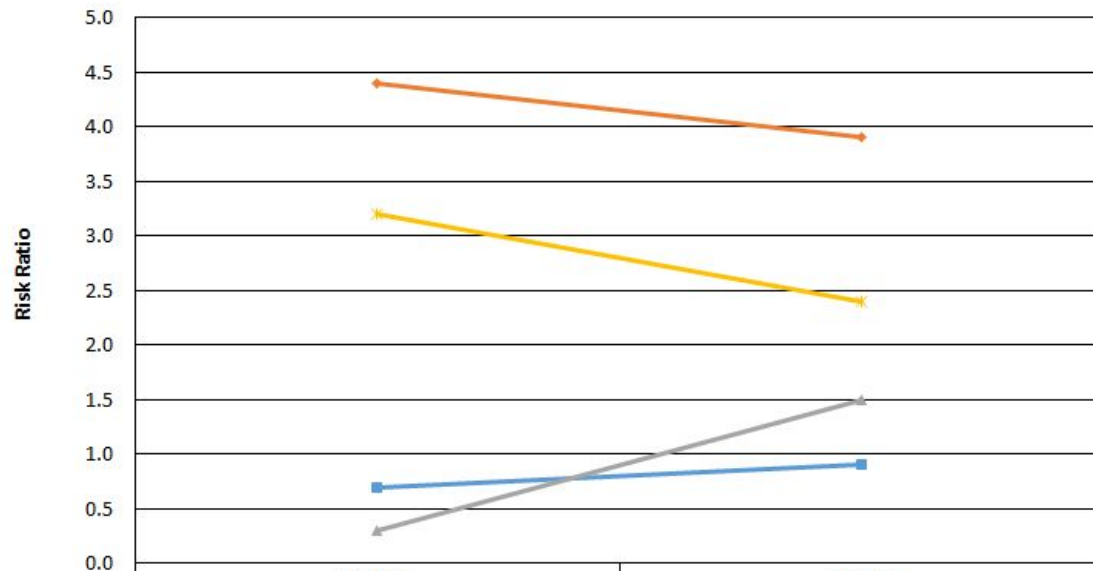


	2017-18	2018-19
Birchview	1.2	0.0
Gleason Lake	0.5	0.0
Greenwood	0.5	0.0
Kimberly Lane	0.9	0.0
Meadow Ridge	0.5	0.1
Oakwood	0.8	0.4
Plymouth Creek	0.1	0.1
Sunset Hill	0.9	0.6

* Source: Year-End DIRS Report

** Risk Ratio: Number of Out-of-School Suspensions of 1 Day or More per 100 students enrolled

Out-of-School Suspensions of 1 Day or More*
Risk Ratio Trend - Secondary Schools**



	2017-18	2018-19
Central Middle (053/953)	0.7	0.9
East Middle (052/952)	4.4	3.9
West Middle	0.3	1.5
High School (050/049)	3.2	2.4

* Source: Year-End DIRS Report

** Risk Ratio: Number of Out-of-School Suspensions of 1 Day or More per 100 students enrolled

Outcomes Overall and by Site

- District total number of OSS \geq 1 Day decreased from 188 in 2017-18 to 146 in 2018-19 (22% reduction)
- District Risk Ratio decreased from 1.6 in to 1.2 (25% reduction)
- Four elementary schools had zero OSS \geq 1 Day in 2018-19
- East Middle School was the site with the highest Risk Ratio in 2017-18 (4.4) and 2018-19 (3.9)
- The Risk Ratio decreased from 2017-18 to 2018-19 at East Middle School, Wayzata High School and seven of eight elementary schools

Out-of-School Suspensions (OSS) of 1 Day or More - By Reason and Demographic Group

2017-18 Final DIRS Data

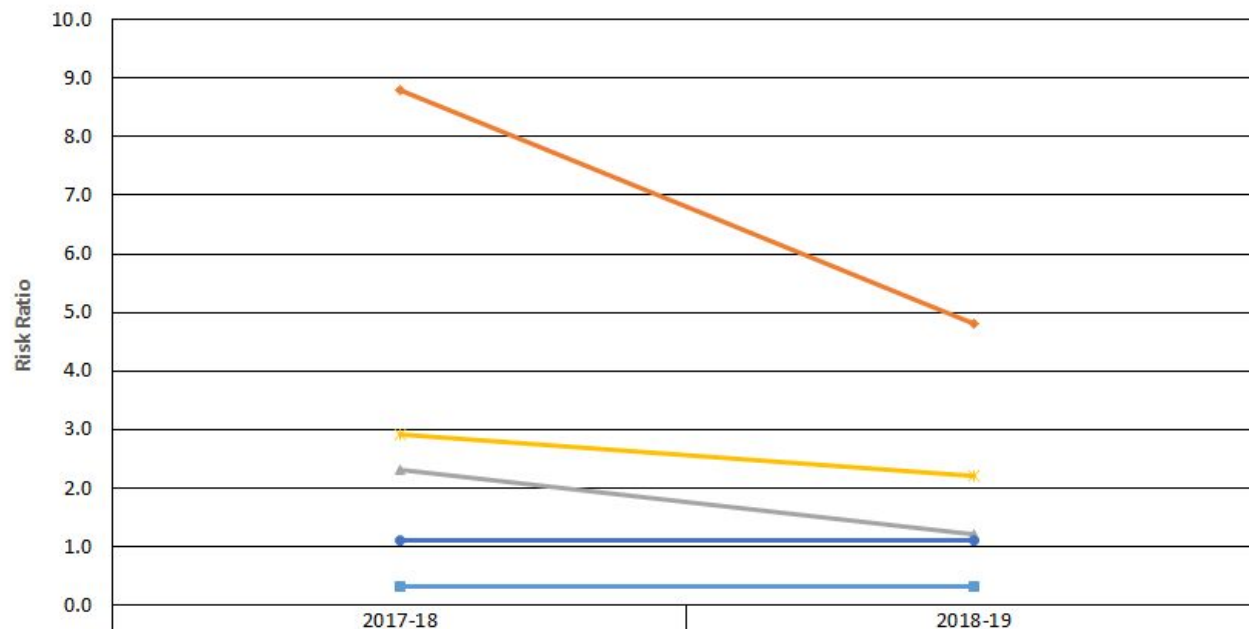
	Asian	Black	Hispanic	Multi Race	White	Not Special Ed.	Special Ed.	Total
Alcohol	1	1	0	2	3	6	1	7
Arson	0	1	0	0	0	1	0	1
Assault	0	4	0	0	3	3	4	7
Attendance	0	0	0	0	0	0	0	0
Bullying (all forms except cyber bullying)	0	0	0	1	0	0	1	1
Computer	0	0	0	0	2	2	0	2
Controlled Substance (prescription)	0	0	0	0	1	1	0	1
Cyber Bullying	0	0	0	0	0	0	0	0
Disruptive/Disorderly Conduct/Insubordination	2	18	3	5	22	26	24	50
Extortion	0	0	0	0	0	0	0	0
Fighting	2	22	2	1	17	31	13	44
Harassment	0	3	0	0	2	3	2	5
Illegal Drugs	1	6	3	2	8	16	4	20
Other	1	5	1	1	2	9	1	10
Terroristic Threats	0	0	0	1	1	1	1	2
Theft	0	0	0	0	3	3	0	3
Threat/Intimidation	0	5	1	4	6	12	4	16
Tobacco	0	1	1	0	7	7	2	9
Vandalism/Property Related	0	0	0	0	0	0	0	0
Verbal Abuse	0	3	0	0	2	5	0	5
Weapon	0	2	0	0	3	2	3	5
Total	7	71	11	17	82	128	60	188
Total WPS K-12 Enrollment as of Oct 1 2017	2,292	808	487	592	7,388	10,686	888	11,574
Risk Ratio (Count per 100 students)	0.3	8.8	2.3	2.9	1.1	1.2	6.8	1.6

Out-of-School Suspensions (OSS) of 1 Day or More - By Reason and Demographic Group

2018-19 Final DIRS Data

	Asian	Black	Hispanic	Multi Race	White	Not Special Ed.	Special Ed.	Total
Alcohol	0	0	0	0	2	1	1	2
Arson	0	0	0	0	0	0	0	0
Assault	0	0	0	1	3	2	2	4
Attendance	0	1	0	0	0	1	0	1
Bullying (all forms except cyber bullying)	0	0	0	1	0	1	0	1
Computer	0	0	0	0	0	0	0	0
Controlled Substance (prescription)	0	0	0	0	4	4	0	4
Cyber Bullying	1	0	0	0	1	1	1	2
Disruptive/Disorderly Conduct/Insubordination	0	3	1	1	3	3	5	8
Extortion	0	0	0	1	0	1	0	1
Fighting	0	20	2	4	15	30	11	41
Harassment	1	1	0	0	7	9	0	9
Illegal Drugs	1	2	0	1	12	15	1	16
Other	0	1	0	0	1	2	0	2
Terroristic Threats	0	1	0	1	4	3	3	6
Theft	0	0	0	0	0	0	0	0
Threat/Intimidation	1	7	1	3	6	6	12	18
Tobacco	3	2	0	1	17	19	4	23
Vandalism/Property Related	0	0	0	0	2	2	0	2
Verbal Abuse	0	2	0	0	1	3	0	3
Weapon	0	0	2	0	1	1	2	3
Total	7	40	6	14	79	104	42	146
Total WPS K-12 Enrollment as of Oct 1 2018	2,433	827	512	640	7,389	10,870	944	11,814
Risk Ratio (Count per 100 students)	0.3	4.8	1.2	2.2	1.1	1.0	4.4	1.2

**Out-of-School Suspensions of 1 Day or More*
Risk Ratio** Trend - by Race/Ethnicity**



	2017-18	2018-19
Asian	0.3	0.3
Black	8.8	4.8
Hispanic	2.3	1.2
Multi Race	2.9	2.2
White	1.1	1.1

* Source: Year-End DIRS Report

** Risk Ratio: Number of Out-of-School Suspensions of 1 Day or More per 100 students enrolled

Out-of-School Suspensions of 1 Day or More*
Risk Ratio Trend - by Special Education Status**



* Source: Year-End DIRS Report

** Risk Ratio: Number of Out-of-School Suspensions of 1 Day or More per 100 students enrolled

Outcomes by Reason, Race/Ethnicity and Special Education Status

- The overall number of OSS \geq 1 Day for Disruptive/Disorderly/Insubordination decreased from 50 in 2017-18 to 8 in 2018-19.
- The Risk Ratio for White and Asian students stayed the same from 2017-18 to 2018-19, 1.1 and 0.3 respectively.
- The Risk Ratio for Black students decreased from 8.8 in 2017-18 to 4.8 in 2018-19 (45% reduction).
- The Risk Ratio for Special Education students decreased from 6.8 in 2017-18 to 4.4 in 2018-19 (35% reduction).

Likelihood of OSS ≥ 1 Day Comparison by Student Group

	White 2017-18	White 2018-19	Difference	Asian 2017-18	Asian 2018-19	Difference
Black	8.0x	4.4x	-3.6	29.3x	16.0x	-13.3
Hispanic	2.1x	1.1x	-1.0	7.7x	4.0x	-3.7
Multi Race	2.6x	2.0x	-0.6	9.7x	7.3x	-2.4

	Non-Special Ed 2017-18	Non-Special Ed 2018-19	Difference
Special Ed	5.7x	4.4x	-1.3

Changes to be Implemented

- District Discipline Committee will meet November 2019
- At November meeting, principals will report on beginning-of-year activities of their Site Team
- High School Site Team will incorporate discipline data review into regular meetings
- Executive Director of Teaching and Learning and Director of Special Services will meet with each principal to review 2018-19 DIRS data and beginning-of-year discipline data, and determine adjustments needed at the site.

SCHOOL BOARD WORK SESSION

August 26, 2019

Jill Johnson, Executive Director of Teaching and Learning

RE: eLearning Plan – Proposal (Minnesota Statutes, section 120A.414)

The 2017 Legislature has amended the Length of School Year; Hours of Instruction (Minn. Stat. § 120A.41) to include the option of a school utilizing e-Learning days. e-Learning days may be used as follows:

- Due to inclement weather
- Up to five days in one school year
- Counted as an instructional day and included as hours of instruction

e-Learning Plan

The e-Learning plan must be developed by the district or charter school with cooperation from the teachers or their representative. Plans must be approved by the board in an open meeting and communicated with the families at the beginning of the school year.

The plan must include

- Accommodations for students without sufficient access to the Internet, hardware, or software in their homes.
- Accessible digital instruction for students with disabilities under chapter 125A and meet the needs of each student's Individual Education Plan (IEP)/504 plans.
- Access to teachers via telephone and online during normal school hours.
- Notification to parents and students of the plan must occur at the beginning of the school year and, upon implementation of an e-Learning day, there must be at least two hours' notice prior to the normal school start time that students are to follow the e-Learning day plan.

Wayzata e-Learning Plan

Development Team

Jill Johnson, Executive Director of Teaching and Learning
Shelly Nelson, Director of Curriculum and Instruction
Jody Remsing, Director of Special Services
Wade Phillips, Director of Technology
Stacey Lackner, Director of Research and Evaluation
Scott Gengler, High School Principal
Adam Tillotson, Wayzata Education Association, President

Plan was reviewed by

Teaching and Learning Leadership Team
Strategy Leadership Team
Teaching and Learning Committee of the School Board

Recommendation: 2019 – 2020 – Pilot at the high school; 2020 – 2021 consider addition grades 6 - 8



e-Learning Day Plan

Grades 9 – 12 [DRAFT – August 26, 2019]

Goals

- To minimize the disruption to learning caused by emergency school closures by making those out-of-school days as educationally productive and engaging as possible
- To allow students an opportunity to practice online learning that is increasingly part of both college study and workplace training
- To maximize the use of one-to-one technology

Teacher Role	Student Role	FAQs
<p>In preparation for eLearning Days:</p> <ul style="list-style-type: none"> ▪ Plan for self-directed, independent learning with specific consideration for individual learning needs ▪ Encourage students who need access to Wi-Fi, to check out district hot-spots devices in the media center. <p>On eLearning Days:</p> <ul style="list-style-type: none"> ▪ Be available via email or Canvas between 10:00 am until 3:00 pm. ▪ Post assignments to Canvas by 10 am. ▪ Take attendance (e.g. Canvas, Email, Parent Verification, Work Submitted). ▪ Enter attendance in Skyward. 	<ul style="list-style-type: none"> ▪ Students will know where to find e-learning assignments ▪ Students will connect with teachers via email or Canvas, to ask questions or get feedback on assignments ▪ Students will complete their assignments as directed ▪ Students with an Individualized Education Plan will follow lessons provided by their teachers ▪ Students without home Internet access or with limited Internet access must inform teachers of this fact so needed modifications to assignments and due dates can be made 	<ol style="list-style-type: none"> 1. Is attendance taken for an e-learning day? <i>Yes, attendance will be taken via a Google Form posted in Canvas.</i> 2. Will teachers be available for questions/feedback? <i>Yes, teachers will be available until 3 pm via email or Canvas.</i> 3. What if the Governor cancels schools across MN on an e-learning day? <i>If the Governor cancels school statewide, then there will be NO e-learning assignments and teachers will not be answering emails.</i> 4. Why do we need e-learning days? <i>E-learning days are a continuation of curriculum and classroom instruction, and count as an instructional day for graduation requirements.</i> 5. Can families choose to opt out of e-learning days? <i>Students whose family chooses to not participate in the e-learning day are reported as absent.</i> 6. How will students be expected to “make-up” assignments? <i>Students will be responsible for completing the required work on their own time as they would in any other situation in which they may have been absent from school.</i> 7. What if a student needs assistance with access to Wi-Fi? <i>Students who need Wi-Fi access can check hot spots in the WHS media center</i> 8. What is expected of licensed/non-instructional staff? <i>Staff should assume a professional duty day and be available for consultation if needed.</i>

Note: The superintendent, in consultation with Teaching and Learning and building principals, will determine when we implement the e-Learning plan