

## What to Do in the Event of a Power or Internet Outage

Power outages in the Pacific Northwest are a common occurrence during fall and winter months. Internet outages occur from time to time, even when power is maintained. Teaching and learning during Northshore Learns 3.0, although dependent on power and internet, will continue during power or internet outages. Asynchronous learning during power or internet outages is expected; attendance will be determined based on student or family evidence of participation in asynchronous activities.

In order to ensure students have access to online asynchronous learning activities in the event a teacher's power is out or internet connection is cut, teachers should ensure their course materials include information about how students can access online asynchronous lessons, such as those posted in the curriculum maps found in the Northshore Learns 3.0 Schoology Group. Teachers should also consider creating a folder or space within their Schoology course(s)

The table below summarizes possible scenarios and expectations on the part of educators and students.

Power or Internet Situation	Teacher Expectations	Student Expectations
<p>Power OFF or Internet OUTAGE for Teacher Only</p>	<ul style="list-style-type: none"> <li>● <b>Contact</b> school according to your school's emergency procedures to report power is out.</li> <li>● <b>Send a message</b> to students to engage in asynchronous learning activities.               <ul style="list-style-type: none"> <li>○ <b>Ask</b> school or a colleague to send a message if not able to do so.</li> </ul> </li> </ul> <p><b>NOTE: If power or the internet goes out during class</b>, contact the school. If your power or internet company provides you with an estimate for when power or internet is expected to be back, alert the school with that information.</p> <p>In preparation for a power or internet outage situation that affects you but not students, develop a set of asynchronous learning activities -- a "bag of tricks" that students can access on their own. Post these materials in Schoology (or SeeSaw, as appropriate) and show students how to find them.</p>	<ul style="list-style-type: none"> <li>● <b>Log</b> into Schoology.</li> <li>● <b>Continue</b> work on previously assigned learning activities.</li> <li>● <b>Participate</b> in asynchronous learning activities that are posted in Schoology course(s).</li> </ul> <p><b>NOTE: If a teacher's power or internet goes out during class</b>, log off of Zoom. Work on known learning activities or assignments, or on other asynchronous learning activities that are posted in Schoology course(s).</p> <p>Elementary students should try logging back into the Zoom session after 15 minutes, and then try again in 30 minutes, in 60 minutes, and 90 minutes. After 90 minutes, plan for asynchronous learning for the remainder of the day.</p> <p>Secondary students should try logging back in after 15 minutes and again after 30. Students should attend other</p>

		classes according to their regular schedule.
Power OFF or Internet OUTAGE for Student(s) Only	<ul style="list-style-type: none"> <li>• <b>Teach</b> class(es)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Call the Attendance Line</b> to report power is out.</li> <li>• <b>Participate</b> in asynchronous learning activities that do not require power or internet; refer to “Asynchronous Learning Activities for Power and Internet Outages”.</li> <li>• <b>Document</b> activities and report them to teacher once internet returns.</li> </ul>
Power or Internet OFF for Both Teacher and Students	<ul style="list-style-type: none"> <li>• <b>Contact</b> school to report power is out.</li> <li>• <b>Send a message</b> to students to engage in asynchronous learning activities. <ul style="list-style-type: none"> <li>○ <b>Ask</b> school or a colleague to send message if not able to do so.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Call the Attendance Line</b> to report power is out.</li> <li>• <b>Participate</b> in asynchronous learning activities that do not require power or internet; refer to “Asynchronous Learning Activities for Power and Internet Outages”.</li> <li>• <b>Document</b> activities and report them to teacher once power/internet returns.</li> </ul>

**Navigating Internet Issues during Northshore Learns 3.0**

If at any time your student is unable to log in to classes due to an internet outage, we encourage you to contact your service provider. We have listed some of the local providers below. You will need to log in to your provider's site to see a map of outages.

Xfinity:

- [Xfinity Status Center](#)
- Phone: 1-800-934-6489

Wave Broadband:

- [Wave Broadband Support](#)
- Phone: 1-866-928-3123

Verizon:

- [Verizon Service Outage Information](#)
- Phone: 1-800-922-0204

Ziplay:

- [Ziplay Service Outage Status](#)
- Phone: 1-866-699-4759

## Asynchronous Learning Activities for Power or Internet Outages

The following list of asynchronous learning activities are provided to all Northshore School District families. These activities are to be used in the event that a power or internet outage interrupts a student's ability to access their distance learning classroom or their course materials.

### **Primary (Grades PreK-2)**

#### ***Literacy***

- Read a book, or have an adult read a book to you. Then:
  - Count the number of words in a sentence from the book.
  - Count the number of syllables in a word.
  - Act out the story.
  - Retell the story in your own words.
  - Describe the characters, setting, main events of a story in your own words.
  - Tell the main idea and details of the story.
  - Draw a picture of or write about your favorite part of the story.
  - Tell or write a different ending to a story.
  - Predict what would happen in the story if the character was different.
- Draw or write about your day. Tell in words or pictures:
  - What did you do?
  - What did other people in your family do?
  - What made you happy?
  - What scared you, if anything?
- Take a walk around your home, or with permission and an adult, a walk around your neighborhood.
  - Take pictures or draw pictures of what you see.
  - Identify and make or draw a list of items in your home or neighborhood that are person-made and items that are from nature.
  - Draw or write about your walk. Tell in words or pictures:
    - What did you notice?
    - What questions do you have about your home or about things in your neighborhood?
    - How do you think your home was built or other buildings in your neighborhood were made?

#### ***Math***

- Find a clock. Then think about:
    - How many minutes it will be until breakfast; until lunch; until snack; until dinner; until your favorite TV show.
    - Keep track of how many minutes it takes you to read a book. Determine what time it would be if you read the book again.
    - Keep track of how many minutes it takes you to do daily routines, such as taking a bath or shower, getting dressed, brushing your teeth, or eating
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breakfast/lunch/dinner. If you started a routine at 9:00 AM, what time would it be when you finished? How many minutes total does it take you to do all of the routines?

- Find a measuring device such as a ruler, yardstick or meter stick. If you don't have a standard measuring device, choose something to use, such as a book or shoe. Then measure objects or rooms with the measuring device.
  - Count the objects in your room. How many total objects are there? How many are pieces of furniture? How many are items of clothing? How many are toys? How many are other types of objects?
  - Sort the objects in your room. Choose how to sort the objects such as by type, by color, by size, or by use.
  - Identify all of the shapes in your house. Make a list of the shapes such as book = rectangle; nightstand top = square; bowl = circle/hemisphere; sink = oval.
  - Look for patterns in your house. Draw the patterns you find.
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### **Intermediate (Grades 3-5)**

#### ***Literacy***

- Read a book. Then:
    - Write a retelling of the story in your own words.
    - Describe the characters, setting, main events of a story in your own words.
    - Tell the main idea and details of the story.
    - Write about your favorite part of the story. Explain why it was your favorite part.
    - Summarize the story, including the characters, setting, main events, and author's message.
    - Pick one of the main characters. Write about the challenges or problems the character faced and how they resolved the challenges or problems.
    - Identify a character from the story, and then make the character different in some way. Rewrite the story, being sure to change the story in appropriate ways due to the way you changed the character.
    - Write a different ending to a story.
  - Read a nonfiction text. Then:
    - Summarize the text, including the key ideas you learned.
    - Compare the nonfiction text with a similar narrative text. Write about how the narrative got things correct when compared to the nonfiction facts. Write about where the author of the narrative text took liberties with facts.
  - Write a narrative story, poem, or play. If you write a play, act it out for people who live in your home.
  - Write about your day. Share:
    - What did you do?
    - What did other people in your family do?
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- What feelings did you experience? How did your feelings influence how you acted or what you chose to do? Why?
- What would you choose to do differently tomorrow or in the future based on your experience on the day you write about?
- Take a walk around your home, or with permission and an adult, a walk around your neighborhood.
  - Take pictures or draw scientific illustrations (with labels!) of what you see.
  - Identify and make a list of items in your home or neighborhood that are person-made and items that are from nature. Pick one of the objects and write about it in detail without using the actual object's name; use as much descriptive language as possible with the goal of having another person be able to tell you what the object is.
  - Draw or write about your walk. Tell in words or pictures:
    - What did you notice?
    - What questions do you have about your home or about things in your neighborhood?
    - How do you think your home was built or other buildings in your neighborhood were made?

### **Math**

- Create a math game that uses...
  - ...cards
  - ...a Rubik's cube
  - ...dice
  - ...eating utensils, bowls, plates, etc.
- Look for a recipe -- in a recipe book or a food box/bag/can. Then...
  - ...double, triple, or quadruple the recipe and determine how many units of each ingredient would be needed
- Choose a number. Build equations using that number. Example: My number is 4.  $4 \times 4 = 16$ .  $4 + 4 = 8$ .  $4 - 4 = 0$ .  $4(4 + 4) = 32$ .
- Look for shapes in your home, in magazines, in books. Make a list of the shapes you find. Describe the shapes, telling how many angles, sides and faces (if the shape is 3-dimensional) they have.

### **Other**

- Build something out of objects in your home. Write about your process: What did you choose to build and why? What items were required? What tools did you use, if any? What steps did you take to build your finished product?
  - Monitor and describe the weather.
    - Take note of the weather each hour, and write about what you notice.
    - Describe the temperature every hour (use a thermometer or invent your own system for determining how hot or cold it is)?
    - If there is wind, what is the speed of the wind and from what direction is it coming?
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- What precipitation do you notice? Determine a system for measuring the precipitation and monitor the volume over a 12-hour and 24-hour period of time.
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## **Middle School**

### ***Literacy***

- Read a book. Then:
    - Summarize the story, including the characters, setting, main events, and author's message.
    - Write about the theme. What a theme you've identified? Justify your position.
    - Pick one of the main characters. Write about the challenges or problems the character faced and how they resolved the challenges or problems.
    - Identify a character from the story, and then make the character different in some way. Rewrite the story, being sure to change the story in appropriate ways due to the way you changed the character.
    - Write a different ending to a story.
  - Read a nonfiction text. Then:
    - Summarize the text, including the key ideas you learned.
    - Compare the nonfiction text with a similar narrative text. Write about how the narrative got things correct when compared to the nonfiction facts. Write about where the author of the narrative text took liberties with facts.
  - Write a narrative story, poem, or play. If you write a play, act it out for people who live in your home.
  - Compare the three types of text: narrative, informational, and argumentative. What are the elements of each type of text? What purpose does each type of text serve? Which is your favorite to write? Why? Which is your favorite to read? Why?
  - Write about your day. Share:
    - What did you do?
    - What did other people in your family do?
    - What feelings did you experience? How did your feelings influence how you acted or what you chose to do? Why?
    - What would you choose to do differently tomorrow or in the future based on your experience on the day you write about?
  - Take a walk around your home, or with permission and an adult, a walk around your neighborhood.
    - Identify and make a list of items in your home or neighborhood that are person-made and items that are from nature. Pick one of the objects and write about it in detail without using the actual object's name; use as much descriptive language as possible with the goal of having another person be able to tell you what the object is.
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## **Math**

- Create a math game that uses...
  - ...cards
  - ...a Rubik's cube
  - ...dice
  - ...eating utensils, bowls, plates, etc.
- Look for a recipe -- in a recipe book or a food box/bag/can. Then...
  - ...double, triple, or quadruple the recipe and determine how many units of each ingredient would be needed
- Choose a number. Build equations using that number and that include at least two operations. Example: My number is 4.  $4(4+4)=32$ .  $(4^4+4^4)-4=508$ .  $4(4+4)-(4\times 4)=16$
- Look for shapes in your home, in magazines, in books. Then...
  - Make a list of the shapes you find.
  - Describe the shapes, telling how many angles, sides and faces (if the shape is 3-dimensional) they have.
  - Find the area and perimeter of each shape using a standard measuring tool (e.g., ruler) or your own measuring tool (e.g., shoe, pencil).
- Draw and/or construct geometric figures. Write about the characteristics of these shapes. Describe the number of angles, sides, and/or faces. Explain the total number of degrees in each shape, and how you determined this.
- Develop, administer, and graph a survey using the people in your home

## **Other**

- Ask for permission and then, assemble an item in your home that might need to be built.
  - Ask for permission, and then, try to fix an item in your home that might be broken.
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## **High School**

### ***Literacy***

- Read a book. Then:
    - Identify and discuss a theme from the text. What is a theme you've identified? Justify your position.
    - Read a nonfiction text. Then:
      - Summarize the text, including the key ideas you learned.
      - Compare the nonfiction text with a similar narrative text. Write about how the narrative got things correct when compared to the nonfiction facts. Write about where the author of the narrative text took liberties with facts.
  - Write a narrative story, poem, song or play based on a current personal, local, national, or global situation. If basing your text on a personal situation, be sure to protect your identity and the identity of others.
  - Compare the three types of text: narrative, informational, and argumentative. What purpose does each type of text serve? Which is your favorite to read and write? Why?
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- Write about your day. Share:
  - What did you do?
  - What did other people in your family do?
  - What feelings did you experience? How did your feelings influence how you acted or what you chose to do? Why?
  - What would you choose to do differently tomorrow or in the future based on your experience on the day you write about?
- Write an opinion paper about a current event. Specifically:
  - Summarize the current event. What's happening? What was the origin of the situation?
  - Consider both sides of a current event and write about the different perspectives.
  - Form your own opinion about the event, and assert your opinion. Provide a reasoned argument to support your opinion.
- Write a narrative story in your favorite genre.
- Write the lyrics to a favorite song -- either the entire song, or perhaps just the chorus..
 

Then:

  - Describe the meaning of the lyrics to you. Why do these lyrics appeal to you? What message do they send to you?
  - Rewrite the lyrics.

### **Math**

- Create a math game that uses...
  - ...cards
  - ...a Rubik's cube
  - ...dice
  - ...eating utensils, bowls, plates, etc.
- Look for a recipe -- in a recipe book or a food box/bag/can. Then...
  - ...double, triple, or quadruple the recipe and determine how many units of each ingredient would be needed
  - ...halve the recipe and determine how many units of each ingredient would be needed
- Choose a number. Build equations using that number and that include at least three operations. Example: My number is 4.  $4(4+4)-4=28$ .  $(4^4+4^4)+4-4=512$ .  $4(4+4)^4-(4 \times 4)=16368$
- Use a measuring device of some sort -- examples: ruler, meter stick, ruler app on your phone, or even a random object. Use the device to measure the perimeter, area, and volume of your room, and/or of the rooms in your home. If using random object, convert the measurement of the device into metrics. If using a typical 12" ruler that has no metric indicators on it, convert all of the measurements into metric units.
- Develop, administer, and graph a survey using the people in your home

### **Other**

- Ask for permission and then, assemble an item in your home that might need to be built.
  - Ask for permission, and then, try to fix an item in your home that might be broken.
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- Talk with family members about their careers or about various careers, and then write a summary of your conversation. Questions to ask:
    - What skills or knowledge are required for your career?
    - What career options did you explore?
    - If you were to change careers, what would you choose? Why?
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