

New Student Orientation

Program Agenda

**Wednesday, April 17, 2019
6:00 P.M. – 7:00 P.M.**

Welcome

**Ms. Ana Alvarez-Armon, Principal
Ms. Zuyin Companioni, Assistant Principal
Mr. Nick Britton, Magnet Lead Teacher**

Student Guidance

Ms. Michele Molina, Counselor (names A-L)
MMMolina@dadeschools.net
Dr. Carlos Insignares, Counselor (names M-Z)
CInsignares@dadeschools.net

Ninth Grade Faculty

**Mrs. Odalys McKinley, English
Mr. Adriana Diaz-Bergnes, Mathematics
Ms. Caroline Yopp, Chemistry
Mrs. Zudannie Nunez-Hernandez, World History
Ms. Teresita Lopez, Social Studies/World Languages**

Transportation & Summer

Mr. Nick Britton, Magnet Lead Teacher

Q&A/Closing Remarks

Ms. Alvarez and Mr. Britton

DESIGN AND ARCHITECTURE SENIOR HIGH SCHOOL
MIAMI DADE COUNTY PUBLIC SCHOOLS



Ana Alvarez-Arimón
Principal

Alberto M. Carvalho
Superintendent of Schools

April 17, 2019

Dear Parent or Guardian,

Congratulations and Welcome to DASH. We would like to inform you that we offer support and services for students that have or have had classroom accommodation plans such as an Individual Education Plan or Section 504 Plan.

If your child is currently receiving services through the plans described above, you may contact me and/or your child's school counselor via email.

Sincerely,

Ms. Marlene Zamora, SPED Chairperson
mzamora@dadeschools.net

Ms. Michele Molina, Counselor
Students with Last Names A-L
mmmolina@dadeschools.net

Dr. Carlos Insignares, Counselor
Students with Last Names M-Z
cinsignares@dadeschools.net

"EDUCATION BY DESIGN"

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www.dashschool.org

LANGUAGE ARTS SUMMER READING AND PROJECTS

Mrs. Odalys McKinley, English 1: Standard, Honors, and Gifted

omckinley@dadeschools.net

Congratulations on your acceptance to DASH! I am excited to meet you and look forward to beginning our work in literary analysis. Please look over the requirements below. I have chosen engaging works for you to read over the summer. It is imperative that you complete these summer reading assignments, which serve as your first language arts grades as ninth grade DASH students. Please save your typed essay files and bring a hard copy of the final essay and illustrations the first week of school. Note, you will be assessed on novel content. If you have any questions regarding your summer assignments, please feel free to contact me via email.

All 9th grade students must read:

Ender's Game by Orson Scott Card

The Curious Incident of the Dog in the Night-Time by Mark Haddon

Honors and Gifted must also read:

The Book Thief by Markus Zusak

Do Androids Dream of Electric Sheep by Phillip K. Dick

English 1 – ALL Students: Illustration and 350-word Essay

Illustration

Choose a **scene** you feel is central to the development of the story *Ender's Game* or *The Curious Incident of the Dog in the Night-Time*. Illustrate the **scene** on a 11x14 stock sheet of heavy white paper. Include one important **symbol** present in *Ender's Game* or *The Curious Incident of the Dog in the Night-Time*. Note: A **symbol** is an object, action, or event that represents something or that creates a range of associations beyond itself. In literary works, a symbol can express an idea, clarify meaning, or enlarge literal meaning.

Essay

Type a **350 word explanation** of what is occurring in the **scene** and why you feel it is important to the development of the story. Make sure you answer the following questions in your synopsis of the scene: Who is involved? What is happening? Why is the scene important to the overall telling of the story? How does the scene move the story forward (This scene is important to the plot because...)? Focus on the key **symbol** present in your drawing and explain what it represents. In your essay, analyze how that symbol functions in the novel and what it reveals about the characters or theme(s) of the novel as a whole. Note: A **theme** is an underlying message about life or human nature that a writer wants the reader to understand. **Do NOT summarize the plot.** Include **word count** at end of your essay.

English 1 – Additional Honors and Gifted project: Thematic Art and 250-word Essay

Thematic Art

Create an artwork using the medium of your choice that represents a key **theme** for either *The Book Thief* or *Do Androids Dream of Electric Sheep*. Include a title for your art that embodies that theme.

Essay

On a separate paper provide a typed **250 word explanation** of how your art work and title reflect the theme you've selected. **Do NOT summarize the plot.** Include **word count** at end of the essay.

Format for Essays:

Typed, double-spaced, 12-point Times New Roman, 1" margins. On upper right corner of paper, single spaced: Name of student, teacher's name, period, title of novel, and author of novel.

MATHEMATICS

Ms. Adriana Diaz-Bergnes, Chairperson
Mr. Rudolf Zick
Mr. David Alfonso

adrianadb@dadeschools.net
rudyzick@dadeschools.net
davidalfonso@dadeschools.net

The DASH mathematics department welcomes you to the 2019-20 school year!

Students entering 9th grade at DASH are placed in Algebra 1 or Geometry Honors (if they have already taken Algebra 1) or in Algebra 2 Honors (if they have already taken Algebra 1 and Geometry). Students who failed the Algebra 1 EOC or achieved a level 1 or 2 in their 8th grade Mathematics exam are placed in addition to their mathematics course into an Intensive Mathematics course. Based on our students' achievements, DASH has again earned an A rating from the Florida Department of Education. We are looking forward to continuing this successful record. We strive to give your child a strong mathematics foundation and appreciate your support throughout the year. Please contact your child's mathematics teacher if you have any questions or concerns.

ALGEBRA 1

Algebra 1 is intended to build a foundation for all higher mathematics courses. The Algebra 1 instruction follows the MDCPS Pacing Guide. The curriculum includes but is not limited to:

- Quantities and Modeling
- Understanding Functions
- Linear Functions, Equations, Inequalities
- Statistical Models
- Linear Systems
- Exponential Relationships
- Polynomial Operations
- Quadratic Functions
- Quadratic Equations and Modeling
- Functions and Inverses
- Algebra 1 EOC Review

Passing the Algebra 1 FSA EOC is a graduation requirement.

GEOMETRY HONORS

The Geometry Honors instruction follows the MDCPS pacing guide, including but not limited to:

- Transformations and Congruency
- Lines, Angles, and Triangles
- Quadrilaterals and Coordinate Proof
- Similarity
- Trigonometry
- Properties of Circles
- Properties of Circles
- Measurement and Modeling in Two and Three Dimensions
- Geometry EOC Review
- Conics
- Probability

Taking the Geometry FSA EOC is a graduation requirement, however only a level 3 or higher will make the student eligible to receive a Scholar Diploma instead of a Standard Diploma.

ALGEBRA 2

- Probability and Statistics
- Quadratic Functions, Equations, and Relations
- Polynomial Functions, Equations and Relations
- Rational Functions, Equations, and Relations
- Radical Functions, Equations, and Relations
- Exponential and Logarithmic Functions and Equations
- Trigonometric Functions

There is no longer a Florida End of Course exam for Algebra 2.

CALCULATORS

Students will be required to use a scientific calculator for parts of the Algebra courses. Graphing calculators are not required for Algebra 2. Using Graphing Calculators has been integrated into the teaching and learning of mathematics at DASH for many years. Florida EOC requirements however mandate the use of scientific calculators for EOCs. We ask parents to help support students' success by providing a scientific calculator for their child to use in EOC mathematics courses. Graphing Calculators are needed for Pre-Calculus and Calculus, and are recommended for all other mathematics courses.

SCIENCE

Ms. Caroline Yopp, Chairperson, Chemistry H/AP

Ms. Melly Diaz, Biology H/AP

ceyopp@dadeschools.net

MsDiaz@dadeschools.net

In addition to Chemistry and Biology, students must take a third, equally rigorous course during their junior year. We will be offering advanced academic courses in science including AP Biology and AP Chemistry. In order to build a solid foundation of science concepts, reading and writing will be integrated in the Science Curriculum, and students will be required to complete homework assignments on a regular basis. Laboratory activities are also an integral part of the Science Curriculum, and students are expected to abide by Lab Safety Rules at all times so that we may have an effective and efficient classroom environment. Students in advanced academics are held to a higher level of expectations, and they must follow deadlines and timelines set for assignments. The application of technology will be at the center of all science content areas. During the first week of school, students will receive a list of required materials from their teacher as well as information about science lab fees.

WORLD HISTORY

Mrs. Nuñez-Hernandez, World History

znunez_hernandez@dadeschools.net

Welcome to **DASH!** I am delighted that you will be in my class this coming school year! I look forward to an exciting and productive year. Join me as we make history come alive! World History develops an understanding of the evolution of global processes and contacts, including interactions over time. This non-traditional approach looks at the common threads of humanity—trade, religion, politics, society, & technology—and investigates how each have changed and continued over time. The course traces the human experience from the emergence of Neolithic cultures through the 21st Century, C.E., emphasizing the habits of mind, writing skills, and content knowledge of a survey of a history course. Students will devote considerable time to the critical evaluation of primary & secondary sources, writing, and participation in classroom discussions.

Summer Assignment: The World History Summer Assignment includes reading the required novel *A History of the World in 6 Glasses* and then the creation of a creative art/design project that you will be required to present on the first day of class. During the second week of class you will take a test on the novel.

A HISTORY OF THE WORLD IN 6 GLASSES by Tom Standage (2005) The particular book you have been assigned to read is one that provides an excellent and thought provoking look at world history through the humble beverage. What we drink is something most people take for granted, not giving their potables a second thought. As you will learn throughout this class; everything, from what we drink to the clothes we wear, from the technology we use; to the religion we practice; everything has an interrelated history.

***DISCLAIMER:** *The use of this book as a summer reading assignment in NO way represents any endorsement by DASH of the consumption or misuse of any of these beverages, alcoholic, caffeinated or otherwise. The book merely offers an innovative and (hopefully) interesting perspective to initiate our discussions of surveying world history. Our purpose in reading the book is to get a sense of how civilizations and cultures develop and how numerous forces (political, technological, economic, social, religious, cultural, ecological) all affect even the most mundane aspects of people's daily lives.**

After you have read the book you are to create one of the following projects. Choose from the following ideas and write a brief (1-2 page) typed explanation addressing every artistic decision you made in your project. For example: If you decide to represent all the characters as blobs of color, explain why. If you decide on a particular song as background music, explain why you chose it. If you use crayons instead of paint, explain why. Your explanations must make sense to someone who has not read the book.

- Make a children's book that represents the book through the eyes of a child. You must have at least 10 pages with a paragraph and picture on each. Remember, this is a children's book, so it should be colorful, easy to understand, and contain the essence of your book in a way a child could understand.
- Based on the information you learned, create a 5 minute TED talk and film it. What is a TED talk? TED (Technology, Entertainment and Design) is a global set of conferences owned by the private non-profit Sapling Foundation, formed to disseminate "ideas worth spreading." Your job, with your TED talk, is to be as engaging and entertaining as possible in a lecture that will spread the ideas found in your book.
- Create a portfolio of 10 photographs that depicts major point of the book you read. Remember to be artistic in your selection and photograph what will engage an onlooker to stop and view your photos.
- Create a 1-2 minute movie trailer to promote your book (and what it helped you learn). Be sure to do what trailers do – highlight the exciting, interesting, and absurd parts of the book without giving everything away.
- Complete a series of 10 drawings that show 10 of the major points of the book you read. Write captions for each drawing so the illustration can be understood by someone who did not read the book. Use color in the drawings and make them noteworthy, minimum size for each drawing is 8.5x11.

The summer assignment, will be collected on the **1st day** of class, and you will be asked to present. You will be evaluated based on your comprehensive overview of the book and your creativity.

SPANISH

Ms. Teresita López, M.A.

National Board-Certified Teacher - WLOE SP EAYA

lopezta@dadeschools.net

The primary goal of the Spanish Program at Design and Architecture Senior High School is to provide students with the knowledge, skills, capabilities, and confidence to communicate in the world's second-most-spoken language: Spanish.¹

Spanish Courses:

Non-Native Speakers

Spanish I
Spanish II
Spanish III – Honors

Native Speakers

SSS I
SSS II
SSS III - Honors

Advanced Placement

AP Spanish Language and Culture
AP Spanish Literature and Culture

Methodology:

Students improve proficiency by developing reading, writing, speaking, and listening skills in a nurturing atmosphere.

Using print and electronic media, students will gain an understanding of the cultural similarities and differences among Spanish speakers. Available technology is used to enhance the learning experience and introduce students to the geography, politics, arts, literature, history, economy, and traditional as well as contemporary aspects of the countries and peoples who make up the diverse Spanish-speaking world. As the proficiency level rises, students will be able to engage in activities that focus on meaningful and achievable communication.

Benefits of Studying Spanish:

International Advantage:

- In an increasingly globalized economy, being able to communicate in more than one language has become a priority. Spanish is the world's second-most-spoken language.²

National Advantage:

- According to the U.S. Census Bureau, Spanish is the second-most-spoken language in America after English.
- By the year 2050, one out of every five children born in the U.S. will be Hispanic.³
- The United States is the 3rd largest Spanish speaking country in the world⁴ - although it is not counted as one of the 21 countries where Spanish is the official language.
- Those who are able to speak English and Spanish in America will enjoy social and economic benefits⁵.

¹ http://www.ehow.com/about_7237239_importance-americans_-learning-spanish.html

² http://www.ehow.com/about_7237239_importance-americans_-learning-spanish.html

³ US Census Bureau: Hispanic Population of the United States

⁴ <http://www.mapsofworld.com/world-top-ten/countries-with-most-spanish-language-speaker-map.html>

⁵ http://www.ehow.com/about_7237239_importance-americans_-learning-spanish.html

FRENCH

2019-2020 school year

Ms. Svitlana Isakova

isakova@dadeschools.net

The main goal of the French program in our school is to give students the ability of oral and written communication in the world's second-most learned language: French.

French courses:

French I

French II

AP French Language and Culture

French III

French IV

Why to study French?

French is a language for love and reason. More than 300 million people speak French on the 5 continents. The ability to speak French and English is an advantage on the international job market. France and French speaking countries are a key economic partner, and leading destination for foreign investment. French language provides access to an alternative view of the world. It is fun to learn and gives you a good base for learning other languages.

French language is very important for DASH students because :

1. **The language of culture.** French is the international language of the visual arts, architecture, theatre, dance and cooking.

2. **A language for higher education** Speaking French opens up opportunities to study at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world.

3. **A language for travel.** France is the world's top tourist destination and attracts more than 87 million visitors a year. The ability to speak even a little French makes it so much more enjoyable to visit Paris and all the regions of France and offers insights into France's culture and way of life. French also comes in handy when travelling to French-speaking parts of the world.

Welcome to the Class of 2023

This course, *Digital Information Technology*, will be helpful to you in a number of ways. First, it satisfies a required elective credit as well as meets the state mandate that all students complete at least one online course before graduating. Furthermore, the content is designed to impart a variety of computing and information skills that will be helpful as you progress through the rest of your academic program, including building familiarity with completing coursework with an online instructor which will also be a part of your lifelong learning.

What are the facilitator's responsibilities?

I will promote an orderly, respectful, friendly and productive culture in the lab. Further, I will carefully supervise your work, by walking around the lab, by monitoring your screens from my station, and by running reports and communicating with your online teacher (and your parents) to ensure that you are on or ahead of schedule, and completing all your assigned tasks on time and with high quality. **The virtual grading procedure is pass/fail after the course is completed with anything under 60% as failing. As the facilitator my responsibility is to ensure everyone passes with the highest percentage possible.**

What are the students' expectations?

- Be on time and be prepared to begin work promptly, seated at your assigned station.
- To begin class, silence and put away your **cell phone and/or other device(s)**.
- To conclude class, I, not the bell, will dismiss you.
- Food and drink are absolutely not allowed in the lab. Use the equipment with care.
- We treat ourselves, and each other, with courtesy and respect at all times.
- Streaming internet, audio and/or video to your station distracts you, and slows the network. It will be blocked.
- Visiting web sites that are inappropriate and/or off task will be blocked.
- Promptly sign into your FLVS account/gradebook when entering class.
- Check your FLVS gradebook regularly and communicate effectively with the online instructor.
- Submit at least one assignment every two classes, and complete the course according to the *Pacing Guide*.
- Respect the *Academic Integrity Policy* and never go more than one week without submitting at least one assignment.
- **No phones, headphones or ear buds unless otherwise instructed by facilitator.**

What supplies, resources and/or skills will I need right away?

- A USB Flash Drive, the bigger the better will be helpful for all of your coursework at DASH.
- A Gmail account, which is professionally named. – Assistance will be provided in class.
- Updated contact information for all your parents/guardians including, phone numbers for home and work, updated addresses, updated and working email accounts. (This is essential for FLVS course registration.)
- Basic keyboarding skills – that is, can you type 20-40 wpm with 90% accuracy?
- Basic knowledge of computer operations and file management: That is – Creating and naming files, saving files under different names and to different locations, backing up files to USB drives, basic email etiquette and usage.

How will I benefit by taking this class?

- You will immediately satisfy the state of Florida requirement that all students complete at least one online class.
- You will satisfy the credit requirement for Practical Arts, which is required for high school graduation.
- You will develop the organizational skills, self-discipline, pacing and scheduling to work effectively online.
- You will enhance your overall computing skills.
- You will further your research, internet search, referencing, citing and academic integrity awareness and skills.
- You will build a solid foundation in Microsoft Word, PowerPoint, and Excel.
- You will explore career opportunities.
- You will refine your collaboration skills.
- You will complete substantive projects using an array of computing skills.
- As most DASH students finish this course work early, most if not all students, will have the opportunity to earn additional credits once the DIT course is completed.

PHYSICAL EDUCATION

Mr. Luis Gonzalez

gonzalezl@dadeschools.net

The primary goal of the DASH physical education program is to provide students with the knowledge, skills, capabilities, values, and enthusiasm to help maintain a healthy and physically fit active lifestyle into adulthood. Physical education can influence short term and long term health benefits such as reduced rates of obesity, heart disease, high cholesterol, diabetes, high blood pressure and improved self-esteem. Not only does physical activity enhance health and physical appearance, it improves how we feel about ourselves. My intent and commitment is to motivate students to become physically active and provide them with the tools to live a healthy and physically active lifestyle. I want students to develop an attitude that values participation in meaningful physical activities.

Why children need physical education

Physical education is an integral part of the total education of every child in kindergarten through grade 12. Quality physical education programs are needed to increase the physical competence, health related fitness, self-responsibility and enjoyment of physical activity for all students so that they can be physically active for a lifetime.

Improved physical fitness: Improves children's muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance.

Skill development: Develops motor skills which allow for safe, successful and satisfying participation in physical activities.

Regular, healthful physical activity: Provides a wide range of developmentally appropriate activities for children.

Self-discipline: Facilitates development of student responsibility for health and fitness.

Improved judgment: Quality physical education can influence moral development. Students have the opportunity to assume leadership, cooperate with others, question actions, regulations, and accept responsibility for their own behavior.

Stress reduction: Physical activity becomes an outlet for releasing tension and anxiety. It also facilitates emotional stability and resilience.

Strengthened peer relationships: Physical education can help children socialize with others successfully and can provide opportunities to learn positive people skills. Especially during late childhood and adolescence, being able to participate in dances, games and sports is an important part of peer culture.

Improved self-confidence and self-esteem: Physical education instills a stronger sense of self-worth in children based on their mastery of skills and concepts in physical activity. They can become more confident, assertive, independent and self-controlled.

Experience setting goals: Gives children the opportunity to set and strive for personal, achievable goals.

Dressing out: DASH students must wear plain white t-shirts, black shorts and athletic sneakers.

DASH Vision, Mission, and Curriculum Statements

Welcome to the extraordinary learning community of Design and Architecture Senior High School. Please note the following important information regarding the vision, mission, and unique visual arts magnet curriculum of DASH.

The vision of Design and Architecture Senior High School is to educate talented students to become confident and innovative thinkers through interdisciplinary challenges in the visual arts in preparation for college and a career in the design world.

The mission of Design and Architecture Senior High School is to provide a high level, integrated education in design and academics, and to use both traditional faculty and career professionals to facilitate learning within a well-designed, state of the art learning environment.

Design and Architecture Senior High School is a Miami-Dade County Public Schools visual arts magnet program. The nature of the magnet program at DASH is a district-wide, whole school magnet theme with emphasis on fine art and design specialization for all students. Enrolling with DASH means exercising your school choice option, committing to the four-year high school curriculum, and graduating with 32 DASH credits (eight courses per school year for four years).

All DASH students are required to complete four academic years of fine art courses (one fine art course per school year), and three academic years of design courses (one design course in grade ten, two or more design courses in grade eleven, and two design courses in grade twelve). All DASH juniors and seniors take an Advanced Placement studio art course and submit their fine art portfolios for college credit through Advanced Placement exams in grades eleven and twelve.

These requirements are above and beyond state graduation requirements for the Florida high school diploma. DASH students must always abide by the MDCPS Code of Student Conduct. Classes follow a block schedule that alternates with four classes per day, ninety minutes per class. Attendance is critical to student success across all of DASH's rigorous art and academic courses. Any more than ten total absences or tardies per school year, excused or unexcused, may jeopardize eligibility to remain in the magnet program.

DASH offers a wide range of class options at varying levels from intensive remediation to accelerated dual enrollment and advanced placement courses. Dual enrollment is offered in partnership with Florida International University and taught on-campus at DASH by adjunct faculty. The option to enroll as an off-campus dual enrollment student is not available at DASH. Advanced placement courses are limited to four AP courses per school year. Florida Virtual School courses are limited to one on-campus FLVS course per school year and only in subject areas not offered as face-to-face courses taught by DASH teachers.

Enrollment with Design and Architecture Senior High School is the beginning of a life-changing educational journey. DASH is a school rich in traditions of excellence, with a well-established culture of nurturing all students to develop to their full potential. Our alma mater sums it up as "a school in my life unlike all others." Once again, congratulations – and welcome to DASH!

Please save this document for your records.

March 15, 2019

DESIGN AND ARCHITECTURE SENIOR HIGH SCHOOL

Attendance / Tardy Policy

The valid reasons for excused absences or tardy are as follows:

1. Student illness (with parent letter)
2. Medical appointment (with official documentation)
3. Death in family (with parent letter)
4. Observance of religious holiday or service when it is mandated for all members of a faith
5. School sponsored event or activity (previously approved by administrator)

ALL OTHER REASONS ARE UNSATISFACTORY

ATTENDANCE DEFINED

- **School Attendance** - Students are to be counted in attendance only if they are actually present for at least **two (2) hours of the day** or engaged in a school-approved educational activity, which constitutes a part of the instructional program for the student.
- **Class Attendance** – Students are to be counted in attendance if they are physically present in class for at least **half of the class period**, have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.
- **Unexcused School Absence** – Any absence that does not fall into one of the above excused absence categories is to be considered unexcused. Any student who has been absent from school will be marked unexcused absent until he/she submits required documentation as specified above. Failure to provide required documentation within **three (3) schools days** upon the return to school, will result in an unexcused absence.

Please note:

- Any more than 10 total absences or tardies (excused or unexcused) may jeopardize eligibility to remain in the magnet program (probation / return to home school).
- Students can only be signed out from school by an authorized adult who is listed on the emergency contact sheet (forms must be returned within the first two weeks of school).
- There will be no sign outs within the last 30 minutes of each school day.



MIAMI-DADE COUNTY PUBLIC SCHOOLS

2019-2020 SCHOOL CALENDAR

ELEMENTARY AND SECONDARY

July 2019				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August 2019				
M	T	W	T	F
			1	2
5	6	[△] 7	[△] 8	[○] 9
[○] 12	[○] 13	[○] 14	[○] 15	[○] 16
19	20	21	22	23
26	27	28	29	30

September 2019				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
[○] 30				

October 2019				
M	T	W	T	F
	1	2	3	4
7	8	[○] 9	10	11
14	15	16	17	18
21	22	23	24	[○] 25
28	29	30	31	

November 2019				
M	T	W	T	F
				1
[○] 4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	[○] 27	28	29

December 2019				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January 2020				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March 2020				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2020				
M	T	W	T	F
		1	2	3
6	7	8	9	[○] 10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2020				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2020				
M	T	W	T	F
1	2	3	[○] 4	[○] 5
[○] 8	[○] 9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

- New Teachers Report
- Teacher Planning Day
- Teacher Planning Day - (No Opt)
- District-wide Professional Development Day

- Recess Day
- Beg/End of Grading Period
- Legal Holiday
- Available to opt

Days in Grading Period	A	B
1- 46	23	23
2- 44	22	22
3- 44	22	22
4- 46	23	23

For information on employee opt days, please refer to back of calendar.

DASH Bell Schedule

Starting Time	Ending Time	A Day M & W	B day T & R
7:40 a.m.	9:50 a.m.	1	2
9:55 a.m.	11:30 a.m.	3	4
11:30 a.m.	12:20 p.m.	Lunch	Lunch
12:20 p.m.	1:55 p.m.	5	6
2:00 p.m.	3:35 p.m.	7	8

Monday & Wednesday – A Days
 Tuesday & Thursday – B Days
 Friday – A or B Day Alternates (Check A/B Calendar)

9:15 a.m. – 9:20 a.m. Announcements

9:20 a.m. – 9:50 a.m. Reading

Early Release Schedule

7:40 a.m. – 9:00 a.m.	B2/Announcements
9:05 a.m. – 10:15 a.m.	B4
10:20 a.m. – 11:30 a.m.	B6
11:30 a.m. – 12:15 p.m.	Lunch
12:20 p.m. – 1:30 p.m.	B8
1:30 p.m.	Dismissal

How Does Transportation Work at DASH?

Public school transportation is coordinated by MDCPS Transportation Administration, not DASH. In order to be eligible, you must live within Miami Dade County and more than 2 miles from DASH. Those living in the eastern side of Miami and on Miami Beach are eligible for direct bus service. Those living in the southern, western, or northern parts of Miami Dade County are eligible for combination service consisting of a school bus stop near home, a Metro Rail Easy Card with funds added monthly, and school bus "shuttle" service between Culmer Station and DASH. Bus assignments will be sent by postcard the first week of August.

Dismissal Procedures

DASH enforces a strict and safe exit procedure for all students. Most students (those who use Metro Rail) are to line up inside the school courtyard and then board one of the three shuttles on NE 2nd Avenue. Parents picking up students are to park away from the bus loading zone (across the street from the school or a block or two away) and have your child walk safely to meet you. Please do not double-park, make illegal U-turns in front of the school, or allow your child to cross the street in traffic to get to your car. They should walk to the nearest crosswalk and await the signal for safe crossing. **No students are to use the MID building exit.** Internship students returning to ride a school bus must re-enter the school at the main office and await the dismissal bell inside the Media Center. Violating these rules will result in probation.

Checking and Changing Your Bus Stop Information

Your most up to date information will always be posted online in your Dadeschools.net parent and student portals. Make sure you have access to your portal and that you check the portal regularly (this is where gradebook grades are also posted). There is a link on the sign-in page to help you update your information if you have forgotten your ID or password. If you have no bus stops assigned and you are eligible and need stops, please email the request including your student ID number to nbritton@dadeschools.net

Important Instructions for Changes of Address

You must visit the school Registrar, Mrs. Adelsa Simon, in person with proper documentation to change your address of record. Acceptable proofs of address include a deed, lease, rental agreement, or FPL utility bill. Changes of address take one day to post in the student information system. Previous transportation assignments will be removed following a change of address. Make sure to email nbritton@dadeschools.net with the request to add new transportation after you move and update your address. Always include your student ID number when requesting new transportation.

Friendly Reminders when Riding the Rail

Students should board the first train car on the way to Culmer Station in the morning. Remember to stay together with other students and to keep valuable personal items secure and out of sight. DASH students are to arrive at Culmer Station between 6:45 AM and 7:10 AM, and board one of the three yellow school bus shuttles. If you arrive after 7:10 AM and miss the last shuttle, get back on the train heading southbound to Government Center and transfer to the number 9 city bus heading North on 2nd Avenue to DASH. Tardies caused by oversleeping, traffic, or missing your shuttle will not be excused.

MDCPS Metro Card Program Contact

For issues with card funds, please email Mr. Britton. He can ask the District Analyst to trace your card use and confirm eligibility for funds. Make sure to include in your email your name, ID number, and K-12 Discount Easy Card number. Email Mr. Britton at: nbritton@dadeschools.net

IMPORTANT TRANSIT INFO

Save me! Stick me on your fridge!

Public Transit and Easy Cards

Eligible DASH students whose address of record is inside Miami Dade County and more than two miles from the school will be provided with a K-12 Discount Easy Card. These Metro Cards are funded each month by the School Board. The cards provide students free access to all of Miami Dade County's Metro buses and Metro Rail trains with funding for two fares per school day (one ride to school, and one ride home -- including transfers).

K-12 Easy Cards all look the same, but they each have a unique card number assigned to one eligible student only. No other person may use your card. Please store your card securely inside a wallet. If the card is lost or stolen, you will need to purchase a replacement card and provide the new account number to have your funds transferred.

For issues with card funds, email Mr. Britton at nbritton@dadeschools.net. He can request for the District Analyst to trace your card use and confirm eligibility for funds. Always include your name, ID number, and K12 card number.

Yellow School Bus Issues and How to Report a Problem

School bus transportation is coordinated by the MDCPS Department of Transportation, not DASH. If you have school bus transportation problems, please complete a yellow complaint form available in the Attendance Office. Return the form to Ms. Kemp or Mr. Britton, who will then file the complaint formally with the district for follow up.

Problems before and after school hours must be directed to the dispatch center in your area. Ask for the Administrator on duty. You will need to know your bus number and bus stop before calling. Buses that go to and from Culmer Station are North East (4000's). Lost & Found questions for yellow school buses should be directed to the dispatch center:

<u>YELLOW SCHOOL BUS #</u>	<u>DISPATCH CENTER</u>	<u>PHONE #</u>
2000-2999	North	305-625-9086
6000-6999	North West	305-887-2383
4000-4999 / Culmer Shuttles	North East	305-638-1658 <<< SAVE THIS NUMBER!
1000-1999	Central East	786-275-0700
7000-7999	Central West	305-227-1995
5000-5999	South West	305-234-0046
3000-3999	South	305-248-3380
9000-9999	Jack Schee	305-681-1576

If you miss the last morning school bus shuttle at Culmer Station (7:10 A.M.): Take the southbound Metro Rail train to Government Center, then ride Metro Bus #9 northbound to NE 40th St and 2nd Ave (drop off at DASH).

METRO RAIL EASY TICKETS may also be used for METRO BUSES.

For metro schedules call 305-770-3131 or visit miamidade.gov/transit

Metro Rail/Metro Bus Lost & Found is located at the Overtown Transit Village: 701 NW 1st Ct. #121

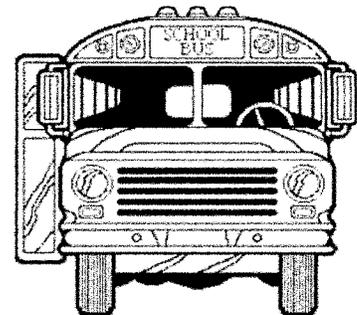
Metro Rail/Metro Bus Lost & Found phone number is 786-469-5564, from 8:00-12:00/1:00-5:00

Replacement K-12 Easy Card can be purchased at the Overtown Transit Village: 701 NW 1 Ct. #121

Metro Rail Operations 305-770-3131

Transit Security Officer 305-375-2700

Plan a trip using public transportation: www.google.com/transit



When your MDCPS transportation postcard arrives in August, record your:

STUDENT ID #: _____

School Bus #: A.M. _____ P.M. _____

School Bus Stop address: _____

This information is required when reporting a problem to the Dispatch Administrator.

Updated April 2019

Going to school is now easier with your new K-12 EASY Card.

It's EASY!

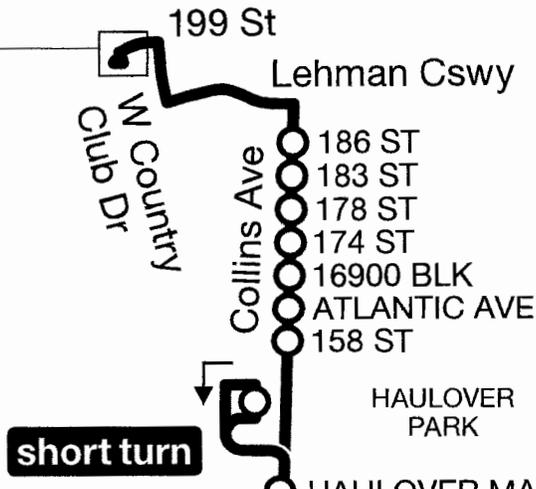
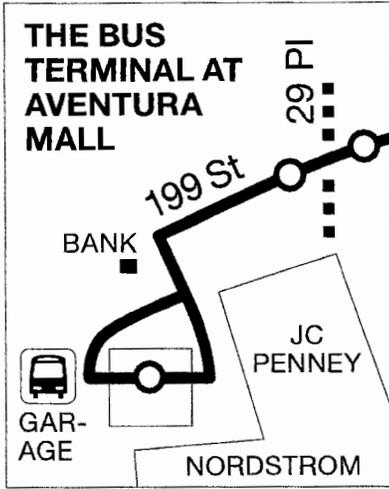
- Plan your route on the MDT Tracker app or www.miamidade.gov/transit
- Parents can also use this app to track student trips as an added security feature
- 'Tap in' the card at a Metrorail faregate or Metrobus farebox and ride (bring a school ID)
- 'Tap out' at any Metrorail station (no need to tap out when exiting the bus)

Benefits and savings

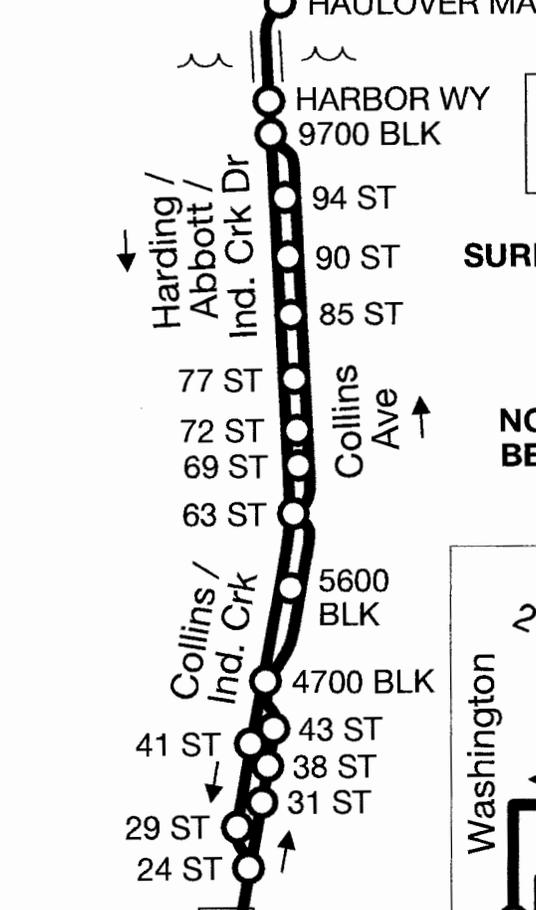
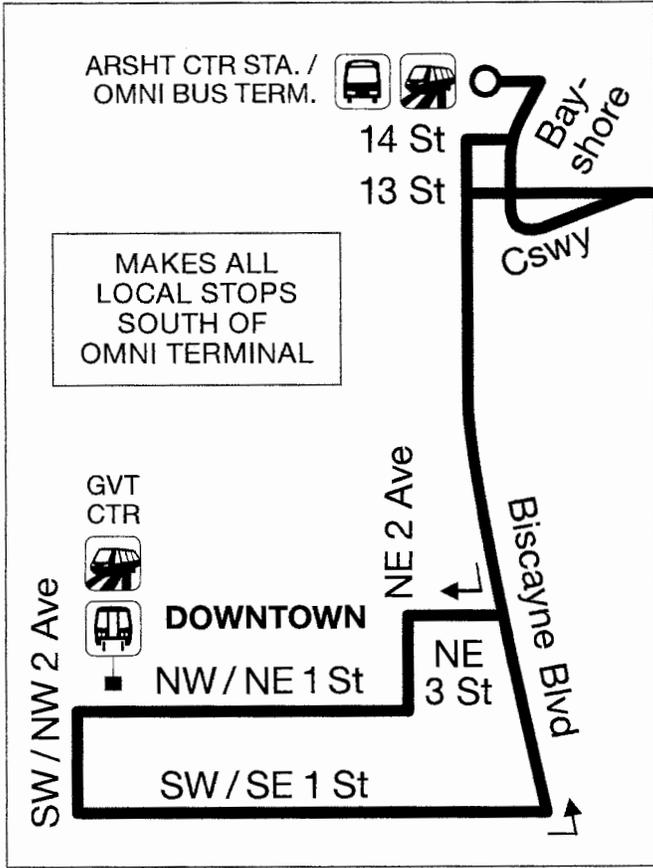
- Passes are pre-loaded with two trips per weekday (including transfers) to and from school courtesy of **Miami-Dade County Public Schools in partnership with the Department of Transportation & Public Works.**
- Additional passes or cash value can be added to the card online at transitstore.miamidade.gov, by visiting any EASY Card Vending Machine located at Metrorail stations, or any EASY Card Sales Outlet.
- Students with a K-12 EASY Card will ride for half the regular cost. Fares are available online.

Participation in the Program

- Students residing on Miami Beach will now be receiving a Metro pass for school transportation. The 120 BEACH MAX information is here: <https://www3.miamidade.gov/transit/library/routes/120.pdf>
- Use of the Metro pass cards on weekends, school recess, or any other time you are not going to or from school, will deplete your funds prior to the end of the month. As a result, additional funds for that month will not be added.
- The Easy Card can only be used by the designated student. Sharing, loaning, or allowing anyone else to use your assigned pass will result in a loss of privileges in the program. Metro Transit also reserves the right to confiscate your card.
- Parking is not included with your metro pass and will not be sold at a discounted price.
- If your pass is **lost or stolen**, you will need to purchase another card directly from an **Easy Card Sales Outlet located at the Metro Station** and provide the new **Easy Card** number to your school so that funds may be transferred.



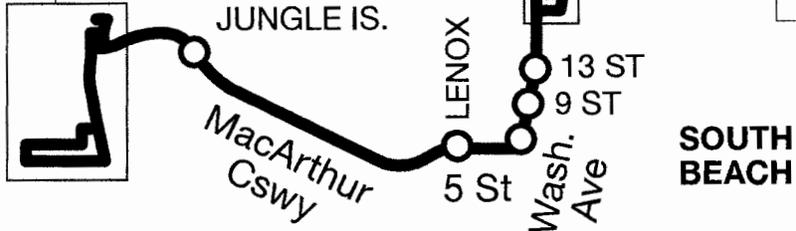
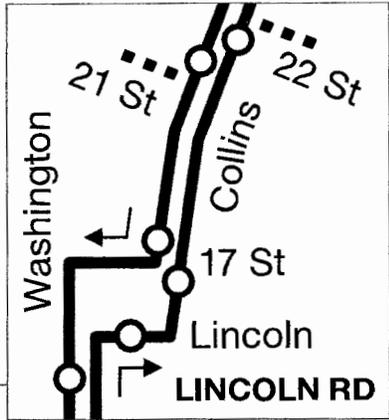
SUNNY ISLES BEACH



LIMITED STOPS

SURFSIDE

NORTH BEACH



NORTH
03/2018



Summer @ DASH

Monday, June 10, 2019 – Friday, June 14, 2019

Summer School Dates

Monday, June 10, 2019
through Friday, June 14, 2019

Summer School Bell Schedule

8:00 – 9:45 a.m. Block 1
9:45 – 10:15 a.m. Assembly
10:15 – 12:00 p.m. Block 2

Attendance

A parent note verifying the reason must follow all absences and tardies. MDCPS School Board Rules state only the following reasons will excuse an absence or tardy:

- Illness
- Religious holiday
- Approved school activity
- Court appearance
- Death in the family

Summer Art Fees

The traditional summer art fees of \$20 per student have been waived this year. DASH will cover the cost of all art supplies your student will use this summer.

Snacks

Our cafeteria will be closed for the summer. Students may bring snacks or change for the vending machines. Special treats will be served Friday, June 14, 2019.

Summer Transportation

Although school bus transportation will not be available this summer, students requiring transportation will be able to practice using the public transit system. This applies only to summer. Regular MDCPS bus service (as described during auditions and new student orientation) will resume in August.

Easy Passes

Students who need to use public transportation should purchase one 7-day "Visitor" transit card worth \$14.60 (at the discounted student rate). This week-long card provides unlimited student access to Miami Dade County buses and Metro Rail trains. The card can be purchased at the Government Center station.

Finding Your Route

For summer school students using Metro Rail, we recommend exiting at Government Center by 7:20 a.m. and transferring to #9 bus (north), with drop off in front of DASH at 4001 NE 2nd Ave.

Maps, fares, and schedules:
www.miamidade.gov/transit

Step by step transit directions:
www.google.com/transit

Address Changes

Address changes must be made officially in the Miami Dade County Public Schools computer system before any mail or routing changes will take effect. You will need to provide the registrar with a copy (or fax) of your electric or water bill, lease agreement, closing statement for the new property, or current homestead exemption card, which shows parent's name and address. A phone bill is not acceptable.

Summer Field Trips

All students will receive a field trip form during the first day of summer school. This form will cover walking field trips through the local Design District or nearby parks. Please sign and return this form immediately.

Summer Dress Code

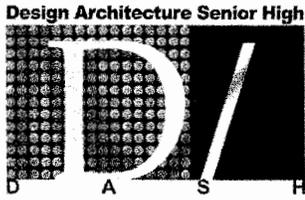
The appropriate dress for summer school is the same as the school year: presentable and polite! No short shorts, obscene or profane images or words, or promotion of illegal products. Although summer is very hot, our air conditioning is often very cold. Make sure you have a long sleeved shirt or jacket available. Closed shoes are advised for safety.

Show this notice to qualify for the discount student rate (half-off) public transit cards.

Proof of Enrollment:

Please note that the student to whom this notice was addressed will be enrolled in summer classes as a high school student at Design and Architecture Senior High. This qualifies the student for the reduced price student-rate on the purchase of an Easy Ticket transit card.

Contact Mr. Nick Britton, Magnet Lead Teacher with any questions: 305-573-7135, ext. 2224



DASH PTSA

MEMBERSHIP FORM

2019-2020

Membership dues are \$10 for each person who joins the PTSA. In addition to many great benefits, each member will receive one PTSA-exclusive DASH logo car sticker as our gift to you for joining! You may also increase your support, and enhance your benefits, with an optional Membership Level Upgrade. **See below for membership upgrade add-on options and benefits.**

\$10 Per Person – INDIVIDUAL MEMBERSHIP (Base PTSA Membership)

Benefits include:

- One PTSA-Exclusive DASH logo car sticker per member.
- One admission to the famed DASH student Portfolio Preview Night (PTSA Member-Exclusive Event)!
- Periodic emails with PTSA member-exclusive benefits including:
 - Discounts on select performances at the Adrienne Arsht Center (including the Broadway Series).
 - PTSA member workshops and events.

MEMBERSHIP UPGRADE LEVELS (Optional Additions to Individual Membership)

\$25 – RED LEVEL MEMBERSHIP UPGRADE BENEFITS	\$50 – BRONZE LEVEL MEMBERSHIP UPGRADE BENEFITS	\$100 – SILVER LEVEL MEMBERSHIP UPGRADE BENEFITS	\$200 – GOLD LEVEL MEMBERSHIP UPGRADE BENEFITS	\$500 – PLATINUM LEVEL MEMBERSHIP UPGRADE BENEFITS	\$1,000 – PHANTOM LEVEL MEMBERSHIP UPGRADE BENEFITS
<ul style="list-style-type: none"> • One DASH logo deluxe car magnet. 	<ul style="list-style-type: none"> • One DASH logo deluxe car magnet. • Two DASH logo silicone wristbands/bracelets. 	<ul style="list-style-type: none"> • Two DASH logo deluxe car magnets. • Two DASH logo silicone wristbands/bracelets. • One DASH logo coffee mug. 	<ul style="list-style-type: none"> • Two DASH logo deluxe car magnets. • Two DASH logo silicone wristbands/bracelets. • One DASH logo coffee mug. • One DASH logo tank top. 	<ul style="list-style-type: none"> • Two DASH logo deluxe car magnets. • Two DASH logo silicone wristbands/bracelets. • One DASH logo coffee mug. • One DASH logo tank top. • One DASH logo reusable bag. • Two THE-ONE-SHOW Tickets (tickets are \$100 value). 	<ul style="list-style-type: none"> • Two DASH logo deluxe car magnets. • Two DASH logo silicone wristbands/bracelets. • Two DASH logo coffee mugs. • Two DASH logo tank tops. • One DASH logo reusable bag. • Four THE-ONE-SHOW Tickets (tickets are \$200 value).

MEMBERSHIP INFORMATION

Date Joined: ____/____/____

(PLEASE PRINT)

DASH Student's Name: _____ Student's Grade for 2019-2020: _____

Number of Individual Memberships: _____ x \$10 per Individual Membership = \$ _____

Optional Membership Upgrade Level (Indicate Level Name): _____ Amount Added for Membership Upgrade = \$ _____

Optional Added Donation Amount = \$ _____

Total Payment Amount = \$ _____

PAYMENT INFORMATION (Check One)

Cash Amount: \$ _____ Check (Paid to DASH PTSA) Amount: \$ _____ Check Number: _____

Credit / Debit Card Amount: \$ _____ Name on Card: _____ Last 4 Card Digits: _____

PAID MEMBERS (Please Complete to be Added to Email Communications)

1) Member Name: _____

Email: _____ Phone: _____

2) Member Name: _____

Email: _____ Phone: _____

3) Member Name: _____

Email: _____ Phone: _____