



DIRECTOR'S REPORT

Monthly Newsletter for the Roughrider Area Career and Tech Center

Volume 7 Issue 5 January /February 2015

RACTC'S 5-YEAR EVAL

The anticipated day had arrived on January 6th with a trip to Bismarck for the first 5-year review of the Roughrider Area Career and Technical Center. Upon arrival, I was not sure how the day would shape up other than I was going to visit with Dwight Crabtree, Assistant State CTE Director.

This was the first time a virtual center of this nature was ever evaluated. In 2014 another virtual center, the Missouri River Area Career and Technical Center was evaluated; however most of the instructors and/or programs originate out of the Bismarck Career Academy or Bismarck Public Schools. That makes it easy to bring groups of people together throughout the day. The Roughrider Area Career and Technical Center has teachers located in many different schools throughout southwest North Dakota. It is unique in it's delivery and operation.

As the day progressed, I visited each of the state directors in the five areas that makeup the Roughrider Area Career and Technical Center. The five areas include: 1. Health Sciences; 2. Agriculture Education; 3. Career Advisors; 4. Information Technology; and 5. Marketing.

Within each of the five areas that make up the Roughrider there is a Program Supervisory Report that is completed by the instructor and evaluated by a team or state director. Based on that information the twelve standards are identified as a strength, meets expectations, improvement opportunity,

or not applicable. Each program area is identified with commendations, suggestions, and recommendations.

Some of the commendations include: Career and Technical Student Organizations (CTSOs), classroom instructors, aligned curriculum to standards, effective and efficient use of Moodle and Tegrity, appropriate certification, innovative instruction, purchased programs and Internet programs purchased for course delivery, and advisory committees.

Some suggestions included: more collaboration or discussion between students in other schools, current textbooks, HIPPA training, marketing the classes more between schools, supplying and maintaining equipment for courses (computers), facilitators in remote schools, CTSO's and accommodations for special populations.

The last part of the report was recommendations. Recommendations included: monitoring special populations, implementing more CTSO's, advisory committees need to meet twice a year, more hands-on activities incorporated into lessons, update electrical needs, and balancing time between receiving and sending schools.

One of the major areas of concern was a 50 minute class period. State personnel observed students arriving late and leaving early. This as a major concern by the CTE Department. The requirement for CTE courses is 50 minutes per day and 250 minutes per week. Other areas of concern included: changes to the Center's Nondiscrimination and Anti-harassment Policy, better information for teachers of a student's IEP, and an addition to the 2014-2015 RACTC Policy



FBLA State 2014 Officer Team

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KALEB DSCHAAK

FBLA PRESIDENT

Over the past year the RACTC has hosted students who hold a state office. Kaleb is the son of Mrs. Dschaak, former health science instructor at Dickinson High School.

By Kaleb Dschaak

My name is Kaleb Dschaak and I am a senior at Dickinson High School. I'm involved in many different organizations throughout my school and community. I'm in Student Council, BEST Robotics, Technology Students Associated (TSA), Math Club, Speech, Hugh O'Brien Youth (HOBY) Leadership, DHS Leadership, and Future Business Leaders of America (FBLA). This is my second year as the Dickinson High School FBLA president, and my first year as the North Dakota FBLA state president. As a result of the many great experiences I've had with CTSOs and FBLA, I've become an empowered student leader.



My journey with CTSOs began my freshman year with FBLA. I never imagined that, because of those experiences, I would find the leader inside me. I started off my freshman year with an interest in becoming a leader, but I never knew what being a leader meant. Being a leader always seemed like something for my extroverted peers. Leadership wasn't something a quiet shy kid like me could do. On top of that, I always had the mental picture in my mind that leaders were perfect. The idea of being a leader was always more of

a dream to me than a possibility, but then I attended the FBLA state leadership conference and my entire perception of leadership changed.

Nothing can prepare you for a state leadership conference. The enthusiasm and excitement is always incredible. As a freshman entering my first state leadership conference, I was amazed by the lights and the music. Then I saw the FBLA officers take the stage and was blown away. Here was a group of high school students leading an assembly of over 1600 students! They were living the dream I had always wanted for myself. Watching them, I knew that one day I would step into the shoes of an officer and help lead an entire convention hall full of students toward their goals.

During my first FBLA conference I began to soak up as much information as I could about leadership and CTSOs. I learned from the many workshops that a leader isn't necessarily the person in charge. A leader could be the kindest human being in a room or someone who could listen to everyone's ideas and combine them to help a group work together. It was then I realized that anyone could be a leader.

When I got back to school from the conference, I began putting what I learned into action. I began getting more involved in my school and my community. One of the FBLA workshops I attended mentioned the importance of volunteering. The summer between my freshman and sophomore year I started my first volunteer position at my local hospital. I learned that the more involved in the community you are, the greater opportunity you have to learn about leadership. As a result of volunteering I was able to watch leaders in my community use their leadership skills and help develop my own.

My sophomore year I continued to get involved in different school organizations and sports and learned even more from the great leaders around my community. However, it wasn't until my junior year that I began a hands on learning experience with leadership. At the beginning of the year my local FBLA chapter held an election for officers. I made the decision the year before to run for president but it wasn't until that moment that I realized how

terrifying running for an office could be. However, I quickly learned how rewarding it could be as well, as that year I was elected to serve as the Dickinson High School FBLA President.

By conquering my fears, I was chosen to lead my fellow FBLA members. As my interest in FBLA increased, so did my interest in CTSOs. I began getting involved in another CTSO, TSA, and joined four other student organizations. I realized that I loved being a student leader. I loved student leadership so much that I started the process of running for a state FBLA office.

After two days of competition and campaigning, my FBLA chapter and I sat down for the closing ceremonies. Many people went on stage to be recognized for their great results in competition, myself included. However, my mind was entirely focused on the results of the campaign. Eventually the program progressed to the results of the elections. Time seemed to stand still as the announcer began to name off the winners of the elections. The position of president was announced last, and of course, with plenty of suspense. After what felt like ten hours the announcer finally spoke the name of the winning candidate: "Kaleb Dschaak." Immediately, my chapter went mad with excitement and I smiled so hard I felt like my lips would fall off my face. Since that moment I've learned even more about leadership and life in general.

Four years ago, I never would have believed that I would achieve my goals and help lead over 1500 students towards their dreams. I know that because of the experiences I've had, I'm a better leader. However, none of those experiences would have been possible without FBLA and CTSOs. CTSOs provide students with an opportunity to learn more about leadership by attending conferences and speaking with other up-and-coming leaders. They give you a place to improve your skills and find your voice and without them, I wouldn't be the person and leader I am today.



RESP TO HOST OSHA TRAINING

In an effort to increase college and career readiness, RESP Succeed 2020 is teaming up with the North Dakota Safety Council (NDSC) to provide OSHA 10 Training to interested students in high school. The cost of the two-day class to each student is \$10.00 and once completed, they will receive certification of training. This training enables students to go straight into the workforce ready for safety and making them more desirable by employers! The training consists of two 5-hour sessions that must be presented on consecutive days. The class is limited to 40 students and we would like schools to have the training collaboratively.

The OSHA trainers are booked at least one month in advance so it is necessary for us to determine the school districts that have the greatest interest. This will help us to locate the training appropriately and assign a date. Mr. Duletski, Bowman School District, has offered to have the sessions in Bowman as a first step. If we find the need/interest to be greater, we can set up another training in a different location.

Please let Brittany or Yvonn know the number of students who are interested by Friday, February 13. If we find sufficient interest, we will be looking at dates near the end of April.

A course description can be found on page 4.

Ag. Instructors Met in

January

On January 19th instructors and administrators from southwest North Dakota met for it's annual teacher in-service day.

Six Ag. Education instructors from Belfield, Bowman, Hebron, Hettinger, Glen Ullin, and New England met in New England and Hettinger to work with emerging technology. The focus of the day was for instructors to work together, answer questions, and introduce equipment to instructors who do not have this technology in their school district.

The day was deemed a success. It was a day for the instructors to work together on the equipment and answer one another's questions.

Calendar of Events

February 4 RACTC Monthly Board Meeting (DSU SU Rm 112)
February 8—14 SkillsUSA Week
February 13-OSHA Training for HS Students
February 15 Membership Fees/Roster Due in National Office
February 16 President's Day—No ITV
March 4 RACTC Monthly Board Meeting (DSU SU Rm 112)
March 18 End of Third Quarter
March 19—20 Spring Break
March 23 ND Winter FFA CDE's (Minot)
April 1 RACTC Monthly Board Meeting (DSU SU Rm 112)
April 3 Good Friday—No ITV Classes
April 6 Easter Monday—No ITV Classes
April 19—21 SkillsUSA State Conference (Wahpeton)
May 6 RACTC Monthly Board Meeting (DSU SU Rm 112)
April 29 Health Careers Advisory Meeting
May 22 End of Fourth Quarter
May 25 Memorial Day
June 1—5 FFA State Convention (Fargo)
June 3 RACTC Monthly Board Meeting (DSU SU Rm 112)
June 15—June 19 Welding Academy (DHS Dickinson)
June 21—26 National SkillsUSA Conference (Louisville, KY)

Activities will be added as they become available.

5-year evaluation continued from page 1

Handbook noting the Center's Non-discrimination and Anti-harassment policy containing a clause pertaining to "Policy Training and Dissemination" and grievance procedure.

The morning was spent visiting with state personnel. The afternoon was focused on exit interviews between the five identified areas within the Roughrider Area Career and Technical Center. Exit interviews were conducted though an online Cisco product called WebEx. The exit interviews included: the state assistant director, director, state advisors and instructors. The remote access with WebEx did not work well, but everyone worked through it. The positive side of it all was that it was all taken in stride. No one knew how it was all going to work.

More information regarding CTSOs can be found on page 4.

**Investment in CTE is
a Good Investment
in the Future of
North Dakota.**

OSHA FOR HIGH SCHOOL STUDENTS

Occupational Safety and Health Administration (OSHA) is a federal organization (part of the Department of Labor) that ensures safe and healthy working conditions for Americans by enforcing standards and providing workplace safety training.

OSHA 10-Hour General Industry for High School Students

Course Length: 10 hours (Two 5-hour consecutive days)

The course that is provided to high school students is the same course that employees and supervisors, alike, often need in **general** industry. Many industries/businesses require that employees, both part-time and full-time, participate in this course which costs upwards of \$200 per person (students participating pay only \$10). Those students interested in working in a variety of occupations benefit from this course, as well as the employer.

The course includes an introduction to OSHA standards, inspections process and citations. Walking and working surfaces, personal protective equipment (PPE), fire protection, electrical, and several other subjects will be covered.

Q & A

What are Career and Technical Student Organizations (CTSOs)?

Career and Technical Student Organizations, commonly referred to as CTSOs, are youth organizations designed to support students in career and technical education (CTE) programs. Career and technical education, formally known as vocational education, helps prepare high school graduates for the next step, whether it is postsecondary education or entry into the workforce. Rigorous academic content tied to technical subject matter, as well as internships and other cooperative work experiences, are hallmarks of CTE programs. Through these co-curricular programs of study, students get a head start on their career preparation, whether their goal is to become a teacher, doctor, automotive technician, or computer programmer. CTSOs are considered an integral part of CTE; they help students develop the technical and leadership skills that will enable them to succeed in their career paths.

Which organizations are CTSOs?

Eleven CTSOs have been designated by the U.S. Department of Education:

- Business Professionals of America (BPA), DECA, Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL), Future Educators Association (FEA), Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), National FFA Organization, National Postsecondary Agricultural Student Organization (PAS); National Young Farmer Education Association (NYFEA), SkillsUSA, and Technology Student (TSA)

