



The Messenger

The Monthly Newsletter of the Minnesota Association
Committed to Promoting Excellence in the
Operation and Care of Educational Facilities

February 2019

Have the new LTFM monies impacted your general operational budget?

We are working on presentations for upcoming MASMS events, and need your input on a question that has surfaced.

We are trying to gauge the impact that the new LTFM monies have had on your general operational budgets. Please email the MASMS office (ruth@masms.org) and indicate 1, 2 or 3, along with any other comments you may have about this subject (always appreciated)!

1. Have your general operational budget(s) been slightly reduced because of LTFM?
2. Have your general operational budget(s) been greatly reduced because of LTFM or even replaced by LTFM?
3. There has been no effect on your general operational budget(s).

Thank you.

MASMS Education Committee

February is a good time to think about inviting your legislators to your school.

February was traditionally when MASMS would take members to the State Capitol for "Day on the Hill". Last year, based on feedback from our membership, the decision was made to not do a Day on the Hill. Instead, MASMS leadership is encouraging you to invite your legislators to your school. Telling the local story on how proposed budgets affect your schools and the students they serve is the most compelling argument you can make for increased funding for building and grounds.

As building and ground directors/managers we need to be building a strong relationship with our Legislators. First we need to know who the Legislators are, then introduce ourselves to them and contact them on a regular basis, so when it's time for us to ask for their support they already know who we are and what we do.

We need to share information about our school buildings and invite them to visit on a regular basis. They will not be able to come every time you invite them; however they will remember you did take the time to keep them informed. Our success will be enhanced by building relationships and being informed of the advocacy process.

In This Issue

Now is the time for Building and Ground Departments to start building positive, ongoing relationships with elected officials!

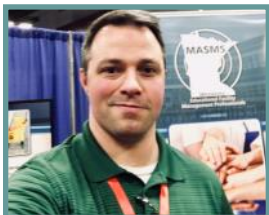
MARK YOUR CALENDER
THIS EVENT YOU DO NOT WANT TO MISS!
May State Meeting on Tuesday May 14, 2019
Location: US BANK STADIUM

This will be an amazing meeting. Along with special guest speakers we will be doing a complete tour of the stadium.

Minnesota Winter Has Arrived!



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Colin Green,
State Vice President

MASMS exists for providing professional development for custodial and maintenance personnel so the “toolbox” of skills are in place for delivering consistent and proven results. I took on the responsibility of joining the executive board earlier this year not just because I have enjoyed success that would not have been available to me without MASMS but because I want that to continue to be available to others both now and in the future

My desire to help MASMS maintain itself and grow membership is also driven by an inevitable changing of the guard through a generation retiring from leadership roles in facility maintenance. There is a justifiable concern for some districts that they are unprepared to replace retirees with competent replacements. Succession planning is something all school districts should have or be developing so they are prepared to replace skilled personnel. It isn’t all doom and gloom though; I also see this as an unprecedented opportunity for those looking to advance. There is no better way to do so than by not just being a MASMS member, but by being an active MASMS member!

Trust is everything and it’s achieved through proven results delivered consistently. So how do you achieve proven results consistently? By being informed, trained and connected to others that have the same. This is what MASMS membership and participation accomplishes for me and I know it will for you too. I encourage you to not wait and let the opportunities available to you through MASMS sail by.

A well-trained custodial team is critical!

Every organization has assets to protect, and the custodial team generally provides the first line of defense. These team members are critical to the organization’s success. Ensuring that your custodial team members are well-trained enables them to fulfill important responsibilities.

The best organizations recognize the importance of investing in employee development, viewing this investment as a strategic tool for delivering results. Most successful organizations spend almost 3 percent of their budget on training to ensure staff members are up-to-date on the trends and technology in the industry that will be most helpful when performing their duties. This training is especially important when a profession undergoes transformational change, such as the cleaning industry’s current focus on sustainability, the use of environmentally friendly cleaning products, and the decreasing reliance on chemicals. A well-trained custodial team knows what to do, why they are doing it, and how best to take care of the facilities.

WELCOME EDUCATIONAL MEMBERS

Jorge Garcia, Eden Prairie Schools
Adam Karsko, Northfield Schools
Jason Westphal, Janesville-Waldorf-Pemberton
Aura Sanchez, Prior Lake-Savage Schools

WELCOME BUSINESS MEMBERS

Ryan Ketterling, Gappa Security Solutions
Grant Chapa, IEA
David Slayden, Rhomar Industries, Inc.
Lisa Lindell, McDowall Company
Colleen Powers, Nora Systems
Rob Root, AtmosAir Solutions
Beth Curington, PublicSchoolWORKS

Employment Opportunities: Check it out at
www.masms.org New postings weekly.



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Health & Safety Section

The MASMS Health & Safety Committee supplies information for this section each month. If you have a specific topic you would like to see covered, just let the MASMS office know.

The Connection Between Mental Health & School Safety

– Susan Sibole, B.A. Psychology, M.S. Counseling Psychology, [Youth Risk Prevention Specialists](#)

In the hours, days, and weeks after an act of school violence, our nation predictably turns its focus to the mental health of the perpetrator. We often assume that the attacker's behavior was caused by mental illness. This belief provides something of an explanation for us to hold onto in our shock and grief. Believing that the perpetrator suffered from mental illness allows us to distance ourselves just a bit from the individuals who would commit this type of violence. While this explanation may serve as comfort for our wounded psyches, is it valid? What does the research tell us about the connection between mental health and violence?

The majority of people with mental illness do not commit violent acts. A number of studies support the finding that a mere 4% of violence toward others in the U.S. can be attributed to people diagnosed with mental illness. There are, however, specific severe mental illnesses diagnosed linked to slightly higher rates of violence – schizophrenia, which is characterized by disorganized thoughts and behavior and perhaps a loss of touch with reality, along with the major mood disorders, bipolar disorder and major depression. The truth is, persons with mental illness are *more likely to be victims than perpetrators* of violence. Mental illness does, however, carry an increased risk of violence toward oneself – suicide.

We also know that alcohol and drug use and abuse significantly increase risk for violence toward self and others in *both* mentally ill and non-mentally ill populations.

Mental illness, then, is not the sole cause of school violence. Roughly 1 in 4 people in the U. S. have a diagnosable mental illness and most of them do not feel compelled to act violently. Mental illness is just one risk factor, and the presence of risk factors does not necessarily result in a specific outcome. Many factors are involved in this process.

How can we reliably determine which individuals are at risk for perpetrating violence in our schools?

The practice of threat assessment, developed over the past twenty years, is the tool we use to investigate and determine the level of risk posed by a given individual. Its focus is not on predicting, but on preventing violence.

Quite simply, we can get a glimpse into someone's mind by observing precisely what the individual says and does. We review all risk factors, behavioral warning signs, and violence inhibitors, to obtain a more complete picture of whether the individual is heading toward violence. Then, we can intervene, get help for the person, and manage the possible threat in a way that will keep others safe. If we find that we do have concerns about the individual's mental health, this is the time to summon the person's support system and refer him or her for assistance.

This discussion would not be complete without acknowledging that in the aftermath of a number of school shooting attacks, previously overlooked indicators of undiagnosed mental illness were uncovered. While the incidence of school shooting is rare, and the link between mental illness and violence is tenuous, we always want to watch for signs of possible mental health issues, and attend to them swiftly.

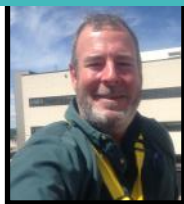
Other risk factors and warning signs of violence include access to weapons, substance use/abuse, noncompliance with psychiatric medication or treatment, fascination/preoccupation with weapons and violence, a commando mentality, holding onto grievances, a model or script for using violence to solve problems, feelings of envy, anger, rage and hopelessness, a sense of being entitled to revenge for a perceived wrong, and a feeling of marginalization from peers. Can a distorted sense of reality or skewed thought patterns be behind some of these factors? Absolutely!

There are also specific protective factors shown to inhibit violence. These may or may not be present in a given individual's life. It is the totality of the situation that ultimately determines the outcome.

Small steps we can take each day to keep our schools safe include making vital personal connections with our students, fostering a positive, equitable school climate, educating others and ourselves about the risk factors and warning signs of mental illness, suicide, and violence, and keeping a watchful eye on students. We can develop a process in our schools for referral, assessment, and intervention to provide the help our students need. With all of these preventive measures in place, we can trust that we've made our schools a much safer place to learn.

Vendor Corner

*Mike Remington, Inspec
MASMS Vendor Representative*



Dealing with Customer Complaints

In an ideal world there wouldn't be any unhappy customers, but let's face it: you will have unsatisfied customers and their honest feedback is very important and must be handled properly. Here are some tips for dealing with and responding to customer complaints:

First, you need to understand exactly what they are unhappy about. Force yourself to listen carefully and resist the urge to get defensive so that you can fully understand what the problem is and where they are coming from. Many times, it can help for you to restate their problem or concern not only to confirm that you understand them correctly but also so the customer knows you understand what they said. Nothing infuriates an unhappy customer more than the feeling that no one is listening to them.

The second step should be easy: Apologize! Many companies are hesitant to admit that they made a mistake, but many unhappy customers are simply looking for an apology. Even if you feel that you didn't do anything wrong, apologize for upsetting them or not meeting their expectations. Some studies have shown that unhappy customers are more willing to forgive a company that offers an apology as opposed to being compensated.

Then focus on finding a solid solution to the problem. Tell the customer what you plan on doing and see how they feel about the proposed solution. If you need to, take some time to come up with the proper solution and get back to the customer promptly. Then follow up to make sure what you planned on doing actually happened, and then follow-up with that customer and confirm that they are OK with the final outcome.

Honest feedback from customers is a very valuable thing, and many times you can learn more from their "negative" feedback than you do with positive feedback. Don't get defensive but instead take time to truly listen to the customer and their concerns and then make sure you do what you can to make things right.

Thanks!
Mike

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Why send your staff to MASMS Custodial Days?

Custodial, maintenance and grounds staff are truly the unsung heroes in schools. They are a necessity when it comes to safety, cleaning, and proper building maintenance. The hard work they do affects everyone in your facility.

This event gives your staff a day to learn new things and network with peers. It will help build morale and give your staff a new lease on their work life.

When planning your schedules, please keep the following dates in mind for MASMS Custodial Days!

Metro Custodial Days ~ Location TBA
June 12th or June 13th, 2019

Northern/NW/West Custodial Days ~ Staples Motley Schools
June 18th, 2019

Southern Custodial Day ~ Owatonna Schools
June 20th, 2019

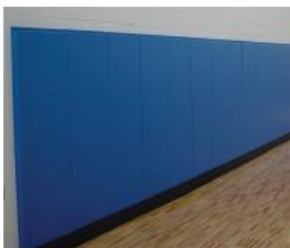
Watch for registration materials in April!

This is always a great day for maintenance, custodial and grounds staff.

Mark Your Calendar MASMS 2019 Chapter List

- 2/12/19 Metro Chapter Meeting
- 2/20/19 Southern Chapter Meeting
- 2/21/19 Northern Chapter Meeting
- 2/27/19 Northwest Chapter Meeting
- 3/12/19 Metro Chapter Meeting
- 3/20/19 West Chapter Meeting
- 3/21/19 Northern Chapter Meeting
- 4/9/19 Metro Chapter Meeting
- 4/17/19 Southern Chapter Meeting
- 4/18/19 Northern Chapter Meeting
- 4/24/19 Northwest Chapter Meeting
- 5/1/19 West Chapter Meeting

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Give Your School a Test...for Radon.

Kelly Smelter, State of Minnesota

January is Radon Action Month, and extensive effort goes towards making people aware of the need to test their homes for the contaminant. However, we don't spend all of our time at home. Students, faculty, and staff spend a lot of time at school and there is a risk that a radon problem can exist in the classroom. Now is the time of year to test your home and school.

Radon testing in schools is not required in Minnesota, but it is highly encouraged. Data submitted to the Minnesota Department of Health (MDH) over the last 7 years found that 12% of schools buildings had one or more room with elevated radon.

A law published in 2012 (MN Statute 123B.571) states that school districts using long-term facilities revenue to test for radon must follow the state's 'Radon Testing Plan'. In addition, districts need to report test results at a school board meeting. The testing plan, written by MDH, was recently updated in 2018 and is available on the MDH website.

The radon testing plan is brief and includes the following:

- Test should be completed between November 1 and March 31.
- Use certified radon testing devices, as listed by the two national radon programs
- Test all frequently-occupied rooms, including rooms with ground contact and rooms immediately above unoccupied spaces that are in contact with the ground, such as crawl spaces and tunnels.
- Conduct follow-up testing in all frequently-occupied rooms that have radon ≥ 4 pCi/L

Continued on Page 7







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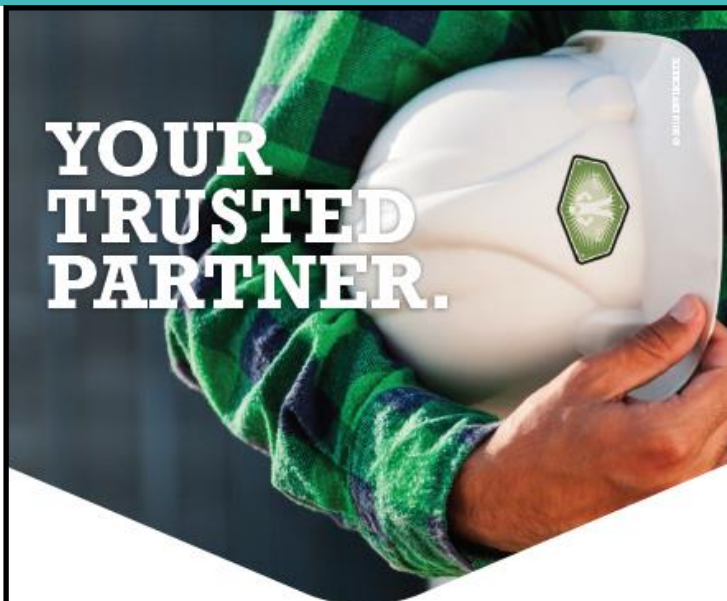
Give Your School a Test...for Radon ~ Continued from Page 6

- Mitigate or take corrective measures in frequently-occupied rooms that have radon ≥ 4 pCi/L following ANSI/AARST 'Radon Mitigation Standards for Schools and Large Buildings' (ANSI/AARST RMS-LB)

Re-test after corrective measures to show radon reduction
MDH also has revised its best practice document, now named 'Guidance for Radon Testing in Minnesota Schools'. This document contains further information about devices, length and frequency of testing and quality assurance. Beginning January 1, 2019, radon measurement professionals who consult with schools and conduct testing are required to be licensed by MDH. School staff can test their buildings without a license, but it is recommended that schools hire a licensed professional or become licensed themselves.

MDH is available to provide technical assistance to schools. This includes presentations, providing radon testing data for your local community, reviewing your testing plans, assisting directly with testing, and advising on mitigation. MDH has a number of continuous radon monitors available for schools to use for follow-up testing in rooms with high initial test results for confirmation. Currently, public schools can purchase short term test kits for \$4.56 each, including lab analysis, directly through Air Chek.

As you celebrate this year's Radon Action Month, consider testing both your home and your school. The EPA, MDH, and other international scientific organizations have concluded that radon is a human carcinogen. More information about testing your home, testing schools, and licensure is available on the MDH website (www.mn.gov/radon). Testing is relatively easy and is the first step to protecting your family, students, and staff from a known health hazard.



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Brighten Up A February Day

Have a "share the soup day" at lunch—
February 4th is National Home Made Soup Day

Bubble Gum anyone?
National bubble gum day is February 5th.

Enjoy the pizza!
February 9th is National Pizza Day!

Share your favorite chili recipe
on National Chili Day February 21st.

Share some chocolate covered nuts on National
chocolate nut day February 25th.



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Dave Bahr: 507-254-6858 | dbahr@hillercarpet.com | hillercarpet.com/commercial

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MASMS July 2019 Boot Camp

Dates & time: Wednesday July 24th and Thursday July 25th, 2019, 8:00 AM to 4:00 PM, dinner at 6:00 PM on Wednesday evening

Location: Holiday Inn, St. Cloud, MN | 75 South 37th Ave St. Cloud, MN 56301

Cost: MASMS will cover the cost of this training (if you are a member). It includes cost of class, hotel room for Wednesday night (and Tuesday night if 1.5 hour drive), and all meals. (Meals include Wednesday lunch and dinner; Thursday breakfast & lunch).

Boot Camp Information:

The MASMS Boot Camp is specifically designed to provide training for facility professionals. The training will be of great value for newly employed facilities managers or seasoned veterans. Custodial—Grounds—Maintenance Management—Security—Health & Safety—Transportation

The following topics will be covered for each of the above aspects:

- | | | | | |
|--|---|---|--|---|
| <input type="checkbox"/> Standards | <input type="checkbox"/> Best Practices | <input type="checkbox"/> Training | <input type="checkbox"/> Equipment Needs | <input type="checkbox"/> Management Tools |
| <input type="checkbox"/> Inspections/Checklist | <input type="checkbox"/> Budgets | <input type="checkbox"/> Staff Management and Development | | |

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All of us want to live longer and enjoy life more, but in our search for healthier living we have over looked the most important element. Each year we spend more and more money on diets and diet pills, exercise programs, wellness books and videos, vacations, and health club memberships; but the key to a healthy, happy life is to "enjoy our work." When we are fully engaged in work we enjoy, we are at our very best, we are happiest, and we are healthiest. George Bernard Shaw said, "A master in the art of living knows no sharp distinction between their work and their play, their labor and their leisure, their mind and their body, their education and their recreation . . . They simply pursue their vision of excellence through whatever they are doing and leave others to determine whether they are working or playing." John Gardner in his book *Self - Renewal* said, "The last day you will ever work is the day before you fall in love with whatever you are doing for a living."

When a person is making a success of something, it is not work — it is a way of life. A survey asking people to select the top ten business people America produced in the past 200 years concluded that the average age of death for achievers like Ford, Bell, Sanders, and Penney was 87. These people were all in professions that are considered to be highly stressful, but each found tremendous joy in their work. People who enjoy their work are those who know what they want and deliberately do the things that will lead to getting them what they want. They put their whole heart and soul into using their unique talents and abilities to make a difference in the world.

Health comes from the direction in which we are moving. We are happiest when we are thinking, planning, working, and climbing in pursuit of our own goals. We are at our best emotionally, mentally, and physically when we are on the road to something we want to bring about. Health and happiness comes when we dedicate ourselves to the development of our natural talents and abilities. And, health comes by doing what we love to do and doing it better and better in service to others.

To make that happen, we need to commit ourselves to a cause that is greater than us. We will need to fill our thoughts with purpose, our future with a plan, our days with work, our leisure with good friends and family, and our mind with good memories. That is to have succeeded!

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IPEMA MEMBER

SHARE YOUR KNOWLEDGE!

CALL FOR EDUCATIONAL PRESENTATIONS FOR MASMS 2019 FALL CONFERENCE

MASMS (Minnesota Education Facility Management Professionals) is soliciting presentations and session speakers for the 2019 MASMS Conference. The dates of the conference are Thursday October 3rd and Friday October 4th, 2019, at the St. Cloud MN Holiday Inn & Suites. If you submit and are selected to present you could be scheduled for either of the two days. **Submittals are due by March 15, 2019.**

Please note that based on feedback from our members we are looking for more sessions that would relate to non-administrative positions. Hands-on workshops would be welcome. We ask that presentations be product and vendor neutral, and that the endorsements of specific products, services or vendors be avoided.

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Instructions:

- Presentations should be 50 minutes in length (including answer/question)
- Prepare a 100-word descriptor of the course
- Expect approximately 25-40 people in each session
- Provide a short professional bio of the presenter
- Email this to ruth@masms.org

We are requesting your assistance in delivering great educational sessions at the conference. This request is offered to all members of the association. If you have questions, please contact a member of the Educational Committee.

Committee Members are:

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How-to Guide

Legislator Meetings at your School District

Here is some basic information on how to setup a meeting at your school. Talk with your administration to get everyone onboard with meeting with your reps.

- Find your legislator.
 - <http://www.gis.leg.mn/iMaps/districts/>
- type in your school address, hit Enter
 - A list will appear of your:
MN House Representative, MN Senator, U.S. House Representative, U.S. Senators (2)
- Click on the legislator you want to contact.
 - Each legislator has an assistant with phone number listed.
- Call legislator's legislative assistant, schedule the meeting.
- Follow up with an e-mail confirmation of the meeting.
 - Since you will likely have a quorum present from the School Board: Post the meeting as you normally would; Create an agenda, "Meet with legislators to discuss relative topics" ' Make sure that the meeting is officially convened and adjourned (it is an actual School Board meeting); Be aware that local media outlets will likely attend.
- Poll members of your Administration Committee, Cabinet, School Board Members, etc. to come up with topics of concern to discuss. Here is an example list from a meeting last year.
 - Teacher licensure; New demographic reporting Requirements; Long term facility needs; Voluntary pre-Kindergarten
- It is important to remember that there are numerous legislative concerns from school districts and your agenda item may or may not make the list.**
- During the meeting, introduce yourself, keep your comments fact based, refrain from bias and be respectful of the other items on the agenda. Keep your list of topics short. Asking for too much will likely water down all of your requests.
- Offer additional information to the legislators if they request it, and offer to be a resource should they have any questions.

While it can be intimidating to initiate something like this, it can happen and has proven successful for other school districts. Meeting with legislators on your "turf" tends to raise their level of concentration on the specific requests and can make them more approachable. Good luck with scheduling your next meeting and feel free to reach out to the MASMS Legislative Committee with any questions.

CPS Class Scheduled for June 25th & 26th, 2019 in Minneapolis MN

The CPS certification is part of the requirements for the MASMS Certification Program.

We have 15 openings available for this class. The AFE fee for this training and examination is \$500. MASMS covers the cost of hotel. **This class is a review of the study materials, and is not meant to be complete instruction. You must spend the necessary time studying the materials prior to the class.**

How to register: Email the MASMS office that you will be applying for this class (ruth@masms.org) and you will be emailed the application. Fill out the application and send it back with the \$500 check (or credit card info) to the MASMS office (give yourself 5 weeks of study time).



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Newsletter Articles

MASMS is accepting articles for the MASMS Newsletters. Articles received before the 20th of each month will be considered for the following months publication. If we have too many articles, they will be held and used in an upcoming month.

Please email them to: ruth@masms.org

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♥ Happy Valentines Day ♥