



Minnesota Educational Facility Management Professionals

The Messenger

June 2017 Newsletter

The “Tool Box” for Educational Facility Management Professionals



There is still time to sign up! MASMS 2017 Custodial/Maintenance/ Grounds Appreciation Day

You and your staff are invited to participate in the
2017 MASMS Custodial,
Maintenance & Grounds Day.

A Great Way to THANK your Staff!
Just \$25 a person. Registration Includes Lunch!

Metro Chapter ~ Wednesday June 14 OR Thursday June 15, 2017

Orono High School, Orono, MN

Same program is being offered two days. (Gives you the option to send 1/2 your staff each day!)

Northern, Northwest and West Chapter ~ Tuesday June 20, 2017 ~ Forest View School, Baxter MN

Southern Chapter ~ Thursday June 22, 2017 ~ Prairie Winds Middle School, Mankato MN

Go to www.masms.org to download registration forms.

Questions? Just contact the MASMS office at (320) 685-4585 or ruth@masms.org. This is a great day for maintenance, custodial and grounds staff. Give yourself and your staff a day for learning new things & networking with peers!

Inside this Issue:

\$1,000 MASMS Grant to be Awarded to a MASMS Member School District

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MASMS will be awarding two school districts who are MASMS members a grant for \$1,000. **The project theme this year is “getting students involved in a facility and/or grounds project”.** This grant will be awarded Thursday October 5, 2017 at the MASMS conference banquet. This grant is to be used in your school for a project that involves students. The project will need to be submitted to MASMS by August 15, 2017. All applications are reviewed by the MASMS Executive Board and a winner will be chosen from the submissions.

MASMS suggests that you try and involve the students if you can.

Some project ideas include:

- Landscaping (trees and/or shrubs)
- Start or revitalize a nature center area
- Install a low maintenance garden
- Recycling and/or waste reduction
- Sponsoring a field trip(s) related to facility and/or grounds
- Building project

If you are interested in this opportunity please complete the following steps:

1. Identify the project—Provide MASMS with an overview of the project.
2. Provide MASMS with a timeline for the project.
3. Email this information to ruth@masms.org before August 15, 2017

We look forward to receiving your project ideas and to awarding this to one of our member schools this fall!





Maureen Mullen
MASMS State President

MASMS 2017 -2020 Strategic Plan - It's about you.

The MASMS Strategic Plan is our organization's definition of how to best serve the current needs of the membership. Our needs change over time, and so our Strategic Plan gets updated every three years to reflect those changes.

On April 7, MASMS Executive, Chapter, and Committee members worked together as a dynamic team during a day-long facilitated workshop to develop the ambitious 2017-2020 Strategic Plan. The new goals listed below are the direct reflections of the thoughts and ideas of the workshop team members on how to best serve the MASMS membership for the next three years. Here's a quick overview of the goals and some of the strategies to meet those goals. The complete Strategic Plan, Strategies, and Action Plans will be posted on the MASMS website.

Goal 1: Review and update the MASMS bylaws.

The first strategy under this goal is about the organization and its structure. It will be carried forward into all upcoming Strategic Plans: Review and update the bylaws.

Some of the other strategies to meet this goal include writing a "Code of Conduct" designed for MASMS members, and writing job descriptions for MASMS' key positions such as committee and board members.

Goal 2: Increase educational member engagement at MASMS through diversified communication strategies over the next three years.

The strategies under this goal are to market MASMS to organizations and district personnel in order to increase membership and attendance at MASMS, to improve our usage of new technologies, and to increase opportunity for small group engagement.

Goal 3: Increase educational opportunities for current & future leaders.

We have been limited in the number of attendees we can send to the MASBO Institute each year, which causes some of our members to be held back from achieving their MASMS Certification in a timely manner. Out of this need came one of the strategies under this goal: to develop and deliver an alternative financial module to replace the MASBO Institute, focusing on in-depth financial training.

Goal 4: To increase our membership in general, and member diversity specifically, every year.

The fourth new goal has four strategies: to highlight diversity at chapter meetings, to market to the custodial group, to develop a recognition program that looks at all level positions, and to investigate the opportunity of offering membership to border states.

Each of these four goals are about you, and about us, the MASMS members; about developing *each other*, both personally and professionally. We need your input, engagement, feedback, ideas, and involvement to meet these goals and to make great things happen! Watch for upcoming newsletter articles for opportunities for you to become more involved in your organization and your own professional development.

Have a great Month!
Maureen Mullen, MASMS State President

Vendor Corner

Mike Remington, Inspec
MASMS Vendor Representative



MASMS State Meeting a Huge Success!

The recent MASMS State Meeting at the University of Minnesota was a huge success and attended by 170 people! The MASMS Executive Board has been focusing efforts to increase attendance at MASMS meetings and other events, which not only benefits us vendor members but the entire organization. Lining up Coach Fleck to speak, having two different educational sessions to choose from, having an optional tour of TCF stadium available, and using the McNamara Alumni Center as the venue were all examples of what MASMS is doing to increase interest and attendance at our events. If you ever have any ideas or feedback, please feel free to send them to me or any of the MASMS Executive Board members.

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MOLD REMEDIATION

Use Proper Body Language to Help Become a Better Listener: REMOVE BARRIERS

Take away things that block the access or view of the speaker and you. The barrier used most often is arms. Though we have over 60 motivations for folding our arms, speakers see any arm fold as a barrier or clue that you are not listening. In fact, of all the different body language postures, the arm fold is the most obvious indication of a lack of interest. You ALSO retain 30 percent less information from a speaker when you listen with your arms crossed.

Keep your arms unfolded.

In addition, you can seem to block a speaker's message by holding or having something in front of your heart as you listen. So put down the big coffee cup, and the phone, or remove the books or anything that blocks your heart from the speaker's view. Listen with your heart open and in view.

There is no greater gift to give to someone than your interest!

Looking for a Mentor?

Options Include:

- Meet once a month with your MASMS Mentor
- Phone contact only
- Contact only when issues arise or when you need advice

Contact the MASMS office at ruth@masms.org if you would like to find a MASMS mentor!

Wacky Ideas for June

Create a wacky celebration on a June day!



- June 7th—How about an ice cream break!
National Chocolate Ice Cream Day
- June 12th—Red Rose Day
- June 21st—First Day of Summer ~ Celebrate!
- June 22nd—Éclair for morning break anyone?
Celebrate National Chocolate Éclair Day!
- June 27th—Fresh Fruit for PM Break,
today is Pineapple Day

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Sales & Installation of Gym Equipment



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.

Preventing Injuries to SpEd Staff

Submitted by: Dan Fitch, IEA

Special Education (SpEd) teachers and assistants are faced with the daily challenge of providing a safe and productive learning environment for their students, while balancing their own safety and wellbeing. Many will tell you that they find this work extremely rewarding, but struggle with the opinion that injuries are “part of the job”.

Unfortunately, just looking at the statistics can help to reinforce this claim. SFM, a Minnesota-based workers’ compensation insurer, recently conducted a study to learn which school employees were most likely to be injured, and how. Researchers looked at 8,000 claims reported from 2009-2014 by 130 Minnesota school districts. The study found that 25% of workers’ compensation claims in Minnesota schools involved students. The groups of employees most at risk of being injured by students were SpEd assistants followed by general education assistants. Of the licensed staff, SpEd teachers had the highest rate of injury.

Preventing injuries to SpEd staff, and changing the belief that getting injured is the “nature of the environment” will require schools to address all risk factors to the extent possible. Risk factors may include:

- Staffing and hiring
- Training and education (FTE and subs)
- Policies and procedures
- Communications
- Resources

Here’s What SpEd Staff Had to Say

SFM’s loss prevention specialists conducted interviews with SpEd staff in Minnesota schools, to identify common risk factors. Here are some of the common concerns as well as some ideas that have proven successful:

Common Concerns

Hiring: I saw the classroom, but never got to experience it during the interview process.

Hiring: It would have been helpful if I could have met with some paras to talk about the job before taking it.

Staffing: Staffing decisions are based on student count rather than student needs. Having too few staff makes it difficult to develop staff/student relationships and leads to lower staff retention.

Staffing: Having policies in place that cannot be supported by current staffing (e.g. 2-person lift required, but not always enough staff to do so).

Training: I was thrust into the job without any training or shadowing.

Training: There isn’t any professional development topics offered during teacher in-service days specific to SpEd.

Training: No training is provided to non-SpEd staff.

Training: Proper lift training is not provided to paras.

Policies and Procedures: It would be helpful to have a more defined process for handling highly disruptive and/or dangerous students.

Policies and Procedures: It would be helpful to define criteria that triggers a potential level 4 transfer discussion.

Policies and Procedures: Need better goals and planning for level 4 students who return to level 3.

Communications: It would be great if our two-way radios talked to the office radios, rather than just SpEd staff radios.

Resources: It would be helpful to have a fast-track process to buy urgently needed items, like personal protective equipment.

Resources: SpEd gets all the left-overs. It would be helpful if staff were more involved in classroom and furniture selection.

Resources: Having a dedicated sensory area, personal cares area, and more calm spaces for students would really help.

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Continued on Page 5

Health & Safety ~ Preventing Injuries to SpEd Staff (Continued from Page 4)

What's Working Well

"Runner" Policy – Each school or program should have a policy to address "runners" and everyone in the building needs to know the policy. Consider having dedicated response teams for runners and instructing all other staff to use calming voice and not to chase. Have runners pick a safe "go to space".

Clothing/PPE Policy – Require personal protective equipment (PPE) and proper clothing for the job position. Example include: disposable gloves for bodily fluid cleanup, bite-resistant arm guards, shin guards, no loose jewelry or clothing that can be grabbed and pulled/twisted, and proper footwear for inclement weather (e.g. traction footwear).

Projectile Management Policy – Ensure that classroom items like phones and computers are tied down and secured wherever possible (or limit access wherever it's not possible) to prevent them from being thrown.

Team Building – Experienced teams who have worked together for a long time are better able to respond safely to incidents, so try to keep them together as much as possible. Designate time for teachers and assistants to share student observations, and discuss strategies for how to respond to anticipated events. Even 10 minutes in the morning and after school can make a difference.

Emergency Communication – Provide two-way radios for each SpEd classroom, and set them up to communicate with other radios in the building (e.g. office staff, administration, crisis teams). Two-way radios are an essential emergency preparedness tool and well worth the investment.

Shadowing/Observation – Requiring new staff to shadow with the kids they will be working with, and allowing teachers/assistants to observe other more experienced teachers/assistants.

Training – Establish a Crisis Prevention & Response Team at each school whose members go through more advanced training, and at a higher frequency. Only Crisis Prevention & Response Teams members can use physical restraint. All other staff are directed (and trained) to use de-escalation techniques.

Safety Toolbox Talks ~ Hearing Protection

Click here for Toolbox Talk Topics: www.masms.org Click on Health & Safety Toolbox Talks on the left hand side. Here are two links with info on Hearing Protection

<http://www.irvmat.com/pdf/072613.pdf>

<https://blogs.cdc.gov/niosh-science-blog/2017/05/15/niosh-noise/>

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You are invited to attend the 2017 MASMS conference!

The objective of the conference is to provide a high quality event for school building & ground employees.

Top speakers, excellent facilities and networking opportunities are hallmarks of this event.

Be part of it!

Wednesday October 4, 2017

Dollars for Scholars Golf Event ~ Wapicada Golf Course, Sauk Rapids MN

Business Member Appreciation Reception ~ St. Cloud Holiday Inn, St. Cloud, MN

Thursday October 5, 2017

Education ~ Trade Show ~ MASMS Banquet
Entertainment ~ Networking

St. Cloud Holiday Inn, St. Cloud MN

Friday October 6, 2017

Educational Members Education ~ Networking
St. Cloud Holiday Inn, St. Cloud MN

Go to www.masms.org to download the registration forms. If you have questions, please just call the MASMS office at 1-888-429-3884.

An Opportunity for Leadership

MASMS Chapter Officers

Each chapter has a governing body consisting of a President, Vice President, Secretary, Director and Vendor Rep. Each chapter is responsible for setting up chapter meetings, educational sessions and helping with the custodial day event in their area.

MASMS State Board of Directors

The state board of directors is the overall governing body; they approve budgets, establish long-term strategy, oversee various organizational policies, and assist the Chapter Officers.

This fall at the annual conference, MASMS will be asking a member to step forward and offer their name for nomination for the State President Elect position. This is a three year commitment—one year as president elect, one year as President and one year as past president. It's a great way to learn more, meet more members and help members. **Maybe that person is you?**

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2017 Scholarships Recipients MASMS Tom Robinson Memorial Scholarship Program

The MASMS Scholarship Committee accepted essays from sons and daughters of all MASMS dues paying members and life members. The MASMS Scholarship committee reviewed all applicants and the following students were awarded scholarships this year. Congratulations to all of them!

Jake Bauer (Lori Bauer, Climate Makers)
Cole Beevers (Troy Miller, LHB)
Ian Bonar (Douglas Bonar, Anoka-Hennepin ISD)
Ashlyn Bradford (Justin Bradford, Prior-Lake Savage ISD)
Ally Bright (James Bright, Aitkin ISD)
Haley Churchill (Joe Churchill, Reinders)
Rachel Cleveland (Joel Cleveland, Climate Makers)
Mackenzie Closson (Tracy Closson, Northfield ISD)
Nick Corrigan (Barb Corrigan, Xcel Energy)
Samantha DeAdder (Stephanie DeAdder, Northfield ISD)
John Gauvin (Robert Gauvin, Eden Prairie ISD)
Hanna Gedrose (Colin Gedrose, Detroit Lakes ISD)
Evan Gill (Bruce Gill, St. Paul ISD)
Kate Hadden (Paul Hadden, Prior-Lake Savage ISD)
Ty Heckenlaible (Dale Heckenlaible, Osseo ISD)
Natalie Hildebrandt (Kevin Hildebrandt, Faribault ISD)
Sophia Holm (David Holm, Scan Air)
Andrew Karp (Tom Karp, Anoka-Hennepin ISD)

Carter Kitterman (Donald Kitterman, Supplyworks)
Kolton Kitterman (Donald Kitterman, Supplyworks)
Ana Larsen (Laura Larsen, Stillwater ISD)
Ellie Miller (Troy Miller, LHB)
Kiera Miller (Troy Miller, LHB)
Garrett Mohr (Brian Mohr, Hutchinson ISD)
Emma Paul (Heather Paul, ETS Health)
Logan M Remington (Mike Remington, Inspec)
Emily Reps (Timothy Reps, St. Charles ISD)
Hailee Stock (Michael Stock, Rochester ISD)
Michael Straus (Douglas Straus, G & R Controls)
Suzanne Thieschafer (David Thieschafer, Underwood ISD)
Sara Thieschafer (David Thieschafer, Underwood ISD)
Alison Thul (Thomas Thul, Tessman Co.)
Garrett Uecker (Kyle Uecker, Minneapolis ISD)
Alexandra Wilson (James Wilson, Wendel)
Garrett Winch (John Winch, Bethany Lutheran College)



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Welcome New Members!

NEW EDUCATIONAL MEMBERS

Brian Beasley, Austin Schools
David Petricka, Shakopee Schools
Leon Zellmann, Shakopee Schools
Marty Schmitt, Shakopee Schools
Bill Heller, Shakopee Schools
Terry Stier, Shakopee Schools
Jeremy Benz, Shakopee Schools
Tate Haynes, W. St. Paul-Mendota Heights

NEW BUSINESS MEMBERS

Steve Reiter, Designline Products Group
Tracy Riedemann, WHV Roof Inc.
Laykn Bauer, Kendell
Peter Canale, State Supply Co.
Dawn Zuniga, State Supply Co.
Kevin Koehler, Supplyworks
Kristin Eichten, VSI Construction & Facility Solutions

Newsletter Articles

MASMS is accepting articles for the 2017 Newsletters. Articles received before the 25th 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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Habits That Make Your Brain Work Better

Watch for each of them in the upcoming MASMS newsletters.

FOCUS ON ONE TASK AT A TIME

You can do one thing really well or three things poorly. Focus on one task at a time so you can apply your brain's full potential to solving that problem before moving on to the next problem.

Don't divide your mental energy among several things, but instead focus like a laser on one to the exclusion of everything else until it is accomplished. In this way, you can maximize your brain's efforts for the best outcome.

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LEGISLATIVE UPDATE

I am writing this as of midday, May 23rd, as we begin what hopefully turns out to be a one-day Special Session. Left undone at the midnight adjournment last night was the K-12 Omnibus bill. As you know, K-12 is the largest percentage of the state budget (42% in the last biennium) and so along with Health and Human Services, these are the most difficult bills to conclude. I am hopeful that as you read this the bills are done, signed into law, and that we are nowhere near a discussion about a government shutdown.

Now I want to turn to how we talk to our legislators after this Session is over. Know that the rank and file members are very frustrated that they were shut out of final discussions on the bills. Agreements were hashed out between the Governor's Office, Legislative Leadership and Committee Chairs. So more likely than not, your Legislator had to take a vote on the Omnibus K-12 bill which they had little influence on, and perhaps barely had time to read before taking a final vote on it. When you talk to your Legislators, try to understand their position - the process this year worked against representative government, and in the coming weeks you will be hearing a lot about how the public was shut out.

Looking ahead, our main goal is to remain a trusted resource on school facilities. That requires all of us to have an ongoing conversation about needs. Thank you for supporting MASMS advocacy efforts.

Randy Morris, MASMS Lobbyist.