



The Messenger

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

July 2019

**We are so very excited to bring our members an amazing 2019 conference.
Celebrating MASMS ~ 40 Years Strong!**

Two Keynotes—One Each Day!

Thursday October 3, 2019

Being a Champion of Change ” Pat Finnemore, Kenosha Schools

It is natural for people to struggle with change; it can be hard as well as take us out of our comfort zone in a hurry. There are some natural and learned skills and characteristics that can help us become change agents in our personal and professional lives. Pat will use stories and examples to illustrate several of these characteristics showing that anyone can become a “Champion of Change” if they choose to.



Friday October 4, 2019



“Being *Wild* at work means having the courage to bring the gift of all of who you are to all of what you do.” Chris Heeter, Dog Musher

Boring meetings? Disengaged teams?
Lifeless leadership? Shake it up. The *Wild* at work approach reminds us that working together doesn’t have to be so complicated.

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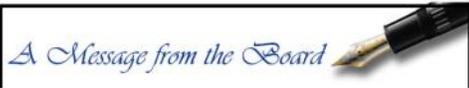
2019 MASMS Conference

Thursday October 3rd and Friday October 4th, 2019

Education—Trade Show—MASMS Banquet—Entertainment - Networking
Go to www.masms.org for the Registration Forms

Over 30 Educational Sessions to Select From
See Page 8 for an Overview of the Educational Sessions

GREAT TRADE SHOW Your opportunity to meet and visit with vendors.
At this Expo you will find 180+ Facility Management Vendors all under one roof!
PRESIDENTS RECEPTION and BANQUET
Enjoy an evening with your peers networking, relaxing and honoring achievements.
TWELVE \$500 BUILDING AND GROUNDS GRANTS TO BE AWARDED
During the Trade Show there will be drawings for twelve(12) \$500 Building and Grounds Grants to be used for a building and grounds project of the schools choosing!



Reed McFarlane
MASMS NW Chapter Director

The MASMS 2019 Custodial/Maintenance/Grounds Day Events was the biggest success to date!

The number of attendees increased over last year by 35%! Thank you for taking the time to attend and sending your staff to this event. Also, thank you to everyone who helped before and during the event. Without you, this would not be the great event it is!

Be sure to sign up for the 2019 MASMS October Conference, offering amazing educational opportunities!

Enjoy the warm summer days! Reed



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WELCOME EDUCATIONAL MEMBERS

- Keith Beal, Virginia ISD 706
- Jeremy Grant, Moorhead Area Schools
- Sharon Petersen, Minneapolis Public Schools
- Daniel Carson, Yinghua Academy
- Jacob Horejsh, Intermediate District 297
- Art Shawback, Burnsville-Eagan-Savage

WELCOME BUSINESS MEMBERS

- Joe Wiener, Brothers Fire & Safety
- Spencer Mack, MEI Total Elevator Solutions
- Terry Olson, Hallberg Engineering
- Kyle Edsten, Wold Architects & Engineers
- Michelle Klein, Wold Architects & Engineers
- Brandy Meister, Wold Architects & Engineers
- Jason Sandberg, Paape Companies Inc.
- Alex Titterud, Kraus Anderson
- Kent Henry, Kraus Anderson
- Mark Quale, Precision Concrete Cutting
- Joe Muzeika, Mulcahy
- Pete Woyen, Bert's Truck Eq of Moorhead, Inc.
- Cody Capra, Apex Facility Solutions
- David Grandbois, Western Specialty Construction
- Tony Marchiafava, Western Specialty Construction
- Ryan Palmer, Tremco Roofing & Bldg Maint.
- Ken McCraley, KMS Air Duct Cleaning
- Rick Nichols, The Blue Book
- Brian Barton, IdentiSys, Inc.
- Sasha Rudy, Pro-Tec Design
- Matt Finnegan, Finnegan Playground Adventures
- Lori Barwick, Carroll Seating Co,
- Angela Otteson, TKDA
- Greg Cooper, TKDA

Fun Things to do on a July Day

- Pecan Pie Day is July 12th
- French Fries anyone? National French Fries Day is July 13th.
- Thank a cow on July 14th
Cow appreciation day!
- Gummy Worm Day on July 15th!
- Share a lollipop on July 20th, National Lollipop Day
- National Chocolate Milk Day is July 28th
- Lasagna for all on National Lasagna Day July 29th!

Vendor Corner

Mike Remington, Inspec
MASMS Vendor Representative



Effective Presentations Tell a Story - Part 3

In the first two parts of this article in the May and June newsletter, I highlighted how people tend to learn and retain new information when it is presented in a story format versus a list of bullet points, the importance of having a strong beginning and a simple solid structure to your presentations, and to make a concerted effort to really boil down your presentation and remove any information that is not required to tell your story!

Many classic stories, such as Aesop's Fables, have a moral or main message to convey to the audience. When preparing your presentation, think about 'morals' you want your story to show your audience. Try to identify from one to a handful, depending on the topic and how much time you have, of main items that you want to tell your audience about. Don't try to include too many, you don't want to overdo it and have your main message lost in a sea of too much information.

At a MASMS Southern Chapter meeting two years ago, a vendor gave a great presentation on arc flash safety. At the beginning of his presentation he gave the audience a short quiz to take on the topic. This quiz not only helped grab the attention of the audience and gave us a good idea of what information he was going to present, but he was able to structure his presentation around those handful of key items in the quiz that he wanted us to learn.

I hope this three-part article on how effective presentations tell a story will help you with your future presentations and wish you success!



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HEALTH & SAFETY 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.

Classroom Security and Barricade Devices

It's understandable that in today's school security climate, door security and barricade devices are being considered as a possible tool for enhancing student safety. However there are significant risks and liabilities associated with their use, and they may actually increase the risk to students and staff.

The MN State Fire Marshal Division provides an information sheet on the subject - Security and Barricade Devices on Classroom Doors. This document explains why such devices are not permitted under the national model fire and building codes, and offers code-compliant door hardware solutions that will secure the door against entry, provide free and immediate egress from the classroom, and allow for emergency responder access.

I've also listed additional explanatory information and recourses below for your review. This information will help explain why such devices are prohibited by the national model fire and building codes.

According to the FBI, students are most likely to be the perpetrators of violent acts on school grounds. When door security/barricade devices are readily available (which is necessary for them to be employed quickly and effectively), the potential exists for students (or others) to use them for malicious purposes. By employing a barricade device a classroom can become a room full of hostages in seconds, or it can be used to commit an assault on a teacher or another student; and due to the nature of such devices, law enforcement, fire, EMS and school staff would be unable to enter in order to prevent an assault, extinguish a fire, perform a rescue, or render medical aid.

By knowingly having and utilizing non-code-compliant security and barricade devices, schools may be exposed to liability should such a device result in injury or death.

The 2018 edition of the U.S. Department of Homeland Security's K-12 School Security Guide states that all classroom locking devices must be code-compliant.

In accordance with recommendations from the Sandy Hook Advisory Commission and The National Association of State Fire Marshals, all classroom and office doors should be equipped with locks that can be secured from inside the room. There are a multitude of lock systems available for schools to use ranging from traditional lock-and-key to keyless and electronic systems. Some locks can be engaged with panic buttons or remotes, removing the need for someone to go near the door potentially placing the individual in harm's way. Newer locking systems can also be installed with an indicator to visually confirm that the door has been secured. When installing or upgrading locksets, schools must follow applicable building codes and statutes. The U.S. Department of Defense has issued guidelines for schools titled, Physical Security and Antiterrorism Design Guide, which requires any hardware used to facilitate a lockdown in normally occupied area to comply with NFPA 101 - Life Safety Code.

8.9. Interior Door/Lock Requirements: To facilitate isolated lockdowns, all interior, regularly occupied and staffed area doors shall have locking systems installed on hardware capable of single-handed locking and unlocking from the inside without the use of keys or tools (thumb latch). Doors shall be capable of being closed and locked quickly from inside by one person. Locks shall not require the use of a key, tool, or special knowledge or effort for operation from the inside in accordance with the NFPA 101, Life Safety Code, Locks, Latches, and Alarm Device section. Interior doors (to include narrow view glass panels) shall provide a one (1) minute time of delay against forced entry.

Continued on Page 6

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DO YOU KNOW?

Do you need funding to send yourself and your staff to the MASMS Conference?
Do you need funding to provide yourself and your staff needed training?

- Did you know that a district is required to reserve at least 2% of the basic revenue for staff education and development?
- Did you know that Building and Grounds Staff fall under staff that this funding can go to for training?

See the sections in red below of the MN Statutes 122A.61

Minnesota Statutes 122A.61 RESERVED REVENUE FOR STAFF DEVELOPMENT.

A district is required to reserve an amount equal to at least two percent of the basic revenue under section 126C.10, subdivision 2, for:

- (1) teacher development and evaluation under section 122A.40, subdivision 8, or 122A.41, subdivision 5;
- (2) principal development and evaluation under section 123B.147, subdivision 3;

Professional development under section 122A.60 ~ Under this section is specifically states:

provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

- (4) in-service education for programs under section 120B.22, subdivision 2. To the extent extra funds remain, staff development revenue may be used for staff development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teachers' mentoring under section 122A.70 and evaluation, teachers' workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, **and other related costs for staff development efforts.**

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School Indoor Air Quality Training



Public schools must have health and safety programs that comply with health, safety, and environmental regulations and best practices, including indoor air quality (IAQ) management. One best practice is that public schools have an IAQ Coordinator. This training

will discuss the state's best practices for school IAQ management. Continuing education credits are available for several licenses.

Dates

- Roseville: September 17, 2019 8:30 am – 12:00 pm
- Rochester: September 24, 2019 10:00 am – 2:00 pm
- Roseville: September 30, 2019 8:30 am – 12:00 pm
- St. Cloud: October 9, 2019 10:00 am – 2:00 pm
- Fergus Falls: October 10, 2019 10:00 am – 2:00 pm
- Webinar: October 15, 2019 1:00 pm – 4:00 pm

For more information and to register

www.health.state.mn.us/communities/environment/air/schools/training.html

Classroom Security and Barricade Devices

Continued from Page 4

The A.L.I.C.E. Training Institute, a national active shooter response program recommended by many law enforcement agencies, does not promote the use of door-locking security/barricade devices unless such devices are code-compliant. They created a barricade vs. door locking information sheet to better explain their position. Additionally, the lockdown-only response to a potential active shooter is no longer recommended. Many government and law enforcement agencies now recommend a *run – hide – fight* strategy depending on each individual situation. It may be the case where the best course of action is for occupants to flee the room or building. Security and barricade devices can prevent a rapid escape when appropriate.

The *Safety and Security Guidelines for K-12 Schools*, published by PASS (Partnership Alliance for Safer Schools - an organization that brings together expertise from the education community, law enforcement and the security industry), states the following in their list of *Top 10 K-12 Safety and Security Pitfalls*:

10. Unnecessary products that can be solutions in search of a problem. The recent proliferation of "barricade" or "secondary locking" devices is just one example. Offering no advantage over a modern lockset, such devices are typically offered as a lowest-cost lockdown solution, in violation of fire and life safety codes and the Americans with Disabilities Act (ADA).

The Sandy Hook Advisory Commission Final Report did not recommend the use of security/barricade devices. Instead, the commission recommends that all classrooms have doors that can be locked from the inside. The report also states, *"The testimony and other evidence presented to the Commission reveals that there has never been an event in which an active shooter breached a locked classroom door."*

Continued on Page 8

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New legislation on ‘Retainage’ set to take effect.

Construction agreements for public buildings and public improvements (this includes public school projects) authorized on or after August 1, 2019 face new requirements. At the request of sub-contracts, the legislature passed as part of the omnibus Jobs & Economic Development bill, new law for retainage and progress payments on public projects. Retainage is the amount the contracting party keeps while waiting for the work to be completed.

The new law caps the retainage amount for sub-contracts at 5 percent. The new law adds additional requirements and prohibitions on public construction contracts related to retainage, including the following:

Prohibits retainage for warranties or for warranty work

Requires the final payment to be released to the contractor within 60 days of the owner being able to occupy or use the improvement, and provides limits to the amount a public contracting agent can withhold when there is a defect or incomplete work

Requires contractors to reduce retainage for any subcontractor when the agency contracting reduces retainage

Requires subcontractors to be paid within ten days of a contractor receiving payment from a public contracting agent

Requires the responsible public agent to provide payment information to subcontractor at their request so the subcontractor is aware that the payments went out to the prime contractor

Public contracting agencies are not required to make payments for projects funded by state and federal aid if they have not yet received the funding

The MN School Boards Association, among other groups, were able to get some comfort language included stating that, “Nothing in this section requires payment for a portion of a contract that is not complete or for which an invoice has not been submitted.”

One of the biggest challenges with this new legislative verbiage may be the determination between contractors, construction administrators and building owners on what is considered “substantially complete.”



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CHECK IT OUT!
**Educational Sessions
 for the 2019
 MASMS Conference**

Thursday October 3rd

- Being a Champion of Change
- Basics of LTFM
- Handling Conflict in the Workplace
- Boiler—Hands On
- Crisis Management—Hands on Exercise
- Flooring—Maintenance Blind Spots
- Synthetic Turf—Tips and Tricks
- MASMS Educational Opportunities Update
- Requirements for Employer Electrical Training
- Team Building
- Identification & Solutions to Accidents
- Lessons Learned the Hard Way—Regarding Exterior Building Restoration
- Sustainable Natural Turf Care
- Bleacher and Basketball Hoop Maintenance
- Transformational Leadership
- Small Engine Care and Maintenance
- Expecting the Unexpected: Handling Regulated Waste
- Lighting and HVAC Building Automation Systems
- Erosion and Sediment Control
- Proper Migration Techniques for Water Damage

Friday October 4th

- Being Wild at Work
- New Frontier of Personal Privacy
- Why is leadership so hard?
- Understanding Window & Door Security Glazing
- Radon Mitigation
- IAQ and Energy Efficiency Data Use—BAS
- Cooperative Purchasing for Construction
- PERA
- Balancing Energy Savings & Comfort (BAS)
- Keys to Supervisor Training
- Future of Campus Video Surveillance
- Exterior ADA Accessibility Requirements
- Centerpoint Programs and Services
- Improving Attendance & Health through Good Indoor Air Quality
- Public Speaking
- Working with a Variety of Personalities
- Ergonomics in Schools
- Indoor Air Quality—Duct Work
- Health and indoor Air

Classroom Security and Barricade Devices

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The national model building and fire codes, including the International Fire and Building Codes which are adopted here in Minnesota, require egress doors to release (unlatch and unlock) with a single operation and without the use of a key, special knowledge or effort. Because most security and barricade devices do not comply with these provisions, it is unlawful to install them on required egress doors. In response to recent school shootings, both national model fire and building code committees (NFPA and ICC) have recently reevaluated the issue of whether to modify requirements to allow for the use of security and barricade devices. However both committees determined the risks of impeding free egress and the potential for such devices to hinder emergency personnel were too great.

The National Association of State Fire Marshals (NASFM) released a position paper confirming that most security and barricade devices do not comply with current building and fire codes, and thus should not be used.

Code-compliant egress door locking hardware are available on the market, and have been for many years. As an example, classroom-security-function locksets allow an occupant to quickly secure a door from the inside (without the need to enter the corridor), and are also available with a dead-bolt feature for additional security. This hardware offers a greater level of security than most barricade devices without the unintended consequences inherent in their use. Code-compliant locksets effectively secure a door against entry and provide free egress to occupants, while allowing access to staff and emergency personnel.

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Here are

5 REASONS WHY:

**You Should Attend
a Conference in Your Field**

1. Educational Opportunities.
2. Networking with Peers
3. Encounter New Vendors
Suppliers
4. Position Yourself as an Expert
5. Have Fun

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

Looking for a Mentor?

Options Include:

- Meet once a month with your MASMS Mentor
 - Phone 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!

Employment Opportunities:
Check it out at www.masms.org

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

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 3, 2019 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, 2019. 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)
- Install a low maintenance garden
- Sponsoring a field trip(s) related to facility and/or grounds
- Start/revitalize a nature center area
- Recycling and/or waste reduction
- 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, 2019

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

Importance of Employee Training

aka Reasons to sign up yourself and your staff for the 2019 MASMS Conference!

1. Untrained Employees = Unhappy Employees

Employees who feel inadequate, underachieving, or unsupported are unhappy. They aren't satisfied in their work, which will cause them to underperform, make mistakes, and not care about their work.

2. Untrained Workers Have a Low Production Value

The quality of their work is lower than it could (or should) be.

3. Untrained Workers Are Inefficient

More time and effort is spent when employees aren't fully or properly trained to perform their tasks or to fulfill their responsibilities. It takes them longer to do the work.

4. Lost Time/Money Due to Mistakes

When untrained worker makes a mistake, the time and materials used are lost.

5. An Increase in Miscellaneous Expenses

These are more difficult to track or attribute to untrained workers, but they are there. That means it takes more time to fix the mistake, more materials, and more time rechecking the work. If it were done correctly the first time, these costs wouldn't be there.

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MASMS OFFICE

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Find the answers to the questions that a MASMS member sends out to other members,

**When a member sends out a question to membership, the answers
are posted to the MASMS website!**

Instructions:

Go to: www.masms.org
 Look to the left hand side of the windows under “Quicklinks”
 Click on “Questions and Answers from MASMS Member” Button
 Select the question you would like to see the answers from!

**If you would like to submit a question, just email the MASMS office
with your question, and we will take it from there!**