MASMS State Meeting May 8, 2018
St. Paul Saints Securian Club
at the CHS Field

- **Keynote Speaker** ~ Mike Veeck is a renowned speaker and owner of several successful minor-league baseball clubs and the business consulting firm, Fun Is Good.
- **CHS Field Tours** will be offered at 7:30am, 10:15am, 11:15am and 1:00pm. When you sign up, be sure to select a time slot if you would like to be part of a tour!
- **Two Educational Sessions at 10:15am and 11:15am**
- **Great Networking Ending with a Great Lunch**

**Agenda**
- 7:30 AM  Tour for 25
- 8:30 AM  Registration
- 9:00 AM  Keynote Speaker Mike Veeck
- 10:15 AM  Educational Session: EPS Investment in Solar Panels, Jason Mutzenburger & Tour for 25
- 11:15 AM  Educational Session: Hotwater Boiler Operations & Safety Checks, David Gonsocki, MN State Boiler Inspections & Tour for 25
- 12:15 PM  Lunch
- 1:00 PM  Tour for 25

**How to Sign Up!** Go to www.masms.org; Select "Member Login". Enter username (first initial and last name); Enter password "masms" (unless you changed it). Select "Meeting Registration" (left hand side); Select the State Meeting. Enter your name & school/organization, and tour time selection if you want to do a tour. Select the send button.

**Parking Info** Options are Union Depot (214 4th Street E, St. Paul MN) at $10.00 per day and the Lowertown Ramp (316 Jackson St., St. Paul MN) at $9.00 per day.

**Hotel Info** We have a block of rooms reserved for the night of Monday May 7th at the Hyatt Place St. Paul Downtown. Address: 180 Kellogg Blvd E, St. Paul MN. $119 per night. To make a reservation call 1-888-492-8847, block code is “G-MASM”. The hotel has valet parking services, $10.00 day rate, $22.00 overnight rate.

**Additional Questions?** Just contact the MASMS Office!

MASMS Custodial/Grounds/Maintenance
APPRECIATION DAYS
Every June MASMS holds events to show appreciation for the custodial, grounds and maintenance staff from our schools. The day is filled with education, a trade show, networking, prizes, lunch and fun.

- **You and your staff are invited to participate.**
- **This is a great way to thank your Custodial, Maintenance & Grounds Staff!**
- **Just $25 a person! Registration Includes Lunch!**

**You Can Register Now!**
Go to www.masms.org, select “2018 Custodial Days”
Or, watch your mail for forms!

**Metro Chapter** Wednesday June 13th & Thursday June 14th
White Bear Lake H.S. South Campus
3551 McKnight Road, White Bear Lake, MN
*The same program presented each day, allowing schools to send 1/2 of their staff members each day!*

**Northern/Northwest/West Central Chapters**
Tuesday June 19th
Grand Rapids High School, 800 Conifer Dr, Grand Rapids , MN

**Southern Chapter** Thursday June 21st
Mankato East High School, 2600 Hoffman Road, Mankato MN

This is always a great day for maintenance, custodial and grounds staff. Give yourself and your staff a day for learning new things & networking with peers!

**VENDOR SHOWCASE OPPORTUNITY**
All MASMS Business Members are invited to participate in this event!

Forms are available at www.masms.org

Your participation is a big part of the day.
We hope that you can join us!
Do you remember the custodians who worked in your schools when you were a youngster? I do some, and one in particular; Shooky Fink. Did any of them make a difference in your life? He did in mine.

I started middle-school in a new town, in a new school. I didn’t know anyone or have any friends. Shooky said hello to me every day. He helped me get my locker unjammed. He let me help clean erasers sometimes. (Remember that?) He remembered my name. His small gestures made a very big difference for me during that rough year.

There’s a lot of big issues and big concerns we face as members of our district’s buildings and grounds teams. Concerns about school safety and student safety are top-of-mind for most of us these days. We’re reviewing building access and entrances, visitor procedures, safety plans, and training options to name a few. The health and safety of our staff and students is of utmost concern, and we need to keep striving for ways to make our schools safe and secure environments.

While it’s easy to get absorbed in these concerns, let’s remember that the human connections we make are, in the end, the most important. We have daily opportunities to make our schools welcoming and inclusive places as well as safe places. We have opportunities to let kids know they matter, that someone cares, to let them know they belong, that someone remembers their name. I hope we can all find ways to make a difference for some student someday, the way Shooky Fink did for me.

Fun Things to do on a Day in April
- Caramel Anyone? Caramel Day is April 5th!
- Skip the housework on “No Housework Day” April 7th
- Serve Licorice on April 12th—Licorice Day
- Tax Day—April 16th
- Humorous Day on April 19th could result in some jokes!
- World Penguin Day is April 25th
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.

Lead in School Drinking Water Testing and Remediation

In 2017, Legislation was passed requiring school districts and charter schools to test for the presence of lead in water. Minnesota Statutes, section 121A.335 authorized the following:

121A.335 LEAD IN SCHOOL DRINKING WATER.
§ Subdivision 1. Model plan.
The commissioners of health and education shall jointly develop a model plan to require school districts to accurately and efficiently test for the presence of lead in water in public school buildings serving students in kindergarten through grade 12. To the extent possible, the commissioners shall base the plan on the standards established by the United States Environmental Protection Agency. The plan may be based on the technical guidance in the Department of Health's document, "Reducing Lead in Drinking Water: A Technical Guidance for Minnesota's School and Child Care Facilities."

§ Subdivision 2. School plans.
By July 1, 2018, the board of each school district or charter school must adopt the commissioners' model plan or develop and adopt an alternative plan to accurately and efficiently test for the presence of lead in water in school buildings serving prekindergarten students and students in kindergarten through grade 12. To the extent possible, the commissioners shall base the plan on the standards established by the United States Environmental Protection Agency. The plan may be based on the technical guidance in the Department of Health's document, "Reducing Lead in Drinking Water: A Technical Guidance for Minnesota's School and Child Care Facilities."

§ Subdivision 3. Frequency of testing.
The plan under subdivision 2 must include a testing schedule for every building serving prekindergarten through grade 12 students. The schedule must require that each building be tested at least once every five years. A school district must begin testing school buildings by July 1, 2018, and complete testing of all buildings that serve students within five years.

§ Subdivision 4. Ten-year facilities plan.
A school district may include lead testing and remediation as a part of its ten-year facilities plan under section 123B.595.

§ Subdivision 5. Reporting.
A school district that has tested its buildings for the presence of lead shall make the results of the testing available to the public for review and must notify parents of the availability of the information.

This new legislation required both the Minnesota Department of Health (MDH) and the Minnesota Department of Education (MDE) to work together to develop a model plan for school districts and charter schools to accurately and efficiently test for the presence of lead in water in public school buildings serving students in prekindergarten through grade 12.

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Lead in School Drinking Water Testing and Remediation  (Continued from Page 3)

Both state departments have been working collaboratively the past several months to finalize this guidance for timely reference prior to the July 1, 2018 statutory deadline. As authorized by statute, the plan is based upon the current standards established by the Environmental Protection Agency (EPA).

Schools may implement the model plan developed by MDH and MDE or adopt an alternative plan to accurately and efficiently test for lead in water.

As outlined in subdivision 4, school districts may include lead testing and remediation as a part of its ten-year Long-Term Facilities Maintenance (LTFM) plan under Minnesota Statutes, section 123B.595. Charter schools are not required to submit a ten-year facilities plan but do receive LTFM revenue to be used for any school purpose (Minn. Stat. § 123B.595, subd. 10(b)). Although lead testing is mandatory, remediation is currently not mandatory. If the school chooses to replace lead tainted fixtures, etc. LTFM dollars may be used for this purpose.

In addition to the “Reducing Lead in Drinking Water” guidance, MDH and MDE are currently finalizing a training schedule for schools as well as other resource/tool-kit material. Upon completion and release of the final guidance, training schedule and resource information, MDE will notify schools through the MDE Superintendent’s Mailing and Business Manager’s ListServ.

For questions about “Lead in School Drinking Water Testing and Remediation”, please contact Sarah C. Miller (MDE) at 657-582-8370 or Anna Schliep (MDH) at 651-201-4667.
How and Why to Write a Procedure

Would you want to go through a complicated procedure just to get an extra pen or pad of paper? Of course not! Procedures are sometimes too tight and restrictive, and at other times, they're vague and lacking in detail. But, if your colleague calls in sick, and you're suddenly responsible for taking over their duties, it's good to have a well-written, detailed procedure to help guide you through.

If done right, procedures can have an important effect. When written clearly and properly, they can help systems and people function better. If your people know what to do, when to do it, how to do it, and how not to get it wrong, you can reduce frustration and save a tremendous amount of time and effort.

Writing a procedure that is accurate, brief, and readable isn't always easy. But, with a bit of knowledge and practice, you can learn effective procedure-writing skills, and identify great opportunities to improve the quality of the things you do.

What Is a Procedure?
Procedures are the workhorses of a company. While policies guide the way people make decisions, procedures show the "how to's" for completing a task or process. Procedures are action oriented. They outline steps to take, and the order in which they need to be taken. They're often instructional, and they may be used in training and orientation. Well-written procedures are typically solid, precise, factual, short, and to the point.

Take Out: Many procedures seem "black and white," with clear steps and only one way of doing things: "Complete A, then B, then C." But sometimes you need to be less exact and allow room for personal judgment. When a procedure is too tight, it can cause confusion. Since life isn't always simple and clear-cut, some procedures need to allow subjectivity and individual choices.

When Do You Need a Procedure?
Not everything needs a procedure, so don't create procedures for basic tasks – otherwise they'll be ignored. The number-one rule of procedure writing is to make sure there's a reason to create them: Perhaps people forget to take certain actions, perhaps they keep on getting things wrong, or perhaps tasks are so long and complex that people need a checklist if they're going to get things right. A written procedure is necessary only if the issue is important or if there will be a significant benefit from clarifying a process.

You need a procedure when a process.
• Is lengthy.
• Is complex.
• Is routine, but it's essential that every one strictly follows rules.
• Demands consistency.
• Involves documentation.
• Involves significant change.
• Has serious consequences if done wrong.
How and Why to Write a Procedure (Continued from Page 5)

In a company, it's typical for many things to get done without written procedures. There are "unwritten rules" and informal procedures. But sometimes these unwritten rules need to be set in procedure. This may need to happen when:

- Similar questions are asked repeatedly.
- People seem confused.
- There are too many ways that people interpret the procedure.

How Do You Write a Procedure?
Procedures should communicate what readers NEED to know, not just what they WANT to know. They might need to know how to do the process correctly, faster, or with less waste.

They also might like to know why they have to do something a certain way, where they can go for help, and what happens if something goes wrong. Where necessary, make sure your procedures deal with technical issues as well as subjective elements.

It's also important that your procedures have the right level of detail. Here are some questions to consider:

- Do users have enough information to complete the action?
- Is there enough information to guide users in using good professional judgment?
- Is the level of detail appropriate for the subject?
- Is the level of detail appropriate for readers?
- How comfortable are readers with the subject?

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How and Why to Write a Procedure
(Continued from Page 6)

Step One: Gather Information
Before you start writing, gather detailed information on the process you're making into a procedure. Talk with content experts as well as others who hold key information – long-time staff members, stakeholders, technical staff, and people who will use the procedure.

Take lots of notes, and then sit down with the information and sort it out. As the procedure writer, you want a clear understanding of what's going on in as much detail as possible. From there, cut down the information to what the end-user really needs to best understand the process.

Step Two: Start Writing
When you write the first draft of your procedure, don't worry about exact words and format. The main purpose is to include the information you need. Once you've done that, you can work on the words and organization.

Here are some good rules to follow:
- Write actions out in the order in which they happen. Start with the first action, and end with the last action.
- Avoid too many words.

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How and Why to Write a Procedure (Continued from Page 7)

- Use the active voice.
  Example: "Place the file in the administrator's inbox" rather than "The file should then be placed in the administrator's inbox."
- Use lists and bullets.
- Don't be too brief, or you may give up clarity.
- Explain your assumptions, and make sure your assumptions are valid.
- Use jargon and slang carefully.
- Write at an appropriate reading level.

Key Points
Well-written procedures help you improve the quality of work within your organization, help you reduce the number of errors and omissions, and help new people perform complex tasks quickly and effectively.

To get the most out of your procedures, follow some simple rules when developing them: Make sure the procedure is necessary. Then write it in a way that's easily understood – using simple, clear words to communicate as briefly as possible.

When it comes to how many procedures you need, sometimes the fewer the better. So make sure each procedure is absolutely necessary before you spend time creating it.

Source: https://www.mindtools.com
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We are starting to schedule the dates for next year’s MASMS Chapter Meetings & we are looking for YOUR input!
What topics would you like to see presentations on?
If you have ideas, please forward them to the MASMS office at ruth@masms.org.

Mark Your Calendar
MASMS Conference

Wednesday October 3, 2018
Scholarship Golf Event &
Evening Reception

Thursday October 4, 2018
Educational Session, Expo & Banquet

Friday October 5, 2018
Educational Session

Holiday Inn & Suites
St. Cloud Minnesota

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4 simple things you can keep in the back of your mind to create max results, and more importantly a sense of satisfaction in all you do.

Here they are:

1.) Perceived Control
I think you would agree that for the most part we typically like to be in control of what’s going on. So, to create perceived control we really have to look at the things that WE CAN control in our lives. There will be things that come up that are out of our control, and often times that can cause frustration. So, identify the things you can control then go all in to make those areas to be the best they can be.

Don't spend your time worrying or obsessing about the things you cannot control, because that will give you a perception of being OUT of control, which we don't like.

2.) Perceived Progress
Everyone likes to see progress. That is typically what keeps us going. To create your perceived progress you must identify what it is you really want.

3.) Connectedness
Typically, we all like to be connected to something. We are social beings (granted a little alone time is always good), but we all want to belong somewhere so we don't feel alone. I will tell you this, you are not alone! I know for a fact that there are several others going through very similar struggles as you on a daily basis.

So, what circles are you putting yourself in that help build you up? What communities are you a part of? And Do those communities share the same values and goals as you?

4.) Vision
We have all heard short and long-term goals, but what about vision? What about being part of something bigger than just yourself?

It’s important to identify what your big picture vision is. If you develop that then you will have a guiding principle for all the decisions you make. Without that vision then you leave most of your decision up to chance and emotion, which we all know is not a fun road to travel down, especially if you’re going down it alone.

Think about how these items factor into your life so you can take action and gain clarity in what you do each and every day.
Tips for Public Speaking and Presentations
Part 1

Even if you don’t need to make regular presentations in front of a group, we can all find many situations where good public speaking skills can be a benefit, such as making a toast, giving a eulogy, or motivating a committee or other small group. Of course public speaking can be nerve-wracking, many people say their biggest fear is public speaking. This is the first part of a three-part article on tips for public speaking and presentations:

Like the old joke about “How do you get to Carnegie Hall?”: practice, practice, practice; practicing public speaking will help improve your skills and also make you much more comfortable when you present! You can look for opportunities to present (MASMS provides a lot of opportunities each year!) to practice and hone your public speaking and presentation skills. You can rehearse in front of someone and ask for feedback, you can video yourself very easily these days using only a phone, or you can find what method of practicing works best for you.

Keep the message simple and try to repeat your main points often. Put your information in a logical sequence that makes it easy for your audience to follow. Don’t worry about using perfect wording, the message is what is important. Do your best to not just read your presentation out loud, try to use notes and short key phrases and instead of reading your information word-for-word try to simple tell it in your own words.

Try to slow down and speak slowly. Too often we speak too rapidly and tend to fly through the information quickly. Remember that while you (hopefully) know a lot about what you talking about your audience probably does not, they haven’t heard this information before, so try to slow down and keep an even steady pace. Pausing once in a while is a good thing, not a bad thing, and repeat your key points more than once so your audience better understands the important points you are trying to make.

I encourage you to get outside your comfort-zone and look for opportunities to do public speaking and presentations. The more of these you do, the more comfortable you get doing them, and your skills will improve too!
April 10, 2018  Metro Chapter Meeting
April 18, 2018  Southern Chapter Meeting
April 19, 2018  Northern Chapter Meeting
April 25, 2018  NW Chapter Meeting
May 2, 2018    West Central Chapter Meeting
May 8, 2018    State Meeting

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MASMS OFFICE
Ruth Kraemer, Executive Administrator
Phone: 320-685-4585  Toll Free: 888-429-3884  Email: ruth@masms.org
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