



THE

KADPF

FACILITIES MONITOR

2019

Great Places for Learning

INSIDE:

- Conference/Trade Show Information
- Security for Safer Kansas Schools
- Solutions for Your Cleaning Needs
- Great Play Areas, and Much More!

OFFICIAL ANNUAL PUBLICATION OF THE KANSAS ASSOCIATION OF DIRECTORS OF PLANT FACILITIES

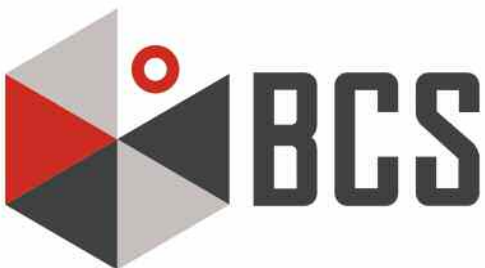


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TABLE OF CONTENTS

2019 FACILITIES MONITOR



FEATURED...

Construction

Spring Hill School District has been building new schools in recent years to meet rapidly rising enrollment

10



Cleaning

An effective mechanization program can be put into place at a cost so low that it might surprise you

16



Security

As a first step, your security solution provider can conduct a risk assessment for your school facilities

19



ALSO...

Welcome to the KADPF	4
Message from the President	5
2019 Conference Program	6
2019 Keynote Speaker	7
2019 Conference Sessions	8
KADPF Board Members	9
Including Music on the Playground	22
Play Will Always Shape Us	26
2019 Buyer's Guide	29
KADPF Scholarship Program	32
KADPF Scholarship Recipients	33
2019 Conference Registration	34
Index to Advertisers	35



COVER PHOTO: JE Dunn Construction

Published by:



COMMUNICATIONS INC.

Unit 1 – 73 Fontaine Crescent
Winnipeg, Manitoba
Canada R2J 2H7

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President

Elaine Chouinard

204.255.6524

elaine@ptrcommunications.com

Editor

Mike Stimpson

807.346.0510

mike@ptrcommunications.com

Advertising Sales

Darlene Madill

218.324.2801

darlene@ptrcommunications.com

Layout & Design

Lunch Pail Productions

204.345-0301

lunchpailproductions@shaw.ca

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Unit 1 - 73 Fontaine Cres.,
Winnipeg, Manitoba
Canada R2J 2H7

Printed in Canada 09/19

Welcome to the KADPF

Dear Kansas School Superintendents, Administrators, Facilities Directors, Maintenance Supervisors, Operations Directors, Custodial Supervisors, and other related parties:

The Kansas Association of Directors of Plant Facilities invite you to discover more about our great organization. This organization has been in existence since 1957 and boasts membership from all across the state of Kansas. For additional information, you can access our website at www.kadpf.org.

The purpose of the Kansas Association of Directors of Plant Facilities is to promote and maintain personal improvement by providing education programs that increase the knowledge of methods, materials and equipment for the operation and maintenance of buildings and grounds. We raise the standards of building maintenance while cooperating with superintendents of schools, elected or appointed officials and officers, and related organiza-

tions. KADPF also coordinates regular meetings of the board, and encourages networking and fellowship among its members.

Our membership is made up of people who are responsible for school operations and maintenance in the state of Kansas. This includes school superintendents, administrators, facilities directors, maintenance personnel, custodial personnel, college and university personnel, etc. If you are not already a member, we are reaching out to you and hope that you will strongly consider joining KADPF.

In difficult budget times, it is imperative that we carry out preventative and proactive maintenance to preserve our valuable resources, and upgrade of our school facilities and equipment as funds become available. One way to support this ongoing initiative is through attendance at KADPF's annual fall conference being held October 13-15 this year in Topeka. The yearly conference includes vendor exhibits showcasing the latest equipment, technology, services, and materials. The conference also provides

informative break-out sessions on a variety of pertinent topics.

Please refer to the conference program material located inside KADPF Facilities Monitor for additional information. To join our association, please fill out the registration form located inside this publication and mail it to the address listed at the bottom of the form. If you have any questions or would like more information about the association, please feel free to contact Jason Golder, Association President, or Trisha Brooke-Fruendt, Association Secretary.

Jason Golder, President

785-286-8430 jgolder@usd345.com

Patricia Brooke-Fruendt, Secretary/Treasurer

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KADPF, A Great Resource



Jason Golder
President, KADPF

Welcome to the 2019 KADPF Facilities Monitor. As we work towards our capital outlay improvements and bond issues, I find it reassuring to have the connections and assistance that are provided by the members of this organization. I have been serving as a board member for three years and greatly

appreciate the support and knowledge that KADPF has brought to me personally. I hope you will join me in giving thanks to the board and vendors that vigorously donate to make this organization possible.

Our annual conference and trade show will be in Topeka at the Capitol Plaza Hotel and Convention Center on October 13, 14, and 15, 2019. Please join us in the sporting clay shoot at Ravenwood Lodge on Sunday the 13th. Monday we will have the trade show and educational breakout sessions.

Monday evening we will also have a great motivational speaker for our banquet. Tuesday we will have half a day of breakout sessions, lunch, and our annual business meeting.

I am proud to be a part of a great organization that gives academic and technical scholarships to worthy and hard-working Kansas recipients every year!

Thank you for your active participation and to those that may be considering becoming a member.



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2019 CONFERENCE PROGRAM



KADPF Conference & Trade Show October 13th to 15th, 2019, Capitol Plaza Hotel, Topeka

2019 Conference Program

SUNDAY, OCTOBER 13

Noon - 1:00 PM	Registration for Sporting Clay Shoot at Ravenwood — Capital Plaza Hotel
2:00 PM - 6:00 PM	Sporting Clay Shoot followed by Chili Feed and Prizes — Ravenwood Lodge
7:00 PM - 9:00 PM	Social Hour at Falling Water Lounge — Capitol Plaza Hotel

MONDAY, OCTOBER 14

7:30 AM - 8:30 AM	Conference Registration (Pre-function Area) — Sunflower Ballroom Lobby
7:30 AM - 10:15 AM	Trade Show Setup — Sunflower Ballroom
8:35 AM - 9:20 AM	Presentation 1 (A/B) — River/Bison
9:30 AM - 10:15 AM	Presentation 2 (A/B) — River/Bison
10:15 AM - 10:45 AM	Trade Show Begins — Sunflower Ballroom
10:50 AM - 11:35 AM	Presentation 3 (A/B) — River/Bison
11:45 AM - 12:45 PM	Member/Vendor Lunch — Shawnee Room
12:45 PM - 2:10 PM	Trade Show — Sunflower Ballroom
2:15 PM - 3:00 PM	Presentation 4 (A/B) — River/Bison
3:00 PM - 4:30 PM	Trade Show — Sunflower Ballroom
4:30 PM - 5:30 PM	Trade Show Social Hour — Sunflower Ballroom
5:45 PM - 6:15 PM	Conference Banquet Social — Emerald Ballroom
6:15 PM - 7:00 PM	Conference Banquet Dinner — Emerald Ballroom
7:00 PM - 8:00 PM	Conference Banquet Keynote Speaker (Kendall Gammon) — Emerald Ballroom

TUESDAY, OCTOBER 15

7:00 AM - 8:00 AM	Executive Board Breakfast — Falling Water Grille
8:00 AM - 8:15 AM	Registration — Sunflower Ballroom Lobby
8:15 AM - 8:30 AM	Recap/Welcome — Shawnee Room
8:30 AM - 9:15 AM	General Session — Shawnee Room
9:20 AM - 10:05 AM	Presentation 5 (A/B) — River/Bison
10:10 AM - 10:55 AM	Presentation 6 (A/B) — River/Bison
11:00 AM - 11:45 AM	Presentation 7 (A/B) — River/Bison
11:45 AM - 12:45 PM	Member Lunch — Shawnee Room
Noon - 1:00 PM	Business Meeting — Shawnee Room

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2019 Keynote Speaker: Kendall Gammon

a captain for the 1991 Division II National Champion Gorillas and was voted most inspirational by his teammates in his senior year as well.

Gammon spent 15 years in the NFL and has now spent several years as a member of the Chiefs Radio Network broadcast team where he currently does the color commentary alongside “Voice of the Chiefs” Mitch Holthus. He has played in both a Pro Bowl (2005) and a Super Bowl (1995)

Drawing from his own challenging life experiences, Gammon’s personal storytelling and interactive style illustrate that success in life and business is proportional to the emotional strength you build, both in yourself and those you lead.

You might consider “emotional strength” an unexpected message from a retired NFL long-snapper turned color analyst. And though physical strength is a more visible aspect of

professional sports, Kendall Gammon argues that it’s the emotional strengths that make the difference both on and off the field.

As an author and public speaker, Gammon delivers his simple yet effective framework for helping others recognize and use their own emotional strengths to embrace change, build stronger relationships and directly impact their own growth and success.

Kendall Gammon’s use of personal experiences to illustrate key points creates an open, interactive and relatable engagement that appeals to a broad audience. His unique combination of personal experiences, practical tools and personality leaves listeners with a memorable message they can take away and immediately apply toward improving their own personal development and professional success. He delivers an inspirational, fun and interactive event that’s engaging for a wide audience.

Kendall Gammon, 15-year NFL veteran, author and sports broadcaster, delivers a timely message about the value of emotional strength and its direct impact on both personal and professional success—combining authentic storytelling from on and off the field, an interactive presentation style and simple, practical takeaways.

Gammon is a devoted father of two sons, 20-year-old Blaise and 18-year-old Drake. A native of Rose Hill, Kansas, he attended Division II Pittsburg State University. He was

2019 Informational Sessions At A Glance

**Boiler Room to Board Room:
Showing Your Work Matters**
Presented by: Dude Solutions

**Cooperative Purchasing/
Construction Services**
Presented by: Schwickert's

School Bus Replacement Schedules
Presented by: Midwest Transit

Free Vulnerability Assessment Programs
Presented by: Homeland Security

Integrated Pest Management
Presented by: EPA

Controlling VRF System Optimization
Presented by: NSC

Seven Elements of Play
Presented by: ABcreative

Value of Real-Time LCCA/ROI Data
Presented by: EDAC

Historical and Master Planning
Presented by: Henderson Engineers

**Job Order Contracting/
Cooperative Purchasing**
Presented by: TIPS

Classified Employee Retention
Presented by: HR Executive Professional

Turf Management Techniques
Presented by: Turf Solutions

Basic Radon Mitigation Strategies for Schools
Presented by: KSU Radon Program

**Facility Condition Assessments Matter:
A Capital Foundation**
Presented by: BG Consultants



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2019 KADPF Board Members

Jason Golder - President



Director of Facilities and Grounds at Seaman USD 345, Jason is a Master Electrician with experience in critical facilities, building controls, electrical installation, facility management, and maintenance troubleshooting. His professional accreditations include Building Operator Certification (BOC) Level 1, Code of Excellence Certification, OSHA 10-hour, and EPA/CFC Universal License.

Matt Davis - Vice President



Director of Maintenance and Facilities at USD 383 (Manhattan-Ogden Public Schools) since 2015, Matt attended Kansas State University and Manhattan Area Technical College. He began working for USD 383 as an HVAC technician in 2007, having worked previously at Kansas State University for seven years. Matt holds a Master Mechanical License and a Universal Refrigerant Certification. Joined Kansas Association of Directors of Plant Facilities in 2015 and began serving on the Board in 2017. Enjoys spending time with his family and friends and helping others.

Don Rose - Vice President Elect



Director of Facilities at Hutchinson Community College, Don joined Kansas Association of Directors of Plant Facilities in 1999. He has a Master of Science from Fort Hays State University. Don has served 30 years in a college setting, 9 years teaching, 2 years as a Trainer/Coordinator for the Association of General Contractors of Kansas, 4 years as an assistant Director of Facilities, and 15 years as a Director of Facilities. Prior to the last 30 years he spent 5 years in commercial construction and roofing. Married for 33 years, he has two sons and one married daughter. He enjoys cooking, fishing, and spending time with the family.

Patricia Brooke-Fruendt - Secretary/Treasurer



Trisha has been in the construction and facilities business for over 30 years. Currently she is the Construction Owners Representative for USD 383, Manhattan-Ogden Public Schools. Prior to her position with USD 383, she worked for Lawrence Public Schools as their Supervisor of Facilities Maintenance & Construction, as well as the City of Kansas City (Missouri), Universal Construction, and SMH Consultants. Trisha is married and lives in Manhattan. She has a degree in Interior Architecture from Kansas State University. In her spare time she enjoys officiating high school varsity volleyball.

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Seaman USD 345
785-286-8430
jgolder@usd345.com

Vice President – Matt Davis

Manhattan-Ogden USD 383
785-587-2180
matthewd@usd383.org

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If You Build It, They Will Learn

2016 Bond Issue Funds New Facilities for Spring Hill

Mike Stimpson
PTR Communications

Every organization seeks growth and success, but those two things can in turn present their own challenges. Consider the happy predicament of Spring Hill USD 230.

Enrollment in the eastern Kansas school district has been growing so quickly that officials have had to stay on their toes to keep up. The number of K-12 students in Spring Hill schools rose from 1,353.5 FTE (full-time equivalent) K-12 students in 1999 to 3,081 this year. Furthermore, it's projected that nearly 3,700 FTE will be enrolled at Spring Hill USD schools in 2021. (The half student in 1999 might puzzle some readers, but there's a simple explanation. Half-day kindergarten students counted as 0.5 FTE each. The district now has full-day kindergarten.)

USD 230's management and board could see which way the wind was blowing in July

2015 when Wayne Burke took the reins as district Superintendent after six years as

assistant superintendent. The district has a demographer under contract who keeps them



JE Dunn Construction led the building of Timber Sage Elementary School.

apprised annually with current numbers and projections, and the data he supplied made it plain that action had to be taken.

“We decided, Let’s take this information and move forward,” Burke relates at the district office near one of Spring Hill’s middle schools. “We created what’s called a ‘vision for growth committee.’ We reached out to various stakeholders, including parents, business owners, people who would be for a bond, and also people who might be against a bond – the idea there being that if somebody was going to be against a bond, we need to know why and find out what concerns we could answer.”

The district had to choose between “building onto existing buildings or expanding with new schools,” Burke explains. It opted for the latter and proceeded with a plan that included a new elementary school and a new middle school. USD 230 follows a “community schools” concept under which students flow from elementary schools to



An aerial view of Woodland Spring Middle School while under construction in 2018.

nearby middle schools and then on to Spring Hill High School. Any new schools would

be built according to this concept.

Finding good community support for



The Woodland Spring Middle School campus includes a football field and running track.

erecting new schools, the district put a proposed \$82-million bond issue to a public vote, to fund the scale and kind of construction needed to continue providing high-quality learning environments to area kids and teens. After a thumbs-up from district voters, USD 230 went to work on getting shovels in the ground for a new elementary school, middle school and gymnasium as well as some much-needed new facilities for the district's high school.

Timber Sage Elementary School, USD 230's fourth elementary school, was designed by DLR Group architects. Construction at 15800 W 73rd Terrace in Olathe com-

menced in 2017 and was completed in time for the 2018-2019 school year's start. The building's 70,400-square-foot layout is of roughly the same pattern as the older Wolf Creek and Prairie Creek elementary schools – 6 “pods” of classrooms plus additional space for other components. In addition to safety features that include controlled entrances and security cameras, this handsome learning facility has a gymnasium, library, music room and more for a maximum capacity of 528 young learners.

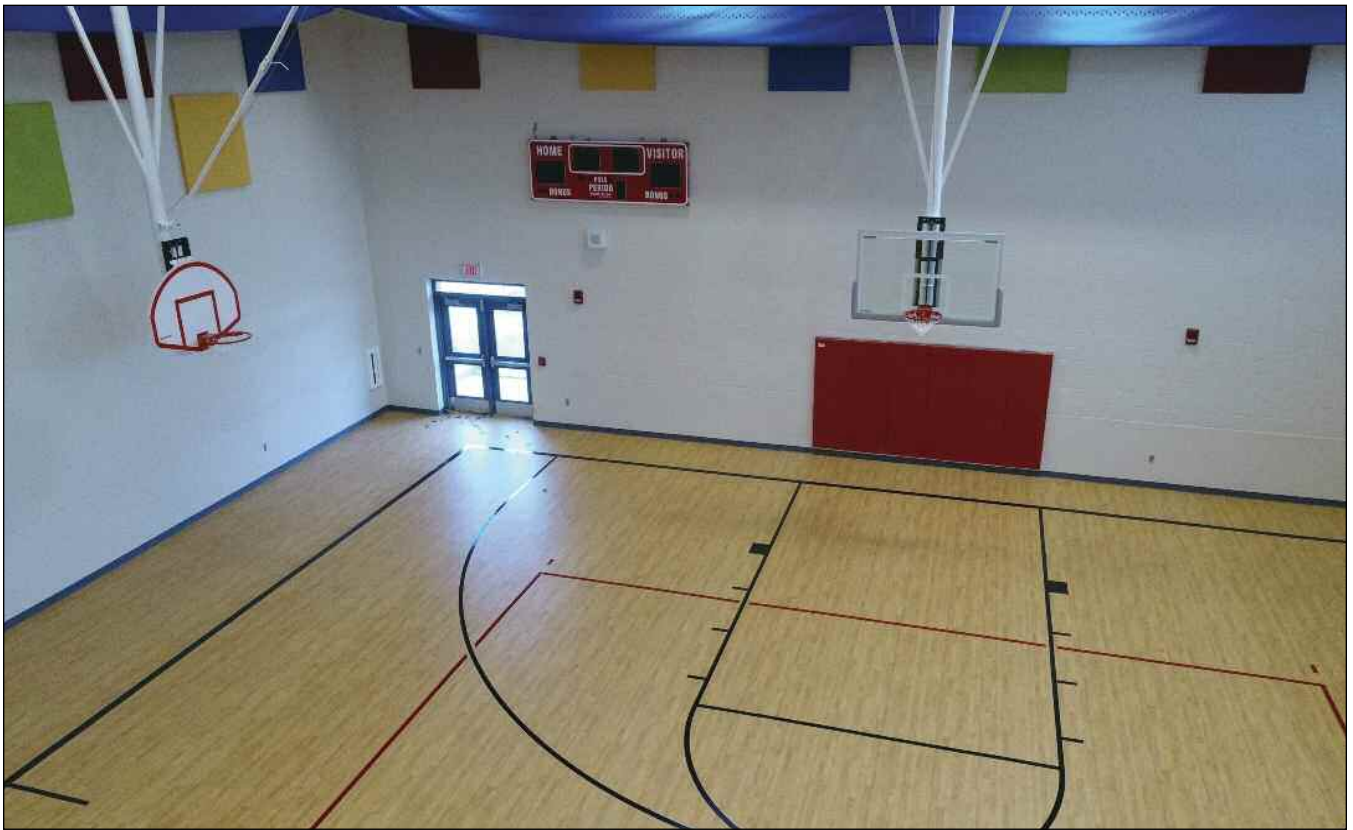
Ben Vanderau is a senior project manager with JE Dunn Construction, the construction manager for Timber Sage and nearly all

of the rest of the work funded by the bond issue. “This project used a prototype very similar to the Wolf Creek and Prairie Creek schools we previously built for the district,” he recalls a year after completion. “However, it was unique in that surrounding infrastructure was not in place until late in the project, creating a few challenges. At the end of the day, Timber Sage went very, very well. A big reason for that was a great team of trade partners.” In particular, he gives kudos to Five Star Masonry and Lawson Steel.

Woodland Spring Middle School is on track to being completed near Prairie Creek Elementary School by the time you read this



Timber Sage Elementary was completed in time for the 2018-2019 school year.



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This gorgeous hallway is located inside Timber Sage Elementary School in Olathe, Kansas.

article. Built with student differences in mind – the 6th-graders’ lockers are a little lower than 8th-graders’, for example – it is the first middle school that USD 230 has built from scratch. Previous middle schools or “junior highs” were old high schools converted to junior highs, Burke says.

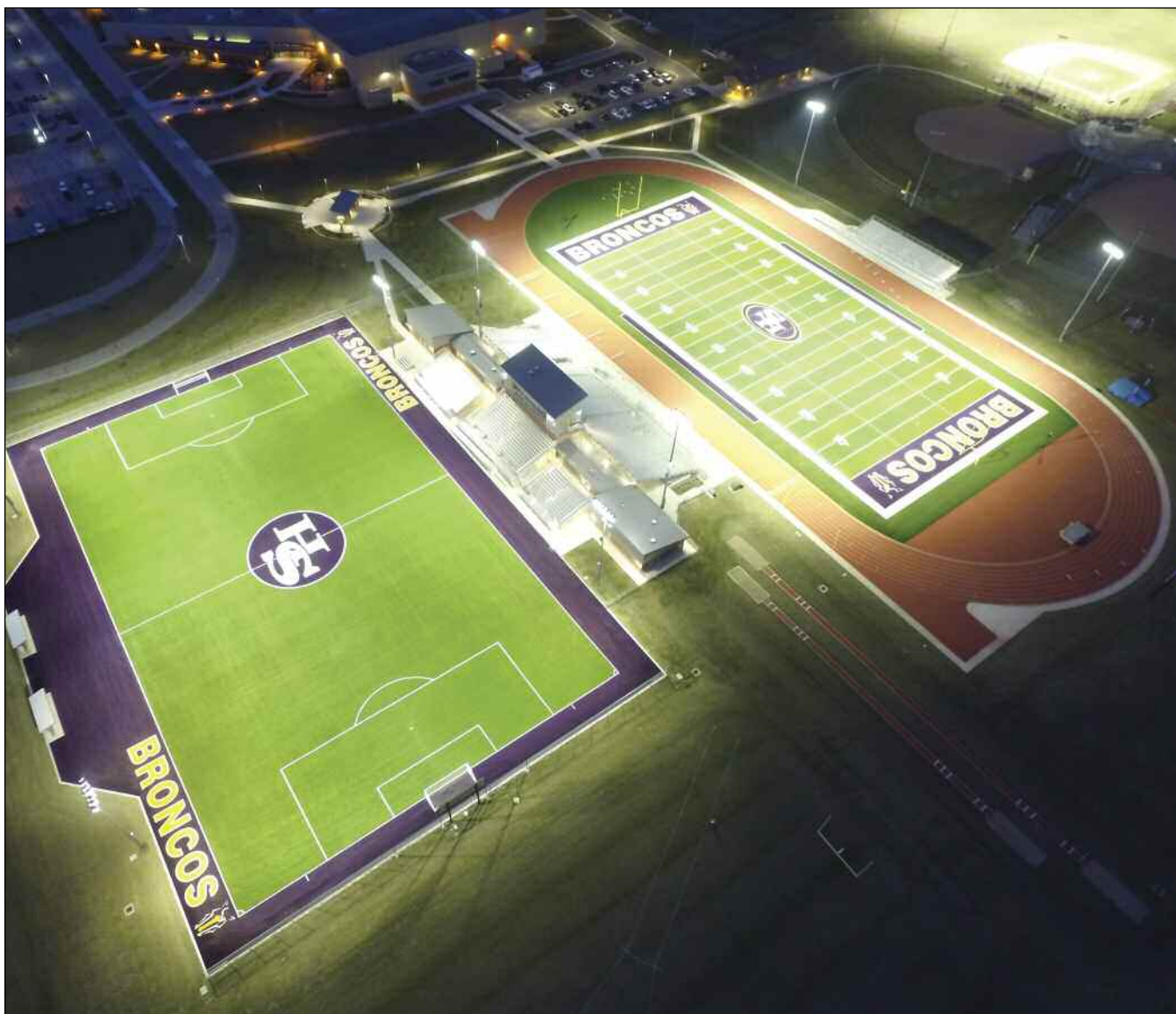
Woodland Spring’s 102,000 square feet includes a gymnasium, auditorium, kitchen and prep area, weight room, wrestling room and media center. With a capacity of more than 600, it has a projected enrollment of approximately 275 in its inaugural school year – so there’s plenty of room for enrollment growth, Burke notes. The campus also includes a football field, practice field and running track.

The JE Dunn Construction crew is completing the Woodland Spring project on time despite considerable downtime this spring during the area’s wettest May on record, project manager Mike Leisinger

says from the school site on 167th Street in Olathe. Paving and many other tasks could not be done while the rain was coming down.

Another project funded out of the bond issue was a new gymnasium for Spring Hill Elementary School on South Webster Street in Spring Hill, with Nabholz Construction managing the project. The new gym, replacing one that could get uncomfortably warm in the hottest days of the school year, was completed in Winter 2017 at the northwest corner of the school building.

Spring Hill High School has seen upgrades from the 2016 bond in two phases. Phase I improvements, completed in 2017, included Broncos football and soccer facilities, a running track, bleachers, a weight room and locker rooms. Phase II, completed last fall, was principally the addition of classrooms to accommodate about 600



Phase I improvements at Spring Hill High School included new football and soccer facilities for the Broncos.

more students.

As well, early childhood schooling capacity was increased by nearly 200 through renovation of the existing Middle School North building into a new Early Childhood Center with 12 classrooms.

All of the 2016 bond projects – Timber Sage, Woodland Spring, the Spring Hill Elementary gym, the Early Childhood Center, and both phases at the high school – came in on time and under budget. “We’re very pleased with that,” says Burke, adding that getting new buildings put up was of vital importance to USD 230.

“If we hadn’t built Timber Sage, we would have had a serious overcrowding issue. That’s not good for kids, when their schools are bursting at the seams. Timber Sage has relieved some growing stress at the Elementary level. Woodland Spring will relieve growing stress at the Middle School level.

“From going under budget,” he adds, “we were able to fund improvements in other places, particularly at Prairie Creek Elementary School and in ECS (early childhood schooling). We’re very blessed to have people in our community who see the need

and are willing to support a plan to address it.”

There’s still more expansion in progress at USD 230. Voters approved a \$72-million bond issue last year to fund a new elementary school for 2021, a new middle school for 2022, and other construction projects to keep up with enrollment that’s projected to grow by about 1,400 FTE in the next five years. These are busy times for one of the Sunflower State’s fastest growing school districts.

Financial Solutions for Better Cleaning Equipment

Hillyard

Mechanization is one of the main drivers for improving cleaning program productivity. It's ergonomically preferred for the health of your staff, all while improving the overall facility safety. It delivers better results and consistency. And surprisingly, an effective mechanization program can be put into place for only a couple pennies from your total square-foot cleaning budget.

According to International Sanitary Supply Association (ISSA) data, damp mopping a 10-foot by 100-foot hallway with a strip mop and bucket takes 12 minutes. The same surface covered by a 20-inch battery-powered walk-behind auto scrubber takes 6.5 minutes. And, using a 30-inch ride-on auto

scrubber cuts the task down to 3.2 minutes. In this example, as you move up the productivity curve, at each step, the time it takes to complete the task is almost cut in half, providing the opportunity to re-allocate labor to other tasks or lower total FTEs.

Health & Safety

Damp mopping is hard physical work with repetitive motions that can cause permanent injury and workers compensation issues. Walk-behind scrubbers eliminate the hard, physical, repetitive work, but they still require staff to walk behind the scrubber for possibly hours per shift. Ride-on scrubbers do not require any physically-demanding work. They help keep staff energy levels

high, allowing them to complete more demanding tasks like restroom cleaning.

Damp mopping leaves the floor wet. As the floor is drying, staff and building occupants are exposed to dangerous slip/fall accidents – a huge liability. Auto scrubbers scrub and dry in a single pass, leaving the floor clean and dry as soon as the scrubber passes.

Results & Consistency

Damp mopping delivers inconsistent results because too many variables are left to the staff. How often is water changed? Or, was the water changed at all? Mopping with dirty water simply spreads dirt. Is the right amount of chemical added to mop water? How often is the mop changed out?





Additionally, damp mopping doesn't provide any down pressure or scrubbing action required to release soil from the surface. The poor results of damp mopping are easily recognizable and costly. Ring-around-the-wall is created from soiled mops rubbing up against the wall. Hazy floors are created from dirty water drying on the surface. The dried dirt creates micro-abrasions in the protective floor finish that dulls the floor reflection. By not removing soil, the life of the floor finish can be shortened dramatically – requiring more scrub and recoats or strip and finish processes.

Auto scrubbing delivers better results. Fresh water and cleaning solution are consistently and constantly applied to the scrub head(s). Down pressure and scrubbing action release soils from the surface. High-powered suction and squeegees remove soiled solution, leaving the surface clean and dry. By removing soil, auto scrubbing can extend the life of floor finish and lower scrub and recoat costs.

Finding the Money

When facility departments don't get all the money they need, they are forced to rely on older outdated equipment. Cleaning

results and productivity suffer while operating costs rise in a time of tighter budgets. It's not only productivity and cleaning results that suffer. When equipment fleets age, repair costs rise to a level where a single four-year-old machine can cost upwards of \$2,500 a year in maintenance to keep running. For large equipment fleets, the repair bills can be costly. When adding the extra labor costs associated with running outdated equipment, the expenses quickly spiral out of

control.

While many schools use capital budgets for cleaning equipment, there is a growing trend toward leasing cleaning equipment. Leasing offers low monthly payments, preserves cash flow, provides flexibility, and can increase buying power to get the right amount of equipment that starts delivering results instantly. Cleaning equipment distributors oftentimes offer special lease programs with 0% interest, 36-month terms and \$1 buyouts. They can offer these special programs because of the excellent credit worthiness of schools.

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The safety of students and staff has always been a top priority for school leaders, but the importance of security has heightened in recent years due to increased instances of active shooter and intruder situations. An optimized security plan can ensure that all facets are considered to safeguard students and staff so that they can focus on educa-

tional matters with better peace of mind. A security partner can help take on the process to streamline the design phase as well as managing budget and implementations thereafter to establish an effective safety approach.

As a first step, the security solution provider can conduct a risk assessment to help develop an objective view of a

school's existing systems and technologies. The partner can identify any weaknesses that would enable data-driven upgrades to be made to help reduce risks and pinpoint opportunities for integration. For instance, are video surveillance cameras in locations that will be most helpful for school leaders? Can improvements be made to capture more precise footage and reduce blind



spots? Are the cameras themselves working most efficiently or would layering in analytics be more beneficial to overall security? These insights are not only crucial to creating an advanced safety strategy, but a comprehensive risk analysis can also be instrumental in gaining approvals and funding to implement security updates.

Cost-effective Upgrades

Budget is a main concern for many educational institutions when any changes are proposed, and security renovations are no different. Without a proper safety assessment, many school leaders are forced to blindly make decisions on where to make upgrades, which could lead to unnecessary expenses. Conducting an evaluation can ultimately save institutions money in the future as the security provider is able to recommend the proper retrofits, new installations and integration based on concrete evidence. The early engagement with a security provider can also make it less

likely for additional, surprise costs to come up during the project.

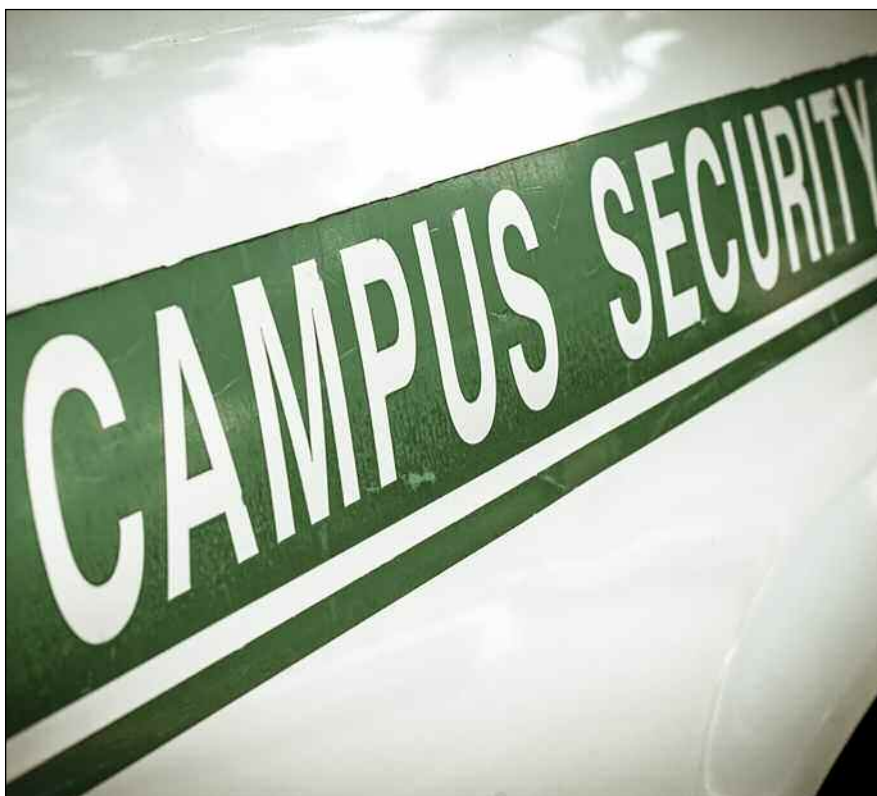
Another common financial issue for school leaders is that they think infrastructure needs to be removed and replaced in order to improve their security approach. However, this is far from the truth. In fact, traditional security systems, such as access control and video surveillance (two that typically already exist on school campuses), can be used as the foundation for cost-effective, smarter upgrades.

A few budget-friendly technology advancements that a security provider can suggest include:

- **Remote Access Control.** Access control is a critical first layer of security at schools as it informs school leaders on who is entering and exiting which areas on campus, and remote management can help improve monitoring. For example, institutions sometimes struggle with receiving additional budget to have on-site security personnel staff off hour

events. Remotely managed access control can avoid that hurdle as it helps observe parking lots and entrances to prevent potential intruders.

- **Data-Driven Visitor Management.** Badges are commonly used as a visitor management strategy on school campuses. If a student, staff member or visitor doesn't have a badge, then they aren't allowed access. Taking the solution a step further, the visitor management system can be upgraded to gather data from each entry. These insights can be used to track who is where on campus when and if they tried to access restricted or unusual areas. Officials can use the data to help improve safety across campus.
- **Mass Notification and Gunshot Detection.** Mass notification systems allow communication with large groups that may be impacted by a situation. To help address active shooter scenarios, gunshot detection technologies can be



layered on top of mass notification systems. The solutions can detect and verify where a gunshot has occurred and utilize mass notification to alert both occupants and first responders within seconds.

- **Video Surveillance and Analytics.** Advanced video analytics can distinguish objects and characteristics, analyze behaviors, and more. These capabilities can provide more usable insights to what is happening on school premises and remove the need to watch hours of footage. For example, in the case of a security concern, being able to search surveillance by clothing color or gender can help greatly decrease response times.
- **Lighting Integration to Fund Security.** When lighting infrastructure is connected with security systems, it can help better guide occupants to safety or direct law enforcement to the threatened location. The systems can commu-

nicate to illuminate only occupied areas on campus. Lighting can also be a powerful tool in video solutions, making camera visibility more effective by providing sharper visuals which can lend to more accurate insights. Most importantly, the integrated approach can lead to energy savings which can ultimately help fund future security initiatives and enable improved learning environments.

The Integration Difference

While these updates to more traditional security systems can certainly help boost campus safety efforts, a trusted security partner would also counsel to integrate technologies once upgrades are made as security systems can prove to be stronger when connected. In an active shooter situation, gunshot detection technologies can become more powerful when integrated with access control, advanced visitor management, video surveillance analytics and mass notification. When the location of

the shot is identified, mass notification can alert occupants and emergency personnel while also working with access control systems to lockdown areas of the campus to prevent the potential shooter from entering. Visitor management controls can be turned off in those spots so no one except for emergency responders can gain access. After the event, video analytics can focus on the affected locations that were identified to help local law enforcement and school officials understand what happened.

Without integration, it's more difficult to piece together the different components of a security event because the information lives in multiple places. This could lead to additional holes in a security strategy, which school officials want to avoid. However, integrated systems can only work in favor of schools when they're properly maintained. Many of the advanced systems have the ability to run automatic maintenance checks, which helps minimize the need for manual support. To supplement the programmed tests, school leaders should schedule regular inspections and assessments with their security provider to help ensure their campus remains up-to-code. This proactive approach to testing security technologies can prevent future threats and also maximize the returns on investment for school officials.

Security concerns do not remain static over time, and neither should a school's approach to protecting their students and faculty. By enlisting a trusted security provider, schools can better adapt to changing safety needs and implement an integrated, comprehensive security strategy that incorporates updated technologies with proactive assessment and maintenance needs.

Including Music on the Playground

**Karen Herren &
Tim McNamara**
ABcreative

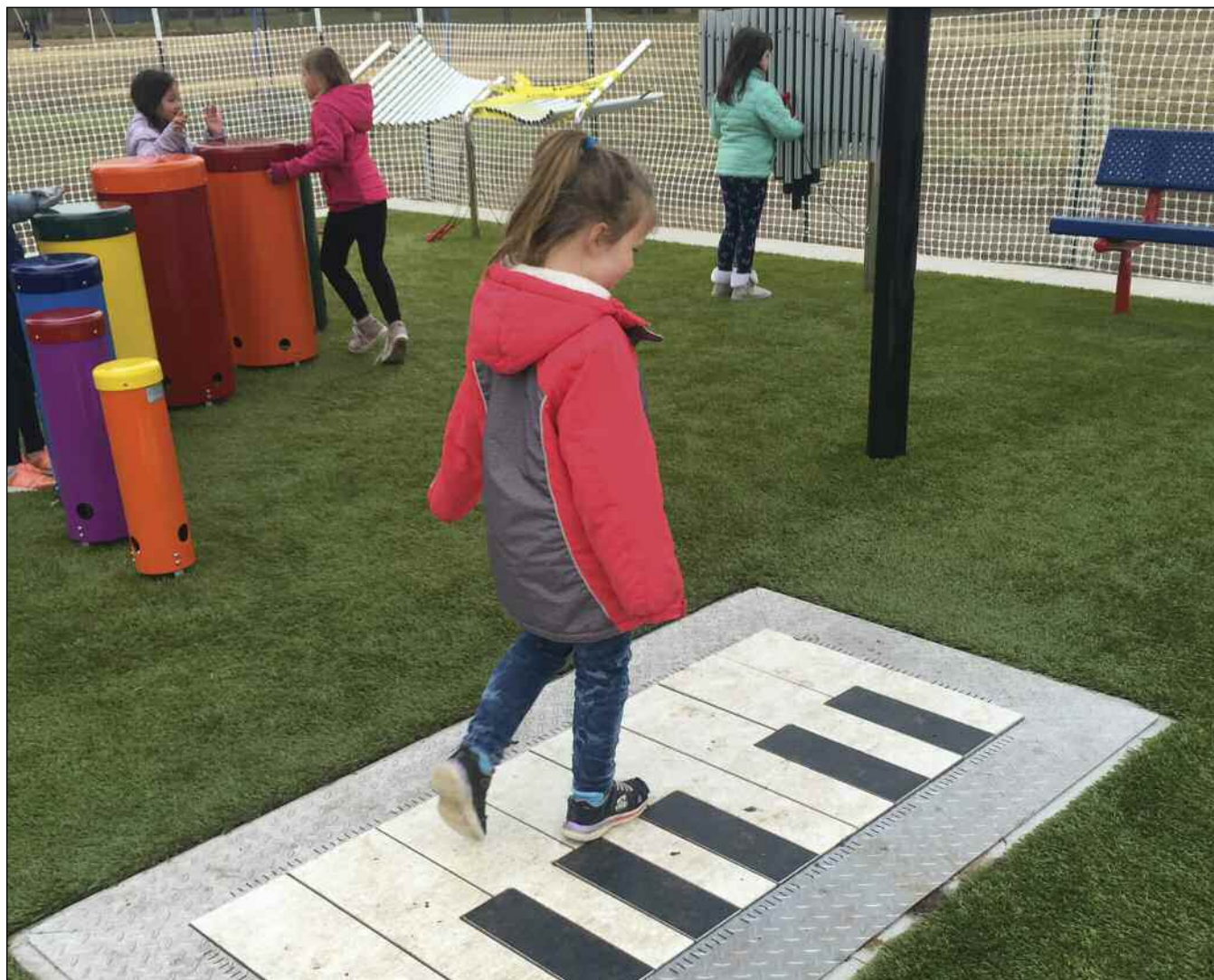
Unstructured play on the playground gives children the opportunity to explore, discover, experience, learn and develop the imagination. Music further stimulates a child's curiosity, encouraging them to discover new sounds, new rhythms, wonder how a sound is made, and so much more.

Musical instruments are for everyone,

everywhere. This is a key concept that is often missed when determining what to offer on a playground. Music is universal; it doesn't differentiate between language or age. Musical instruments work in everyday circumstances; they can go anywhere, whether it is a park, playground, sensory garden, or street corner.

Playgrounds are typically designed for

active kids who are jumping, running and climbing. This can make it difficult for kids of other abilities to join in the fun. Musical instruments are an alternative solution. They are a leveler between different abilities. Children with disabilities can participate with those who are able-bodied. Music therapy has proven to be effective in helping children with autism and Asperger's syn-



Engineered to perform in all environments with no electronics involved at all, this mechanical floor piano is at Park Hill Elementary School in Derby, Kansas.



An ensemble of different instruments offers a well-rounded range of tones and the opportunity for anyone to take the stage.

drome and those who have diminished social skills to participate in play, to be more engaged. Music is success-oriented; people of all ability levels can participate.

Outdoor Musical Instruments

When choosing outdoor musical instruments for your play space, it can help to know the difference between diatonic and pentatonic instruments.

A diatonic scale is built on the intervals made by natural notes – neither flat nor sharp. It is most familiar as the major scale. Some companies color-code the notes on the instrument and produce a music book with the score colored in. Players don't need to be accomplished musicians or be able to read music; they can still play by following the colors in the book.

Pentatonic scales do not include all the notes found in a diatonic scale. With pentatonic instruments, the melody played always

sounds good, no matter what order the notes are played in. No musical ability, skill, or training is needed. Children who don't know

how to read music or who have never played before can play pentatonic instruments and make beautiful music.



This pentatonic instrument at a Lawrence school playground enables children and adults to play together.



The Cavatina is a color-coded instrument that is tuned to the C-Major diatonic scale.

Using outdoor musical instruments with the pentatonic scale enhances group play. Several children can play different instruments and generate a beautiful melody. There is no need to practice or rehearse; songs can be made up impromptu. Playing together helps develop cooperation with others and leads to a sense of accomplishment.

Children learn that each type of instrument makes its own sound. They learn how to replicate sounds and how they can affect the speed, tone, and volume as well as how different materials make different sounds.

There is no right or wrong way to play when it comes to musical instruments on the playground. With no rules, the focus is truly on creativity and self-expression. The playground offers a safe environment for children to experiment, improvise, and express emotions. It gives them the opportunity to discover sounds and rhythms on their own and experiment by creating their own tunes. For some, it might be the first time they have



Freechimes can be fixed to backboards and mounted onto posts for ground installation.

played an instrument. Outdoor instruments give them the chance to experiment in a freer manner and explore their artistic voice and imagination.

A Place for Social Gatherings

Installing musical instruments in a public space such as a park playground serves as a social and recreational focal point for the surrounding neighborhoods. They fill a social need by helping to build greater bonds between different age groups and offering intergenerational play. People of all ages can enjoy playing the instruments, allowing parents and caregivers to play alongside with children. It is something they can do together; again, age doesn't matter.

These instruments are also attractive to teens. As children get older, they become harder to entertain. Musical instruments are often seen as "cool" and challenging by this age group. Older children can get together and jam.

Musical instruments help children develop social skills such as taking turns, following directions in a group, making eye contact, and engaging in cooperative play.

Classroom Benefits

Music captivates a child's attention, stimulates the imagination, and uses many parts of the brain. Research suggests that informal musical activities influence auditory discrimination and attention maturation of preschool and school-aged children. Whether listening to it for pure pleasure or to train new language or social skills, music enriches the lives of children of any age, preparing children as they start school and progress, make new friends, and face new challenges.

Musical instruments enhance learning and growth, helping children develop emotional, social, cognitive, and even physical abilities, all of which will help them be more successful in the classroom. Musical instruments can be used to teach math concepts by counting beats. Often, music is used as a mnemonic tool to help them remember things like the alphabet and days of the week.

Music supports and encourages move-

ment. Using musical instruments, children develop motor skills such as visual motor integration and crossing the midline. Children benefit from auditory and tactile stimulation through the music's vibrations. Outdoor playground instruments add a physical element to learning about music. Children can stand still while they play or bounce from note to note and dance to the music. This movement helps improve coordination and balance and develops a greater awareness of their bodies.

Outdoor musical instruments, whether

diatonic or pentatonic, can be installed individually or in groups, no safety surfacing is needed, and some can be wall-mounted, too.

Add outdoor musical instruments to your next playground design.

Karen Herren and Tim McNamara, CPSI, are owners of ABcreative (www.abcreative.net), a company focused on creating the perfect park and playground for your school and community.



The advertisement features a photograph of two children playing on a green and purple playground structure. The boy is climbing a chain-link structure, while the girl is on a lower part. The background shows a grassy area and trees. The text is overlaid on the image.

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Play Will Always Shape Us

Lynn Pinoniemi
Landscape Structures Inc.

Play has an invaluable role in encouraging child development. But play isn't just one thing. It's an invitation to explore, learn and grow. Play opens up a world of possibilities. Play—on a playground, in a soccer game or at an art studio—teaches kids how to not only exist together, but accept people of all ages, abilities and backgrounds. In other words, play helps shape kids into thinkers, dreamers and leaders.

Above and beyond these life lessons, it's

on the playground that children learn persistence, leadership, competition, bravery, support and empathy. Play is fun, and physically beneficial, of course. But play is also an organic form of learning.

For years, the campaign for more play has revolved around battling the childhood obesity epidemic. However, play is important for more than just physical development. Play helps shape children's cognitive, motor and social skills, in addition to supporting leadership development, teaching tolerance,

spurring creativity, promoting problem-solving and diligence, and regulating emotions. Play is a learning opportunity. And that's why it's important to offer free play time to children of all ages and abilities.

To date, playgrounds have been largely overlooked as settings for development—perhaps because it is easy to assume that play is “just for fun” or playgrounds are just for exercise. However, research suggests children's early experiences and the settings they inhabit play a powerful role in helping chil-



Play is both fun and important to children's physical, social and cognitive development.

dren become healthy and effective thinkers, leaders and collaborators.

Playgrounds can be deliberately designed to encourage children's engagement in developmentally significant forms of play. Educational leaders have an opportunity to provide space for children to blend pretend and social play with physical activity; children can run around while "fighting dragons" or swing from the play equipment like monkeys, exercising their social, cognitive and physical skills all at once.

Even more, well-designed playgrounds provide for children with diverse needs and levels of ability. Toddlers who are learning to walk can find a physical challenge in climbing a few stairs, while skillful 10-year-olds can find an equally exciting challenge in clambering to the top of a playstructure. Children can take advantage of open spaces to engage in socially and linguistically complex pretend scenarios, but also find a quiet

nook in which to privately create elaborate stories.

According to Landscape Structures' Inclusive Play Survey, more than 70 percent of parents strongly agree that playground equipment should be designed so all children can play together. That's why the company continues to design commercial playground equipment and public play environments where children of all abilities and their families can play and learn together.

Since the development of the ADA guidelines, Landscape Structures has led the industry in creating playground designs and products that go beyond minimum requirements. The team of designers at Landscape Structures follows the Seven Principles of Universal Design to create playground designs that best fit the needs of members in the community.

Universal Design is a framework for the design of environments, products, buildings,

ideas and more with the express goal that they be usable by the widest range of abilities. This framework influences the company's Inclusive Play Design Philosophy to ultimately increase access, safety, comfort and social participation within the play environment. These seven Principles of Universal Design can be referenced by educators as a means by which to understand how their current play spaces may be enhanced to meet the needs of their school's population.

Inclusive playgrounds provide broad play experiences, which allow children to integrate and develop all of their senses. Products like playground spinners engage kids' visual and vestibular systems to help them develop a better sense of balance and motor planning. Swinging or moving back-and-forth on gliders gives kids an understanding of how their body moves through space and the speed of movement with which they're comfortable.



Children enjoy the playground at the Maize Early Childhood Center in Wichita.

The more kids play, the more they develop the skills necessary to engage, change and impact the world around them. Climbing on playground structures engages many sensory systems, which teaches kids to relate to objects and navigate in the world. Play experiences that offer lots of touch opportunities are necessary to let kids organize information for developing visual and auditory systems.

In order to create a playground design that ensures kids will make time for free play, it's important to remember that play is a trial run of adulthood. A way for kids to discover and practice all the skills they'll need in the future. Collaborate with your designer to create playgrounds so that kids of all abilities can practice their leadership skills, and learn to accept people of all ages, abilities and backgrounds. Learn more about Landscape Structures' commitment to shaping the lives of children through play by watching their newest video, *Play Will Always Shape Us*, at shapedbyplay.com. While there, you can download a video discussion guide as well as copies of research whitepapers.



When kids play, they develop skills necessary to engage, change and impact the world around them.



Landscape Structures and ATHCO, L.L.C. can help you create a school playground to meet the needs of all students. We have playground equipment for every age and ability plus shade, surfacing and other site furnishings to truly complete your play environment. Even more, our service-oriented staff and installation options will make your playground process as easy as 1-2-3. **Contact ATHCO, local Landscape Structures playground consultant, at athcollc.com or call 800-255-1102.**

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2019 BUYER'S GUIDE



Our Annual Scholarship Program

The Kansas Association of Directors of Plant Facilities promotes bringing the buildings and grounds profession to greater heights of knowledge and professionalism. To that end, KADPF has established a scholarship fund that awards academic and technical scholarships annually to qualifying students. Following is an excerpt from a letter of explanation sent to school counsellors across Kansas by KADPF scholarship director Rusty Lindsay:

... These scholarships are available only to graduating seniors of non-instructional support staff who wish to continue their education at the college level. The students must be residents of Kansas and graduate from a Kansas high school and plan to attend a Kansas college or technical school. Only children whose parent or legal guardian is actively employed in a K-12 or secondary education institution and engaged in a buildings and grounds, food service or transportation position shall be eligible for these schol-

arships, and it is the responsibility of the school to submit their best applications for competition. The applications can be obtained online at <http://kadpf.org/index.html> Please use the same form for technical scholarship applications, but clearly mark the application 'Technical Scholarship Application' as they will be judged in a separate pool.

Online, you will find all the materials necessary to participate in the KADPF Scholarship Program. The Entry Form should be completed jointly by the applicant and his/her principal or counselor after January 1st of their graduating year. The Objective Criteria List should be completed by both the applicant and his/her principal or counselor. As the instructions indicate, the applicant's principal or counselor should complete Parts I, II and III, while Parts IV, V and VI are to be completed by the applicant. When these two forms are completed, they should be forwarded to the Program Director prior to the February 15th deadline. Each applicant will be

assigned an 'applicant number' to ensure impartiality in judging. Then the Director will forward the Objective Criteria List to the Judging Committee...

After judging, the applications will be returned to the Director who will announce the recipients of the scholarships. The scholarship money will be paid directly to the college designated by the recipient in two \$500 payments starting with the second semester of the first year of college and the first semester of the second year of college. In the event that the recipient is unable to return to school for the second semester, the remaining scholarship monies will be awarded to an alternate. The recipient should advise the KADPF Scholarship Director of any changes in schools or related areas.

In the event that the recipient has been awarded a full scholarship for the student's first year of school which pays for tuition, room, board, fees and books, the scholarship will then be presented to an alternate. IN NO INSTANCE WILL A CASH AWARD BE PRESENTED TO THE STUDENT. The intent of the KADPF Scholarship is to help pay expenses as designated and outlined by the college.

The Association and all of its members wish to help students to continue their education by offering this scholarship. We would like to invite your high school to participate in this program.

Rusty and the association extend congratulations to this year's KADPF scholarship recipients from Hiawatha High School (USD 415), St. John's Catholic High School (Beloit), Washburn Rural High School (USD 437), Smoky Valley High School (USD 400), and Nemaha Central High School (USD 115). Best wishes to all of them.



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KANSAS ASSOCIATION OF DIRECTORS OF PLANT FACILITIES



Jasmine Morey, Hiawatha High School

My name is Jasmine Morey and I will be graduating from Hiawatha High School. Throughout high school, I have been involved in a multitude of activities and have held multiple leadership positions. These include being in cross country, track, forensics, president of Red Hawk Readers, treasurer of International Club, and student council representative for National Honor Society. I love to run, read, and play with my dogs in my free time. I plan to attend Kansas State University and study Pre-Veterinary Medicine this fall. Thank you to the committee for selecting me for your scholarship.



Laura Meyer, St. John's Catholic High School

My name is Laura Meyer and I recently graduated from St. John's Catholic High School. I am the fourth of seven children, and the only thing I care about more than them is my Catholic faith. Throughout high school participated in many activities, including cross country, cheerleading, National Honor Society, and Student Council. In the fall I plan to attend Benedictine College in Atchison and dual major in Secondary Education and Math. I am thrilled to begin this next chapter of my life, and I am extremely grateful to the scholarship committee for their generous support.



Matthew Krainbill, Washburn Rural High School

My name is Matthew Krainbill. I am an active student at my high school and member of my community. I participated on our debate squad for three years and was highly involved with our band program taking part in Marching Band for four years as well as multiple years in Concert, Symphonic and Jazz bands. I also served my community through 4-H for 12 years taking an active leadership role in the Dog Performance project where I worked on the State Action Team and as a Judge for various dog shows. In January I began training as a volunteer firefighter for Shawnee County and plan to use it as a means of civil service into adulthood. I am a senior at Washburn Rural in USD 437 this year and will be graduating from high school and Washburn Tech with my EMT license in May. Next semester I will be attending K-State Polytechnic where I will be completing my Professional Pilot's degree by 2023.



Rachel Wies, Smoky Valley High School

My name is Rachel Weis. I am 18 years old, and recently graduated from Smoky Valley High School. During high school, I kept active by participating in National Honors Society, KAY club, STUCO, studio dance, and National Honors Society for Dance Arts. Upon graduating, I received the Highest Honors award at my school and was selected as a Kansas Scholar Designee for completing the Kansas Scholar Curriculum. Next fall, I will be attending the University of Kansas and majoring in Atmospheric Science.



Simon Wiegand, Nemaha Central High School

I have been interested in automobiles and machinery since early in childhood. In my time in high school I have expanded my knowledge of auto mechanics. I still find the same enjoyment as I did as a kid when working on a vehicle. Since I liked cars I took automotive classes every year I could and I have shadowed multiple mechanics. Luckily, I landed a job at Durland Auto Parts. I now plan to get my Associate's Degree in auto mechanics at NCK Tech while working myself through schooling. Once I get that degree, I will decide whether or not I want to continue my education so I can have more credentials to open the possibility of becoming an owner of a dealership. Who knew being forced to help fix a vehicle as a small kid, would create a love for a career?

2019 CONFERENCE REGISTRATION



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ADVANCE SCHOOL & VENDOR MEMBER REGISTRATION

Advance registration ends October 1, 2019. Early registration is required for those participating in the clay shoot on Sunday, October 13, 2019.

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2019 - 2020 KADPF Annual Membership Dues for Companies (covers all members but only one persons meals)	Membership @ \$450 \$ _____
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PRIME LOCATION BOOTH - LIMITED AVAILABILITY - (2) adjacent 10' x	
_____ 10' display area, (2) 8' tables, (2) chairs, prime location	@ \$200 \$ _____
_____ GENERAL BOOTH - (1) 10' x 10" display area, (1) 8' table, (2) chairs @ \$50	@ \$50 \$ _____
_____ (1) 110V duplex electrical receptacle	@ \$50 \$ _____
I would like to make an additional donation to KADPF in the amount of: \$ _____	
TOTAL PAYMENT ENCLOSED \$ _____	

*Hotel room reservations with the KADPF room block may be made by contacting the Capitol Plaza Hotel @ (800) 579-7937. KADPF room block rate of \$101 will be held until September 29, 2019. Room rate includes one breakfast buffet per room per night.

Mail Registration form and payment or PO to:

Manhattan-Ogden - USD 383

Trisha Brooke-Fruendt

2031 Casement Road, Manhattan, KS 66502

Phone: (785) 587-2188 FAX: (785) 587-2001

Email: patriciaab@usd383.org (Subject Line: KADPF PAYMENT)

Credit Card accepted via Pay Pal. Submit your registration form and indicate that you would like to use credit card and **who** you want the invoice to go to. You will receive a PayPal invoice that you can pay online. You don't have to have a PayPal account.

All emails should have the following in the subject line:

KADPF/USD# or Company/Attendees Name

Make checks payable to: **Kansas Association of Directors of Plant Facilities**

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