OSFMA News

Official publication of the Oregon School Facilities Management Association

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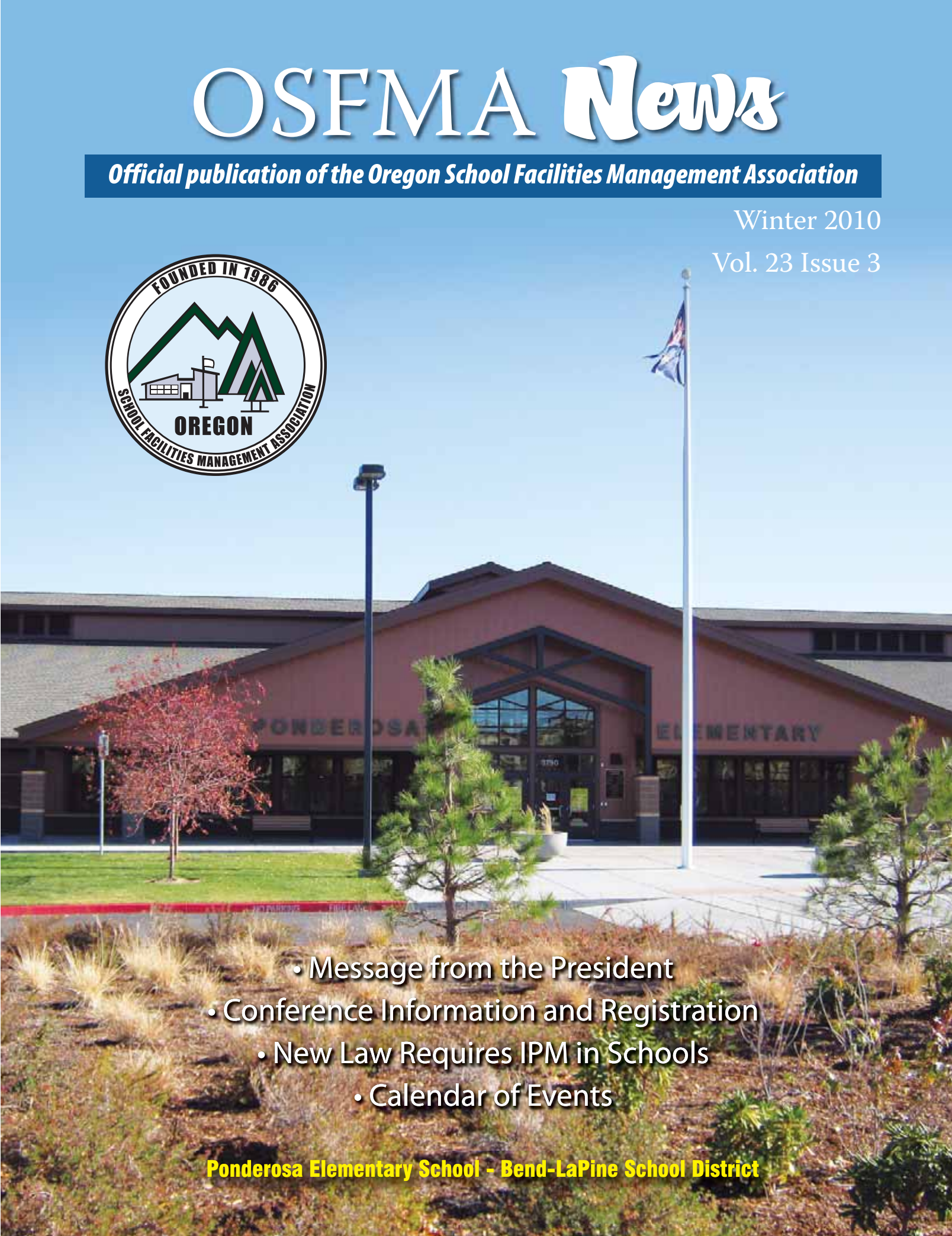

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Ponderosa Elementary School - Bend-LaPine School District

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Cover photo by Mike Tiller, Bend-LaPine School District: Ponderosa Elementary School, Bend-LaPine School District.

Ponderosa is a 60,000-square-foot prototypical kindergarten to fifth-grade elementary school. This design incorporates abundant natural lighting through clearstory windows, high-efficiency condensing boilers, and automated digital HVAC control system. The building is efficiently designed to cluster group the grade levels into four separate wings to focus on the Oregon grade level benchmark skills. If you listen though, you will hear the laughter of the total school community playing and learning in the crisp Central Oregon air on our spacious playgrounds, surrounded by the newly developed Pine Nursery Park. All staff members are highly qualified with updated technology instructional skills and national best teaching practices to teach to the whole child. Art, music, physical education, project-based instruction and enrichment activities are considered an integral part of the educational journey. Extreme care is given to provide the best education for each and every child.

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Index to Advertisers

OSFMA – All About Support

I want to first welcome everyone back to an exciting new school year. I'm sure you have all had a very busy summer with projects and basic summer repairs to get your buildings and grounds ready for the return of students and staff. Our primary objective should be to make sure the buildings and grounds are a safe and healthy environment for our students and staff. This has been a difficult task this year for many of us. With the economic situation of our state, many of our districts have been hit hard, which in turn has put added hardships on the maintenance and custodial fields. Many of us have lost staff directly, but also have additional areas of responsibility, and this makes it difficult without the addition of new staff. Another big challenge to us as leaders will be to keep up the morale of your staff. With added work and pressure from other departments in the district, maintenance and custodial staff will feel a lot of pressure.

This brings me to the second part of my message. This is a time when we can all benefit from OFSMA. Districts in need of support, advice, contact information, procedures, regulations and many other needs can contact neighbors close by or across the state through our organization. We are all here to help each other. We can use e-mail, our messaging system through SchoolDude or the phone. That is what OSFMA is all about: to help and support each other. We have opportunities to enhance our knowledge through the organization.

In closing, I just want to make sure we continue to grow as an organization. Those of us who have been actively involved in OFSMA need to make sure we continue to recruit new members and assist in the promotion of our organization to non-members. I understand this is a difficult year to recruit new members and promote our annual conference due to the economical situation of many districts, but this is when we need to support each other as much as possible. Make sure you hold your zone meetings regularly and invite members and non-members to attend. Hopefully, district superintendents reading our magazine will support their staff to attend zone meetings and the conference.

I wish you all a very productive and healthy year; thank you for all you do for the young minds of our great state.

Pierre Dehaze
Director of Maintenance and Custodial Services, Sherwood School District ❖

2010 Calendar of Events

Board of Directors Meeting Dates – PIERRE DEHAZE, PRESIDENT

- March 12, 2010 – 12 p.m. to 2 p.m. – Salem School District – Salem, Oregon

Conference Committee Meetings – MELINDA SHUMAKER, CHAIR

- February 12, 2010 – 10 a.m. to 12 p.m. – Salem School District – Salem, Oregon
- March 12, 2010 – 10 a.m. to 12 p.m. – Salem School District – Salem, Oregon

Zone Information

ZONE 1

- February – Sherwood School District (tour the new school)
- March – North Clackamas School District (tour the new school)

ZONE 3

- February – Pleasant Hill School District (to be determined)

ZONE 4/5

- February - John Day Area – Boiler class.

April 14-16, 2010 – 2010 OSFMA Conference

Linn County Fair & Expo Center – 2700 Knox Butte Road - Albany, Oregon 97322

Zone 1 Meeting Minutes

On Oct. 16, 2009 the Zone 1 meeting was held at Portland Public Schools, hosted by Patrick Wolfe, assistant director of facilities. Barbara Priest, from DEQ, gave a presentation about UIC, (underground injection control). Members also had the opportunity to visit one of the solar roofs the Portland Schools had installed over this past summer. I would like to thank those of you who attended the meeting, and I will send certificates to you soon. I hope to see everyone at the next zone meeting in February at Sherwood School District. ❖

Zone 4/5 Meeting Minutes

OSFMA Zone 4/5, which is made up of districts from the eastern part of the state, had their first zone meeting on Oct. 16, 2009, with members from Deschutes, Crook, Douglas, Malheur and Grant counties in attendance.

The topic of discussion was storm water and the new DEQ requirements. Kleinfelder Inc. consultants Amber Hudspeth and Jennifer Von Rohr were on hand to provide an overview of the new regulations and answer any questions. Their presentation included discussion about the number of Underground Injection Controls (UIC) each district has. Depending on the type, fees range from $100 to $300 for each UIC.

Another option for large districts is to purchase a Water Pollution Control Facility (WPCF) permit. The fee is a one-time payment of $9,500 and then payments of $2,000 annually. For large districts, this is generally more economical due to the greater number of UICs they have on their properties.

The new DEQ requirements state that all owners of a UIC system must register with the DEQ. The amnesty deadline was Dec. 31, 2008. The general consensus, however, is the DEQ will still look favorably on districts that begin the process and submit the paperwork.

Our next meeting will be held in Grant County and the discussion will center around the different types of boilers for physical plant operations, which are dependent on the type of fuels available. The meeting date and location has yet to be determined. ❖

2010 Conference Highlights

WEDNESDAY—APRIL 15

The member tour will be at The O.H. Hinsdale Wave Research Laboratory on the OSU campus. The research laboratory is one of the largest and most sophisticated laboratories for education, research, and testing in coastal, ocean and related areas

At the O.H. Hinsdale Wave Research Laboratory and in the Coastal and Ocean Engineering program, we conduct research on coastal and nearshore processes.

- Wave-structure interaction
- Nearshore Hydrodynamics
- Sediment Suspension and Transport
- Tsunami and Coastal Hazards
- Environmental Fluid Mechanics

VISIT THE WEBCAM FOR PICTURE OF THIS FACILITY—
HTTP://WAVE.OREGONSTATE.EDU/ABOUT_US/WEBCAM/

TENTATIVE CONFERENCE WORKSHOPS

Integrated Pest Management with Tim Stock, OSU, and Greg Smith, Salt Lake City School District.

- Sustainability Information: Waste and cost reduction. The use of compaction as a way to reduce costs.
- Earthquakes in Oregon: What can new scientific discoveries tell us about "The Big One?" .
- Custodial Round Table
- Bio Swale Maintenance Information

Official Hotels for the 2010 Oregon School Facilities Management Association Conference

Holiday Inn Express
105 Opal Court NE
Albany, Oregon 97322
Phone: 541-928-8820

Mention OSFMA for
2010 group rates:
(This rate ends March 15, 2010)

Single $90.00 + tax
Double $90.00 + tax
This is a non-smoking hotel.

Comfort Suites
100 Opal Court NE
Albany, Oregon 97322
Phone: 541-928-2053

Mention OSFMA for
2010 group rates:
(This rate ends March 15, 2010)

Single $85.00 + tax
Double $85.00 + tax
This is a non-smoking hotel.

LINN COUNTY FAIR & EXPO CENTER

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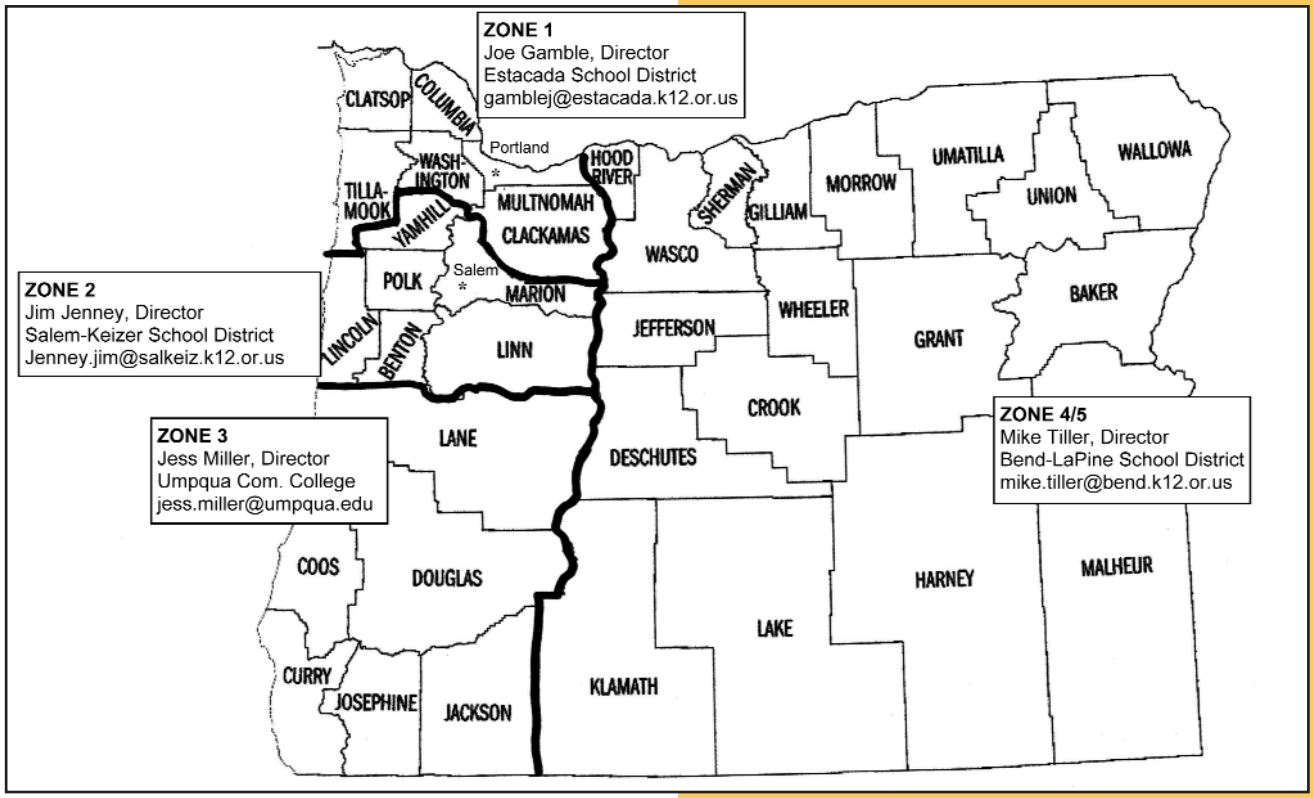
contact Cathy Exline (541) 926-4314

Member Information



Vice President Nominations

The OSFMA Board of Directors is accepting nominations for Vice President. Serving on the Board of Directors as President, President Elect, Vice President, and Past President is a four-year commitment beginning with the election as Vice President. The Board of Directors begins their terms at the end of the annual conference.

Send nominations for Vice President to Tim Seery: tim.seery@reynolds.k12.or.us

Jim Grossnicklaus Leadership Award

The OSFMA Board of Directors is accepting nominations for the Jim Grossnicklaus Leadership Award. Criteria might include: 1) demonstrating outstanding leadership and management skills in running their own department and earning the support and respect of their own staff and district; 2) outstanding achievement in their local district such as responding to a critical situation or by meeting a long-term challenge their district has had; 3) contributions to OSFMA through committee work, board involvement, or similar leadership; 4) accomplishments in statewide facility-related activities, i.e., legislative process, providing assistance to other school districts, professional development efforts.

Send nominations to Tim Seery: tim.seery@reynolds.k12.or.us

Past Awardees:

Bill Key | Chuck Volz | Larry King | Paul Eggleston
Jon Bagshaw | David Church | Dennis Jones | Ron Stewart
Ron DeWilde | Eric Shawn | Jil Webber

Catch Those Energy Dollars

By Eric Shawn, Director of Facilities, Catlin Gabel School

Ka-ching-Zlurp! Ka-ching-Zlurp! Hear that background sucking sound computers make as they slurp from sockets on nights, holidays and weekends? Catch those dollars before they go down the wire and drain your school account.

Using portable test equipment, I have been taking watt-meter readings to compare desktop PCs and laptops. Turning computers and plug strips off at night and on weekends makes a difference.

For example, the typical desktop PC uses about 150 to 204 watts on startup, and about 100 watts in screen saver mode. A desktop PC consumes about 1.5 kilowatt-hours (KWH) if left on overnight, or about 3.0 KWH during a typical 24-hour period. A single desktop unit left on day and night for a year could use over 1,000 KWH and cost about $95 a year. For every 100 desktop PCs on campus, I would be spending $9,500 for annual electricity.

- 3 KWH/day x 365 days = 1,095 KWH/year
- 1,095 KWH/year x $.0864/KWH = $94.60/year

Turning the PC off on weekends, holidays and vacations eliminates roughly 135 days or 312 hours of operation, saves about $35 and reduces costs 37 percent. Campus energy cost for every 100 desktop PCs drops to $6,000.

- 104 weekend days + 13 holidays + 20 vacation days = 137 days
- 137 days x 3 KWH/day = 411 KWH
- 411 KWH x $.0864 = $35.51

There is another $30 in savings if I turn the PC off at night for the remaining 230 days. This strategy drops the operating cost from about $95 a year to about $30, which translates into roughly 70 percent savings. Annual energy cost for 100 desktop PCs slips to $3,000.

- 230 days x 1.5 KWH/night = 345 KWH
- 345 KWH x $.0864 = $29.80

By way of contrast, my ThinkPad laptop uses only about 105 watts at startup and about 0.5 KWH during a typical workday. If turned off at night, this represents a 66 percent reduction in power consumed. The laptop costs about $10 a year for electricity. If desktop PCs were exchanged for laptops the annual energy costs for 100 computers diminishes to $1,000.

- 0.5 KWH/day x 230 days = 115 KWH
- 115 KWH x $.0864 = $9.94/year

The MAC laptop uses the least amount of energy with 3 watts on standby and about 25 watts while working. The MAC uses only about $6.00 worth of energy per year. Now the annual energy cost for 100 computers plummets to $600 per year, roughly 6 percent the cost to operate 100 desktop PCs.

- 0.3 KWH/day x 230 days = 69 KWH
- 69 KWH x $.0864 = $5.96/year

The "slurping" sound has been replaced by slow "dripz" and our carbon footprint from fossil-based energy drops, as well. ❖

New Law Requires IPM in all Schools

By Tim Stock, IPM Education Specialist, School IPM Program Coordinator, Oregon State University, (541) 737-6279, stockt@science.oregonstate.edu

The governor signed SB 637 into law June 24, 2009. The bill was the result of a long process led by Sen. Suzanne Bonamici. It involved multiple stakeholders with a wide range of interests and concerns. Among other things, the bill requires school districts to adopt Integrated Pest Management (IPM) plans, create a list of acceptable low-impact pesticides, and designate IPM coordinators.

What are pests?

Pests are organisms that can cause problems for humans. Ants, wasps, mice rats, voles, weeds, slugs, bats, pigeons and other organisms can all be pests, depending on where they are and what they are doing.

What are the concerns?

Children are especially vulnerable to problems associated with some pests. Cockroaches are asthma triggers. Rodent infestations can also trigger asthma and are vectors of disease. Many children are allergic to yellow jacket stings.

Children are also especially vulnerable to the effects of pesticides because their anatomical and physiological makeup is different from adults, as are their behavior patterns. Many frequently applied pesticides are asthma triggers. Nationwide, asthma is the leading cause of absenteeism in schools today.

Municipalities often have contaminated surface waters due to urban pesticide use. Pesticide labels are not consulted or followed by a large percentage of users, and pesticides are often not properly stored. Overuse and misuse of pesticides not only poses a risk to children, it can lead to environmental contamination, causing concern about the potential long-term health effects.

What is "Integrated Pest Management"?

Integrated Pest Management, also known as IPM, is a process for achieving long-term, environmentally sound pest suppression through a wide variety of tactics. Control strategies in an IPM program include structural and procedural improvements to reduce the food, water, shelter, and access used by pests. Since IPM focuses on remediation of the fundamental reasons why pests are here, pesticides are rarely used and only when necessary.

Key concepts for school IPM include:

- Long-term solutions.
- Prevention and avoidance through pest exclusion and good sanitation.
- Monitoring and identification of pests.
- Treatment – A combination of cultural, physical, biological and, last of all, chemical methods.

The promise of IPM for schools

The national average reduction in pesticides and pest complaints for verifiable IPM programs is over 70 percent. The key word is "verifiable." A verifiable IPM program includes records of site inspections, monitoring protocols, and treatments. A verifiable IPM program also results in a reduction in costs (though initial costs for exclusion and control of serious pest problems can be higher), without increasing the workload of school facilities staff.

What does SB 637 require of school districts?

Some key sections of SB 637 are described below. For a complete copy of the bill, click on the IPM in Schools link at www.ipmnet.org/tim.

Section 2, (3) defines an IPM plan including an emphasis on prevention, monitoring, and nonchemical control measures. School districts can create and follow their own plans, but each plan must contain the elements of what is in this section.

A plan must focus primarily on the prevention of pest problems by working to reduce or eliminate conditions that attract pests. Pests need food, water, and shelter. Good housekeeping and sealing up access points greatly reduces pests. Targeted application of baits for such pests as ants and rodents should only be used in combination with, or after improving sanitation, sealing access points, setting snap traps, and other measures. Traps and baits have special risks in schools, and should not be employed as a substitute for sanitation and sealing up access points.

A plan must include "regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage." Most school districts will not easily meet these requirements. They will need training and guidance to set up effective monitoring and inspection programs for their schools. Recognizing this, the law requires that staff be educated "about sanitation, monitoring and inspection and about pest control measures."

Any plan must exclude "the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests," and "the application of pesticides for purely aesthetic purposes."

Section 2, (4) and section 3, (5) define a "low-impact pesticide" and require districts to create a list of acceptable low-impact pesticides that meet specific criteria. A "low-impact pesticide" does not have the signal words "warning" or "danger" on the label, and is not classified as a human carcinogen or probable/likely to be a human carcinogen under EPA guidelines. Creating a list of acceptable pesticides that meet the low-impact requirements may be difficult for districts to do on their own. OSU can and will help by creating model IPM plans that include step-by-step guidance on how to create a list.

Section 3, (1) a) - f) requires schools to adopt an IPM plan, designate a plan coordinator, provide notification on pesticide applications, keep records, and provide a process for responding to complaints about noncompliance with the plan.

Section 4 covers responsibilities and required training the coordinator must receive. Specifically, these are:

(a) Giving notice and posting warnings under section 7 of this 2009 Act.
(b) Overseeing pest prevention efforts.
(c) Providing for the identification and evaluation of pest situations.
(d) Determining the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment.
(e) Ensuring the proper and lawful performance of pesticide applications.
(f) Evaluating pest management results.
(g) Keeping records as required by Section 8 of this 2009 Act.

To be able to handle these responsibilities, the coordinator will need to know about pest identification, pest biology, pesticides, and pest prevention. That is why the law requires the coordinator receive six hours of training per year on IPM and the key requirements of SB 637.

Section 5 requires any pesticide application on school property be made by a licensed pesticide applicator. If a school employee makes the application they will need to have a Public Pesticide Applicator license. Examples of applications requiring a Public Pesticide Applicator license include:

- Applying weed control products with a backpack sprayer.
- Applying over-the-counter pesticides like wasp killers or ant baits.
- Placing mouse or rat bait in any school property location.
- Spraying for yellow jackets, cockroaches, or other pests inside or outside of a school building.

Section 6 describes application restrictions and provisions for "pest emergencies." If the labeling of a pesticide does not specify a re-entry time, the pesticide cannot be applied to an area of a campus where the school expects students to be present before a re-entry time that the IPM coordinator determines to be appropriate based on specific criteria.

The coordinator may declare a pest emergency after consultation with school faculty and administration. If necessary a pesticide, other than a low-impact pesticide, may be used to mitigate the emergency, but afterwards the coordinator will have to review the IPM plan to determine whether modification of the plan might prevent future pest emergencies.

Section 7 covers notification and posting of signs before applying pesticides. Written notice (to parents, teachers, and others) of any proposed pesticide application has to be received at least 24 hours before an application. Warning signs also have to be placed around the application site no later than 24 hours before an application, and removed no earlier than 72 hours after the application occurs.

Section 8 covers record keeping requirements. Records need to be kept of "Pest condition that prompted the application," "Approximate amount and concentration of pesticide applied," "Dates and times for placement & removal of warning signs," and others.

When do we have to do these things by?

Section 11 of SB 637 states plans shall be implemented on or before July 1, 2012. Plenty of time? Not really. IPM is a process, not a quick fix. School districts were given until July 1, 2012, because backers recognized it will take time and training for districts to be able to develop effective IPM monitoring and inspection protocols, pest logs, lists of low-impact pesticides, etc.

Where can we go to get more information and help?

The School IPM Program at OSU provides technical assistance to schools to improve pest management while reducing costs, workload, and pesticide use. SB 637 requires OSU Extension to develop model plans and make them available to schools no later than July 1, 2011. The School IPM Program is already in the process of developing plans, and hopes to have them available one year ahead of schedule.

For more information, click on the IPM in Schools link at www.ipmnet.org/tim. ❖

Advice on Lice:

Best practices for managing head lice and other pests

By Erin Tucker, Media and Public Relations, SchoolDude.com

All educational professionals want to provide an environment that protects students and teachers from the hazards of pests and pest-related illnesses. Pests pose a health risk to everyone and create increased liability for schools. In addition, pests disrupt the learning environment, which detracts school systems from their main objective of educating students.

Failing to address pests such as head lice is a major issue for schools and presents the highest potential for students to be exposed to dangerous pesticides. The spread of head lice can be stopped by following certain precautions.

All carpets and surfaces should be vacuumed and cleaned. Personal items belonging to each student should be stored in separate containers. In addition, when lice is found in a classroom, upholstered furniture should be removed.

To reduce fears, common myths should be dispelled, as well. Lice do not jump or fly, as some think, but are spread by close contact. Informing parents of realities such as these, and educating them regarding non-toxic steps that should be taken, can safeguard the learning environment while keeping children safe and healthy. Dangerous chemicals should not be used to remove lice, including bedding spray, which has proven to be very toxic and ineffective. The more effective approach is to use a non-toxic alternative. For more information and tips, visit www.HeadLiceHelper.com.

A common challenge that makes effectively managing pests difficult is the lack of a system for preventive maintenance or for reporting maintenance concerns related to pests. One trend that is producing positive results is the use of on-demand maintenance management systems, such as SchoolDude's MaintenanceDirect and PMDirect work order management and preventive maintenance scheduling software solutions.

Having a way to review maintenance from a pest management perspective, and using a scheduling system to track open work orders related to pests, helps make managing pests of any kind that much more efficient.

For more information, contact Erin Tucker at 1-877-868-3833 or erin@schooldude.com. ❖

Cleaning Unit Ventilators

By Darwin Roy, CEM, CMS, VP/Founder, Clima-Tech Corporation

Unit ventilators have several components that should be cleaned on a regular basis to maximize system efficiency. Hot water and steam coils should be cleaned, as should chilled water or direct expansion (DX) refrigeration coils. Cleaning blower wheels, motors, damper linkages and seals will also improve system performance and increase system life.

Dirty coils will limit heat exchange and reduce the temperature drop on heating water coils that will cause higher return water temperatures to the boiler. This could require higher boiler setpoints to achieve the same total heating capacity. The delivered heat to the conditioned space will also be reduced and increase the need to raise boiler setpoints to maintain space heat loss requirements. Conversely, dirty, chilled water cooling coils will reduce the fluid temperature drop through the coils and reduce the amount of delivered cooling to the space. The reverse of heating water, this can require lower chilled water set points. Both of these can have significant impact on energy use.

For those unit ventilators with DX coils, cleaning becomes even more important. The reduced heat exchange caused by the dirty coils will drive down refrigerant evaporator temperatures. These lowered temperatures have a major impact on energy efficiency. Additionally, at some point temperatures can become so low that coil icing can occur. This can result in compressor damage, shortening the life of the system.

Equipment with cooling will have condensate pans and drains. These pans should be flushed and drains checked at least once a year. If biology is growing in these, they might require some type of mild biocide. Caution should be used when selecting a biocide to ensure that vapors will not cause potential risk to building occupants. This should be discussed with a professional to determine the appropriate chemical to use.

The blower wheels on unit vents also should be cleaned to maximize system efficiency and comfort. Reduced air flow caused by dirty blower wheels will have an effect on the temperature rise or drop of the water through the coils, similar to dirty coils, and result in the same issues. Reduced air flows can also affect air distribution within the space causing hot or cold spots, and can even cause short cycling of the air through the unit. Short cycling will multiply all the reduced heat exchange issues noted. It should be noted that dirty coils will also reduce air flows.

Cleaning unit ventilators poses a special challenge. They normally are in the occupied space, often with carpeting right up to the edges of the equipment. Properly cleaning the unit ventilator will require washing the heating and/or cooling coils. Care must be taken to prevent cleaning solutions and water from staining the surrounding floor area.

Unit ventilators with hot water or steam coils without cooling often don't have any type of drain pan. Frequently, however, there is space into which a drain pan can be slid into place below these coils. It is recommended that sheet metal pans be fabricated to fit each different size of unit vents to be cleaned. These pans should have a sloped bottom and a drain fitting to attach a drain hose that can be run to a catch container. These drain pans can be stored for use in future years.

If the unit vent has cooling, it will have a drain pan for the cooling coil, either DX or chilled water. The drain pan, however, might not be positioned to catch cleaning solution used on the heating coil. In these situations, it is usually more difficult to get a drain pan in place to capture cleaning solution from the hot water or steam coil.

Due to limited space and the surrounding finished areas, cleaning unit ventilator coils with a pressure washer is normally not feasible. A pump up sprayer, like those used for garden work, can be used with fewer potential problems. Once a drain pan is in place, the coils should be sprayed with a cleaning solution. The cleaner should be allowed to sit for a sufficient time to loosen the dirt and then the coils should be sprayed again with clean water to thoroughly remove cleaner residue that would increase the propensity of the coils to load with dirt. When the surface dirt is heavy it could require multiple applications of cleaner to adequately clean the coils. Special cleaners are available for HVAC coil cleaning that are designed to reduce coil corrosion between the coil tubing and fins, thereby maintaining the integrity of heat transfer of the fin surface.

Blower wheels will need to be removed and soaked often to remove caked on dirt.

Remaining components and surfaces in the unit ventilator normally can be cleaned with a brush and vacuum. Damper seals should be checked to see if accumulated material is preventing full closure. It is important to make sure that dirt and crud is not inhibiting movement of damper and actuator linkages. A light lubricant should be sprayed on these linkages and any ball joints, following cleaning. Air openings into motor winding should be brushed clear so that motors won't over heat and cause premature failure. Properly maintaining your unit ventilators will have significant benefits to energy efficiency and equipment life.

As an additional note, maintaining a clean fluid is also important. Cleaning and maintaining fluid conditions, however, is usually best done by chemical cleaning and treatment professionals..

Clima-Tech, established in 1988, is a mechanical services company based in Boise, Idaho. They are also the Automated Logic controls dealer for Oregon, southern Idaho and southwestern Washington. ❖

Choosing the Ideal Safety Surfacing For Your Playgrounds

With tight budgets and limited manpower, everyone is looking for places to cut costs, even in playground maintenance budgets. Smart buying of safety surfacing materials can help you reduce those costs.

When compliance with safety standards and ADA requirements are considered, most school maintenance managers have found that Engineered Wood Fiber, Rubber Safety Tiles, or Poured-In-Place Rubber are among the best of the surfacing options. Regardless of your choice of material, be sure that the product has been tested for compliance with the ADA accessibility requirements in ASTM Standard F1951 and has been IPEMA Certified to meet the fall attenuation requirements of ASTM F1292. While materials such as sand, pea gravel, and wood chips are still common in some places, these materials probably do not meet the fall protection requirements of your equipment, and they clearly do not meet ADA accessibility requirements.

All playground surfaces have different strengths. For example, while manufactured rubber surfacing materials are relatively low maintenance, they have a higher initial cost compared to engineered wood fiber; conversely, engineered wood fiber is relatively inexpensive, but it requires more upkeep and periodic top-offs to preserve its impact-attenuating properties. Selecting the right surface for your individual project is a key decision in the planning of your project, both for the initial investment as well as throughout the life cycle of the playground.

GT-Impax Engineered Wood Fiber is northwest-made and is the least expensive and arguably the safest of the accessible surfacings. With a low initial cost of $2 to $3 per square foot installed, wood fiber is also by far the most labor intensive, and it requires regular raking to maintain a level playing surface as well as regular top offs to replenish material lost to decomposition. Typically, you can expect a loss rate (and corresponding need for replenishment) of approximately one to two inches per year in Oregon. While a layer of geotextile fabric is included in an initial purchase price, there is also an added cost of good borders to contain the surfacing. Your play areas should have a uniform 12 inches compacted depth of surfacing, which provides up to 12 feet of fall protection.

GT-Impax Safety Tiles are made in Oregon and have an extremely low maintenance cost over their 10- to 20-year life cycle, making them a wise choice for new installations, especially for new capital construction projects. The 24-inch square tiles are made from recycled rubber, making them an environmentally friendly option. The thickness and fall rating needs should be matched to the height of the equipment; typical new installed costs average $10 to $12 per square foot for 3 ½-inch tiles with a 9-foot fall rating, including adhesive. An asphalt or concrete sub-base and proper installation techniques will ensure a durable installation and should be factored in to your project costs.

GT-Impax Poured-In-Place Rubber is becoming more popular with improved chemical technology and the use of highly skilled factory installers. Poured-in-place rubber is installed in two layers, with a thick recycled rubber cushion layer beneath a more durable colored wear layer. Most PIP surfacing problems are caused by unskilled installers or by the use of a wear layer installed less than half-inch thick to cut costs. Typical costs run around $12 to $14 per square foot installed for a 3 ½-inch system with an 8-foot fall rating, but PIP can also be installed over a more economical compacted crushed rock sub-base, making it competitive with tiles.

Regardless of your choice of surfacing, be sure you document your purchase with copies of the written testing and IPEMA certification that your Playground Representative will be happy to provide to you. Keep all your playground equipment installation manuals, maintenance records, and inspection reports for each playground in a central location, and be sure to budget for both regular maintenance as well as equipment replacements.

Gary Max is president of SiteLines Park and Playground Products, which has been the Oregon GameTime representative since 1991. Gary has been a NPSI Certified Playground Safety Inspector since 1993 and is a member of the National Playground Contractor's Association. SiteLines provides a variety of park and playground equipment in Oregon, including GameTime playground equipment and GT-Impax surfaces, which are available on the Oregon State Contract, US Communities, and KCDA purchasing contracts for discounted pricing and no-bid buying. For more information, visit www.sitelines.com. ❖

Recycled Paint Earns Top 10 Green Product Rating

MILLER PAINT CO.

Miller Paint, a member of the Oregon School Facilities Management Association for 20 years, now makes it easier for facilities to meet sustainability goals by selling recycled MetroPaint in popular colors at many of its stores. Miller Paint stores also will give schools ***wholesale pricing on MetroPaint***.

The collaboration between Miller Paint and MetroPaint is a natural fit since 25 percent of the over 200,000 gallons of the unused latex paint that Metro regional government collects from households and small businesses in the Portland metro area is Miller Paint. Miller Paint has been a preferred brand in the Pacific Northwest for over 100 years.

Green Seal™ certified MetroPaint must meet Master Painters Institute standards for ***new*** interior and exterior low sheen latex paint. Every batch of certified MetroPaint is tested for hide, viscosity, pH, grind, density, gloss, and roller foam. MetroPaint also tests well below the Environmental Protection Agency and Consumer Product Safety Commission standards for lead and mercury. It is periodically tested to be sure other contaminants are not present. It also does not exceed the EPA clean air requirement for volatile organic compounds (VOCs).

MetroPaint is versatile being ***one paint for both interior and exterior application***. It is filtered to industry standards for use with a brush, roller or sprayer. It can be used on prepared wood, masonry, concrete, vinyl and metal siding. It is a thick paint that often covers in one coat. Green Seal™ certified MetroPaint also comes with a five-year warranty.

Because Metro reblends its standard colors in large amounts – most in 1,000-gallon batches – MetroPaint colors are very consistent between batches. Technicians further fine-tune or adjust colors using other MetroPaint colors to ensure that each production meets MetroPaint color standards. Because MetroPaint is paint made from paint, no colorant or tint is used to modify the standard colors.

Miller paint sells the following eight colors from MetroPaint's 15-color pallet:

Mountain Snow (white), Seashell (cream), Desert, (Khaki), and Fawn (light brown), $10.95 per gallon or $49 for a 5-gallon pail.

Espresso (dark brown), Misty (light gray) and Barn Red (dark red), $9.95 per gallon or $44 per five-gallon pail.

Forest Green (dark green), $8.95 per gallon or $39 per pail.

Prices are subject to change. Please ask about wholesale pricing. Colors limited to stock on hand.

For every gallon of MetroPaint that is used instead of a gallon of new paint, about 100 kilowatt-hours of energy is saved and an estimated 115 pounds of carbon dioxide emissions are prevented. Its use is good toward Earth ***Advantage®*** and ***LEED®*** credits.

Nearly one million gallons of MetroPaint have been sold since 1999, to over 85,000 customers. MetroPaint represents 4 percent of the Portland-area latex paint market. The 100 percent recycled paint was named a 2008 Top 10 Green Product by Sustainable Industries business magazine.

For more information on the availability of MetroPaint or technical data including Material Safety Data sheets and Product Data sheets, please visit www.oregonmetro.gov/paint*, or call 503-234-3000, Monday through Saturday, 8:30 a.m. to 5 p.m. Free color brochures are available.* ❖

What's Your Service Mentality IQ?

By Nancy Friedman

Most of us in the customer service arena are very good. And the reason is simple: We always carry a certain amount of a service mentality with us to do the job well.

People often ask me, "Nancy, what is the KEY to good customer service?" My answer is simple. There is no one key. There are many keys, and they all need to be on your customer service key ring.

So, come along with us and learn the seven service mentalities that will raise the bar for you and your company. See how many of these attributes YOU own.

Empathy – Some call it sympathy. Whatever you call it, it needs to be there. When someone has a problem, we need to empathize with them and show we understand the frustration they're going through. What we don't want to do, however, is tell a customer, "I know exactly how you feel." Because you aren't able to know exactly how anyone else feels. But you can empathize, and that's why empathy is KEY for a service mentality.

Here's a better way to explain it. I had my wallet stolen awhile back, at Disneyland, no less. Everything was in it, and the money was the least of my problems. Credit cards, checkbook, social security card, driver's license – all of it GONE.

Over the years, I have learned to be a "good" customer, so I called the first credit card company and told them of my plight. I said, "Hi, my name is Nancy Friedman and I'm at Disney and my wallet was stolen. Everything's gone." And I told her what was in the wallet. She said without skipping a beat, "NAME?" I said, "It's still Nancy Friedman."

Where was her empathy, her sympathy? It wasn't there! All I needed to hear was a simple, "Gee, that's got to be so frustrating. Let me get the ball rolling to help you."

Enthusiasm – We need enthusiasm whenever we help a customer. They need to know you are truly excited to help. (Of course, we need to do this without going over the top and giggling our way through the conversation.) Enthusiastic customer service people get the job done faster, simpler, and with a touch of class. How much enthusiasm do you show in your job?

Responsibility – This is one of the most important keys to a great service mentality. Be responsible for your job, your position and the company. Being responsible means it is your job.

If you have answered the call on behalf of your company, you have indeed accepted 100 per cent responsibility for the call. "I wasn't here," "I don't know anything about that," "It's not my department," or all those other lines are not in the responsibility key of customer service.

Take responsibility for the call. You answered it. It's yours! This is important in face-to-face situations, as well. It's the old "don't point ... go show."

Resiliency – This key is a little trickier to use. To be resilient, we need to have a mentality to bounce back from unfortunate events, setbacks or other negative incidents. It's really an attitude adjustment.

One situation with a customer may be more difficult than the other, and when you get to the next customer, your resiliency needs to kick in and bounce you right back to where it was before that negative event. Be resilient!

Ownership – A cousin of responsibility. So many times we hear and see people in the customer service arena who don't want to take ownership of the problem. When you own the problem, you'll handle it far better than if you don't want anything to do with it.

And don't forget – never take those barbs from the customer personally. They're not attacking YOU. They're attacking the problem. You're just the lightning rod, not the target. So own the customer you're working with – on the phone or in person! Take ownership! Be proud!

Balance – This is the fine line between "the customer is always right" and knowing what to do about the problem. At Telephone Doctor, we don't believe the customer necessarily is always right. We do, however, know customers always think they're right. And that is the perception we need to deal with at the time.

Many times the customer is in error – had the wrong date, the wrong receipt, the wrong information or whatever. And yet, they're hell bent on proving that they are right. So you see, they think they're right. We often know they are not. And that's the secret key – not letting on that we know they're wrong.

It's the balance in the key ring of success. Balance is the art of creating a "win-win" situation. Once you have the key of balance, you'll be able to handle situations to make everyone happy.

Adaptability – Most of us learn at a very early age that everything doesn't happen the way we want it to all the time. So often we need to adapt to a certain situation. Learning how to adapt to all these situations can make you a top customer service individual. It's related to your attitude. Why do some folks adapt very easily and some are not able to adapt at all? It's mainly because of attitude. It shapes how they handle a situation and react to it.

How'd you do? If you have some of these "secret" ingredients of customer service, you're well on your way to success. And even if you're missing one or two, here's your opportunity to learn more about them.

Good luck to you! And may your service mentality be with you today and always.

Nancy Friedman, is president of TelephoneDoctor, an international customer service training company. For information contact the FrogPond at 800.704.FROG(3764) or email: susie@FrogPond.com.

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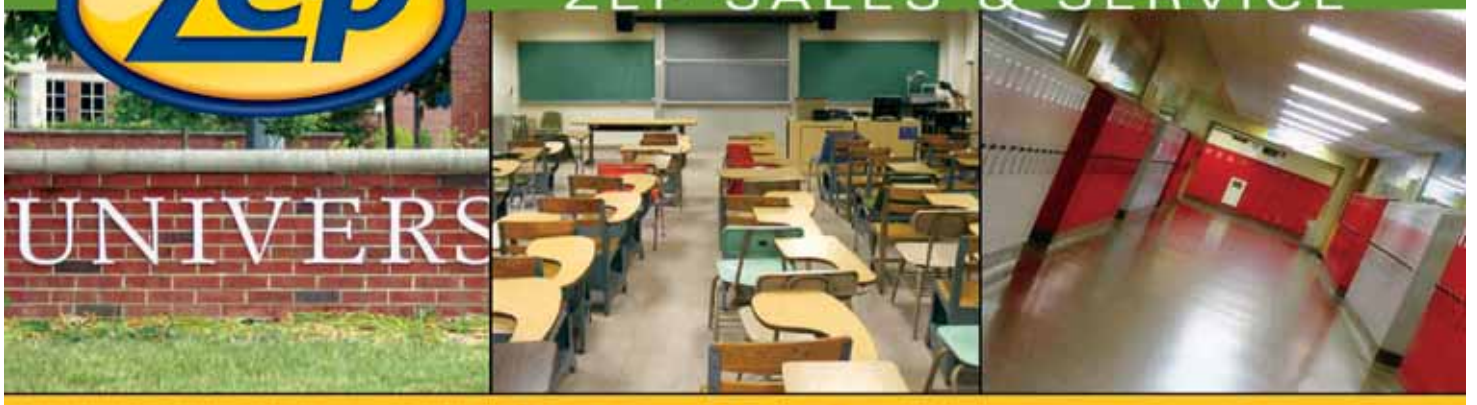

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