

Membership Matters

K-12 Conversations: No Smoking, No Drugs, No Alcohol

by Randel Edwards

APPA's membership represents approximately 1,500 institutions in 21 countries. Among this large and diverse membership are more than 80 K-12 organizations. Several APPA members that currently work in K-12 settings agreed to share their thoughts and comments related to K-12, the facilities management profession, and APPA. Their remarks offer us an interesting window into the K-12 educational facilities community.

Randel Edwards: How did you become involved in facilities management?

Welch: Through municipal government positions where I was the director of parks and recreation and maintained numerous buildings and grounds. Also, as a grounds specialist I maintained roads, parking lots, and parking garages as well as turf. It was through these early positions that I found project management and discovered my love of building things.

Randel Edwards is APPA's director of member services and can be reached at randel@appa.org.

Patrick B. Andriuk (Episcopal High School, pba@episcopalhighschool.org); **Anita Bailey** (Phillips Exeter Academy, abailey@exeter.edu); **Fred Errigo** (Darlington School, ferrigo@darlingtonschool.org); **C.R. Lyons** (Arlington County [VA] Schools, crlions@arlington.k12.va.us); and **Paula Welch** (Choate Rosemary Hall, pwelch@choate.edu).



Patrick B. Andriuk



Anita Bailey



Fred Errigo



C.R. Lyons



Paula Welch

Errigo: While working with the Department of Defense 25 years ago, I made the transition from the trades (A/C & refrigeration) to a management analyst position in the facilities department. I was promoted to office space manager, later to data center site manager, and finally to facility director.

Bailey: After being a part-time art teacher in the public school system for a period of time, I decided to pursue something full time that would be related to my art background. I took evening drafting, design, and construction classes. Eventually I applied for a facilities management position as a draftsman and architectural designer.

Lyons: I always had my heart set on becoming an industrial education teacher. Once I graduated and started teaching, I quickly became aware it was expected that I would manage and supervise the "all teacher" summer work crew. Floor replacement, roofing, and shelf construction quickly ate away at my summer vacation. From that very early experience, I never turned back. I taught high school and worked summers for several years prior to making the total change to administration and district wide facilities management.

Andriuk: While earning my bachelors degree, I did a one-year work study program with the General Services Administration (GSA) in Norfolk, Virginia. That was my first exposure to facilities management. After graduating college, I accepted a three-year presidential training program with GSA in the National Capital Region, Washington, D.C. This was a very comprehensive commercial facilities management internship program where I earned a professional designation as a real property administrator

(RPA) with BOMA and had an opportunity to work at some very interesting and high profile government facilities and projects, including the White House, Pentagon, Union Station, and Old Post Office Pavilion.

RE: *When did you start working in a K-12 setting?*

Errigo: I was recruited for K-12 in 1994 while managing bank buildings and real estate in downtown Philadelphia, Pennsylvania.

Bailey: Aside from my K-12 teaching experience, I first started at the same place I currently work, in the facilities management department at Phillips Exeter Academy, a private secondary boarding school, in 1985.

Andriuk: I left the government and worked in private sector facilities management (Class A Mixed-Use Space) for a few years before joining Episcopal High School, where I have worked for the past 14 years. Episcopal High School is very similar to a small college campus, with over 130 urban acres and over 60 buildings.

Lyons: I began my teaching career in the late 1960s and moved into the management of facilities with the acceptance of the position of assistant superintendent overseeing several areas, one of which was facilities administration.

Welch: After working in a university setting for ten years I decided to move to Choate Rosemary Hall in 2000 as director of facility services.

RE: *What do you think is important for our readers to understand about K-12 organizations and the facilities management practiced there?*

Welch: In the private boarding school sector, there are many similarities in management practices.

Bailey: Every school, consisting of one building or many, requires people who can maintain and plan for the future of that school. We all face similar challenges in our everyday work,

One really important thing: it is difficult, if not impossible, to be successful in K-12 facilities unless you are involved in the school community.

whether we divide those challenges up among a large facilities staff, or have a handful of people wearing multiple hats attending to those needs.

Errigo: One really important thing: it is difficult, if not impossible, to be successful in K-12 facilities unless you are involved in the school community. There must be a constant flow of communication between the customers (faculty, staff, students, and administrators) and the facilities department. Much of the communication can be done through the official channels; however, to get the real pulse, one must get out of the office and talk with the teachers, students, and staff. We went through a management style a few years ago called “management by walking around.” It’s still a very successful technique in K-12.

Lyons: The day in and day out of basic facilities management at the K-12 level is totally the same as any other educational facility. Having made the travels of K-12, community college, university, private university, and back to K-12, I believe I can honestly say that facilities management at the K-12 level is the most difficult and at the same time most rewarding. The parent /student/political factor, plus the multiple locations, definitely adds to the every day facility management challenges.

RE: *What are some of the similarities between K-12 organizations and colleges and universities?*

Lyons: A chiller plant is a chiller plant. Housekeeping services are

housekeeping services. Trades services are trades services and good facilities management is essential to all educational environments.

Andriuk: We all share the same mission—to provide safe, healthy, and inspiring environments for education. We serve our customers well—students, faculty, and staff, etc. We reach out and contribute to our communities. We try to be good stewards of our environment (recycling programs, open space, etc.). We provide jobs (both in-house and contract) and so many other things.

Bailey: Just as there are many different types of colleges and universities, there too are many types of schools that fall into the K-12 category. Phillips Exeter Academy, as a private boarding school for high school students, consists of a campus with many similarities to a small college campus. Our facilities management department consists of over 120 employees, which includes safety-security, operations, as well as planning, design, and construction. Our diverse student population represents 46 states and 25 foreign countries. Speaking more generically, K-12 schools still must face issues surrounding aging buildings, technology, utility infrastructure, regulatory compliance, parking, managing people, and budget. There are probably more similarities than there are differences.

Errigo: Except for size, I see few differences. My present organization has only two campuses, 49 buildings on 500 acres and, of the 1000 students, only 200 are boarding. However, we all search for the most economical and efficient ways of operating our facilities. We all have a short duration where we scramble to get as much retrofit as time will allow. Some of us have more deferred maintenance than others, but I am sure we all pitch to our boards to finance our capital budgets. We all parallel our facility mission with that of our institution’s. And we all are the first to feel the

Within the K-12 system, a facilities department must support preschool students and the advanced educational offerings at the high school levels.

budget crunches when student numbers come up short. Also, as everywhere, it is very difficult to please all! Hot and cold calls outweigh others—sound familiar?

RE: *How is your K-12 organization different from the regular institutional membership (colleges and universities)?*

Welch: Our students are obviously much younger, therefore they require 24/7 supervision by faculty. The faculty here is housed in the dorms with the students and is major clients of facilities. With this closer supervision, there is less resulting damage to the dorms on an annual basis.

Bailey: Here on our campus, 80 percent or more of our students are boarding students and are not allowed to have cars on campus, so our parking issues differ from those on a large college campus (although ask anyone here, and they would still tell you that we have parking issues). The policy of no cigarettes, alcohol, or drugs is strictly enforced. High school aged students require a higher level of adult involvement and supervision in their lives. The flip side to that is they have fewer freedoms. For example, they have curfews, and must sign in and out when leaving from and returning to campus. They are easier on the facilities than their older counterparts at the college level. They don't have fraternities or sororities, and class attendance and participation is mandatory.

Lyons: All systems have students, parents, teachers, administrators, and support staff. Where they differ the most is within the areas of politics and facilities inventory. At the K-12 level parents play a daily role within the school and through participation in PTA and other school-based organizations. Within the K-12 system, a

facilities department must support preschool students and the advanced educational offerings at the high school levels. Many systems offer advanced career educational opportunities at stand alone vocational education centers and many times the technology equals university offerings. Radio and television studios, advanced machine shops, and computer labs are very much in today's K-12 facilities. In addition, a difference is that we must provide the service at all of our 40 sites equally every day. We do not have one or two central plants. We do have one or two plants at each of our 40 sites. We basically have one of every type and make of every piece of mechanical equipment ever made. The versatility of the technicians must be considered when employment opportunities are available. The size of the workforce is larger and mobility becomes a factor. Supervision becomes a challenge as the travel distances and mechanical systems differences change from site to site. Often several power suppliers provide service that complicates energy management, utility tracking, and service during time of need.

RE: *What is the most rewarding aspect of your work?*

Welch: Meeting and exceeding the expectations of our customers.

Andriuk: I would have to say that working with such a diverse group of people is the most rewarding, and often the most demanding, aspect of my work. I also enjoy seeing the finished product. It's very rewarding when you can work on a project from the inception of an idea and see it through to the physical completion. That's an accomplishment!

Bailey: For me personally, it's being involved with a school that is over 200

years old, with a rich history, beautiful buildings (some dating back to the 1700s, and landscaping that elicits positive reactions from visitors. I have taken an interest in the history of the campus and the town. It helps me view the decisions that impact our buildings and campus with more reverence.

Errigo: Facilities management is a rewarding job anyway. The focus always changes; you are never bored and always challenged. You can be working on the strategic plan one day and the next coordinating the centennial celebration for your institution.

Lyons: I can honestly say that daily visits to the early grades will always put a smile on anyone's face. Most of all, being a valuable team member respected for your contributions to the overall process is priceless.

RE: *How did you become a member of APPA and did anything prompt you to join?*

Andriuk: I was an active member of BOMA and IFMA, but was searching for an organization more attuned to institutional campus environments and related issues.

Bailey: In 1987, Don Briselden, an enthusiastic supporter of APPA at all levels, became the facilities director at my school. He encouraged me to attend one of our chapter meetings that same year, and continued to encourage me to get involved at all levels of the organization. I immediately met great people who were dealing with many of the same facilities issues that we were. It became a way to network with people who share common interests.

Welch: The university was a member of APPA and I joined at the encouragement of other local university members. I quickly became active

in the local chapter and eventually became a board member.

Lyons: I was directed to APPA by my first K-12 superintendent who strongly believed in open communication with peers and continual education by experience.

Errigo: It didn't take long to realize that APPA was the preeminent organization dealing with the school campus environment. I attended a GAPPA conference and discovered how much I had in common with the other attendees. I always thought facilities were facilities no matter where your concentration was, but making the transition from the business world and experiencing the uniqueness of campus-based education was, at times, humbling. The APPA organization helped make this transition seamless.

RE: *From your perspective as a K-12 organization, how do you benefit from APPA membership?*

Andriuk: I would have to say that the overused term "networking" would be appropriate. I have developed many wonderful relationships—both personal and professional—over the years through my association with APPA. Also, the various publications, the APPAinfo listserv, and other available resources have been invaluable.

Lyons: My participation in APPA has provided a continual education with endless opportunities to address my strengths and my weaknesses. It continues to be there throughout the travels of my career. I have experienced facilities management at all levels of the educational ladder. My APPA membership has provided stability, understanding, and professional growth at all levels of my journey.

Welch: The frequent update of professional literature, *Facilities Manager* magazine, and training for my staff at the management and supervisory levels.

Bailey: I have been able to gain information and insight from others on

issues that have been on our plates as well. In addition, what I have learned through educational conferences, the Institute, and the Leadership Academy is information that helps me to better contribute at my school.

Errigo: Without organizations such as APPA, we as physical plant managers would be on an island shut off from the rest of the world. We might "evolve" to be very efficient, but

chances are better that we would be barely adequate to our organizations. Very few of us survive in our positions by being mediocre. Facilities management is an ever-dynamic field. Technology evolves constantly. The 80,000-square-foot data center I managed 20 years ago can be contained in a desktop computer today.



Rental Solutions

What would be lost if a building's HVAC or Power system were to break down for a lengthy period? Tenants, revenue, or even life! These systems are such an integral part of our everyday life that even temporary shutdowns are unacceptable. The solution - **Carrier Rental Systems.**

Typical Applications

- Supplemental Tower Water
- Supplemental Heating
- Supplemental Steam
- Temp. HVAC Systems
- Backup HVAC Systems
- Comfort Cooling
- Clean Room Humidity Control
- Water Damage Drying
- Emergency Power
- Construction Site Humidity and Ventilation Control

For additional information and equipment specifications, check our web site www.hvacportablesystems.com or call 800-586-9020 today and find out why we are "The Ones to Call!"

800-586-9020
www.hvacportablesystems.com

Carrier
Rental Systems
New Needs. Same Great Solutions.

A Subsidiary of Carrier Corporation. Formerly doing business as HVAC Portable Systems.

RE: What are the pressing challenges on your campus or within your organization today?

Andriuk: Tackling our deferred maintenance is still a major challenge, especially for a campus with some buildings dating back to the late 1700s. Maintaining appropriate staffing levels is another pressing challenge, as well as outsourcing.

Lyons: Being located near Washington, D.C. and its quickly expanding need for skilled trades presents a tremendous hiring challenge due to the shortage of highly skilled technicians.

Welch: Funding the deferred maintenance backlog of capital projects, funding financial aid at appropriate levels, and the need for new dormitories.

Errigo: Our most pressing challenge at this time is keeping our talented staff. With limited operating budgets,

I have met some warm and welcoming people by becoming more involved. That does not happen as easily if you only come as a spectator to learn and take away. It's best if you come to share and give back.

we are not able to retain the most experienced personnel. We have become a training center for local industry. Armed with a market salary survey and benchmark data, we will approach the board with the same passion as our deferred maintenance issues of years past.

Bailey: Ensuring compliance with the growing number of regulatory issues; getting our hands around all the information that flows through facilities,

from post-project information to our facilities assets. Much of it is in digital format, which we need to be able to continue to access it as technology evolves; being able to maintain increasingly complex building systems, focal landscaping areas, etc. without increasing staff or operating budgets; maintaining the right level of communication amongst our facilities staff; the impact of the cost of fuel; and of course, keeping our faculty happy.

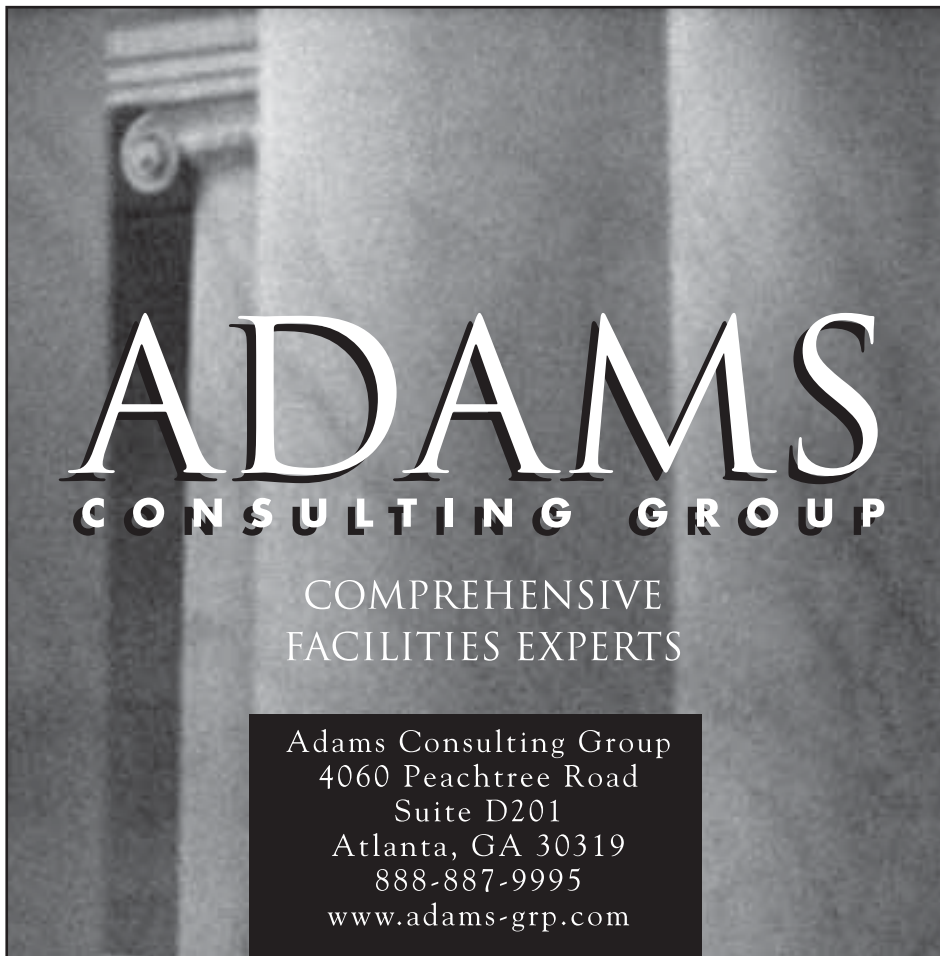
RE: When you look back on your involvement in APPA, what do you remember?

Lyons: APPA has provided many memorable moments throughout my career. During my early years, APPA was there to teach, guide, mentor, and help set higher goals for achievement. The mid and later years have allowed me to become involved at the regional and national level through participation with the Information and Research Committee, the K-12 Task Force, and various discussion groups. Most of all I remember my first visit to an annual conference and instantly becoming a part of this organization that continues to provide support and knowledge regardless of my needs.

Welch: Serving on my local chapter as a board member then as president as well as attending the Leadership Academy, which is an excellent program offered by APPA.

Bailey: I have met some warm and welcoming people by becoming more involved. That does not happen as easily if you only come as a spectator to learn and take away. It's best if you come to share and give back.

Errigo: I see an ever-evolving field and organization. We are probably one of the most professional organizations now. There are master programs now dedicated to our profession. APPA has been instrumental in



ADAMS
CONSULTING GROUP

COMPREHENSIVE
FACILITIES EXPERTS

Adams Consulting Group
4060 Peachtree Road
Suite D201
Atlanta, GA 30319
888-887-9995
www.adams-grp.com

Continued on page 20

Continued from page 18

moving the profession in a positive direction.

Andriuk: The people. Enough said.

RE: Looking ahead, what are your thoughts regarding facilities management in the K-12 setting?

Bailey: We must always remember the value of our workforce and try to provide as positive a work environment as we can. That can come from treating each other with respect, providing the tools and training needed to be better workers, being open to sharing information, and listening to what our colleagues have to say. Everyone knows a piece of the whole, but no individual has all of the

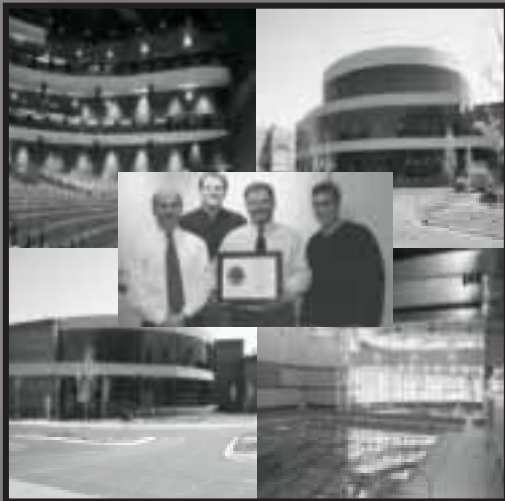
answers. We will be challenged with retaining a productive staff from a younger workforce that feels fewer ties to long-term employment than their predecessors. We need to give people a reason to feel good about coming to work every day.

Errigo: APPA should recognize the K-12 setting for what it is: education! There are a lot of dynamic managers in K-12 and opening up the membership would bring innovative ideas and help raise the bar in the organization.

Lyons: Management at this level is definitely as complex and technical as in any other level of management. The significant difference is the parent/student/political factor. Facilities management interaction at the K-12 level is scarce and seems to not be available in many states. Looking ahead, I would like to believe organizations like APPA will embrace the K-12 facilities personnel as equal working partners. It truly is a win for all. I have always believed facilities management is facilities management and good facilities management takes place at all levels of education.

Andriuk: Facilities management will always play a significant role in any setting. Facilities are the centerpiece in which nearly everything takes place. To have a great school, you need good facilities. I believe facilities management will continue to evolve to provide the best service possible to the customers as efficiently as possible. I think that larger institutions will want to decentralize their facilities management or find other ways to benefit the customer, even if it means paying a little more. Excellent service and stewardship costs more initially, but it clearly provides the best return on investment in the long run. 🏛️

Your Partner in Engineering the Right Building Environment...for learning



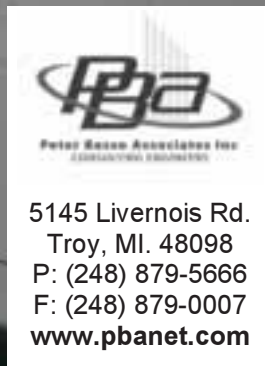
2004 ASHRAE Award Winner
Allegran H.S. Auditorium & Natatorium
(Project Team: Eric Deska, Caz Zalewski,
Wayne Kerbelis, Dan Englehart)

Key Stats:

23,700 Sq. Ft. Natatorium Addition
-competition and leisure pools
-shower and locker rooms, and support areas
30,000 Sq. Ft. Theater Addition
-75 foot high fly loft and theater support areas
-1,200 seats
-Two balconies

Allegran Public Schools Assistant Superintendent Kevin Harness was the school district coordinator of the 2000 bond issue project, which totaled \$21 million and included the construction of a Performing Arts Center and an Aquatic Center. "We have been very pleased with the engineering of this project," stated Harness. "Peter Basso Associates provided us with quality HVAC and electrical engineering services. They maintained high standards of efficiency and reliability throughout the project. I was particularly impressed with their close communication with school district personnel to ensure we received the HVAC system we wanted and expected." "It was a challenging and rewarding project to work on," added Kerbelis, whose design team garnered first place Chapter and Regional awards.

Engineering features of the Allegran High School Auditorium and Natatorium project include a low velocity under floor air distribution system in the 30,000 square foot theater, providing excellent occupant comfort and a superior acoustical environment; carbon dioxide sensors located in the return ductwork in the lobby track occupancy levels and reset outside air to provide proper ventilation rates; a fabric ductwork system, designed to withstand the highly corrosive environment of the pool, provided a first cost savings of 30% over fiberglass or galvanized ductwork and required less structural steel for system support.



5145 Livernois Rd.
Troy, MI. 48098
P: (248) 879-5666
F: (248) 879-0007
www.pbnet.com

Mechanical Electrical Energy Management Commissioning Communication Technology