

***Long Lake Public School
Public Meeting #4
Presentation by: John Hamalainen***



Introduction

- My name is John Hamalainen. I have lived in the Long Lake area since 1981 and have two children; Kaitlyn who is a grade 5 student at Long Lake Public School, and Lucas, who is registered in JK for this September.

Background Information

- Back in the 80's the Long Lake area was a fairly quiet neighborhood as there were many seasonal residences mixed in with permanent ones. That has all changed.
- A large number of seasonal residences have been converted to permanent homes and people are building homes in areas one never imagined. The proximity to the city core makes this an attractive area to live in as you are close to the city, yet surrounded by green space and nature.
- Each year more and more development is taking place and will continue to do so as a result of many people opting for a quieter, simpler lifestyle in a green setting.

Background Information (cont'd)

- The new SmartCentre on Long Lake Road has and will continue to create hundreds of new jobs and some of those employees will most certainly want to live close to where they work. It only stands to reason that increased enrollment figures will result from this.
- The development numbers are also supported by statistics from the Sudbury Health Unit which shows a steady number of permits taken out each year for new septic systems in the catchment area for Long Lake Public School, presented here on the next slide.

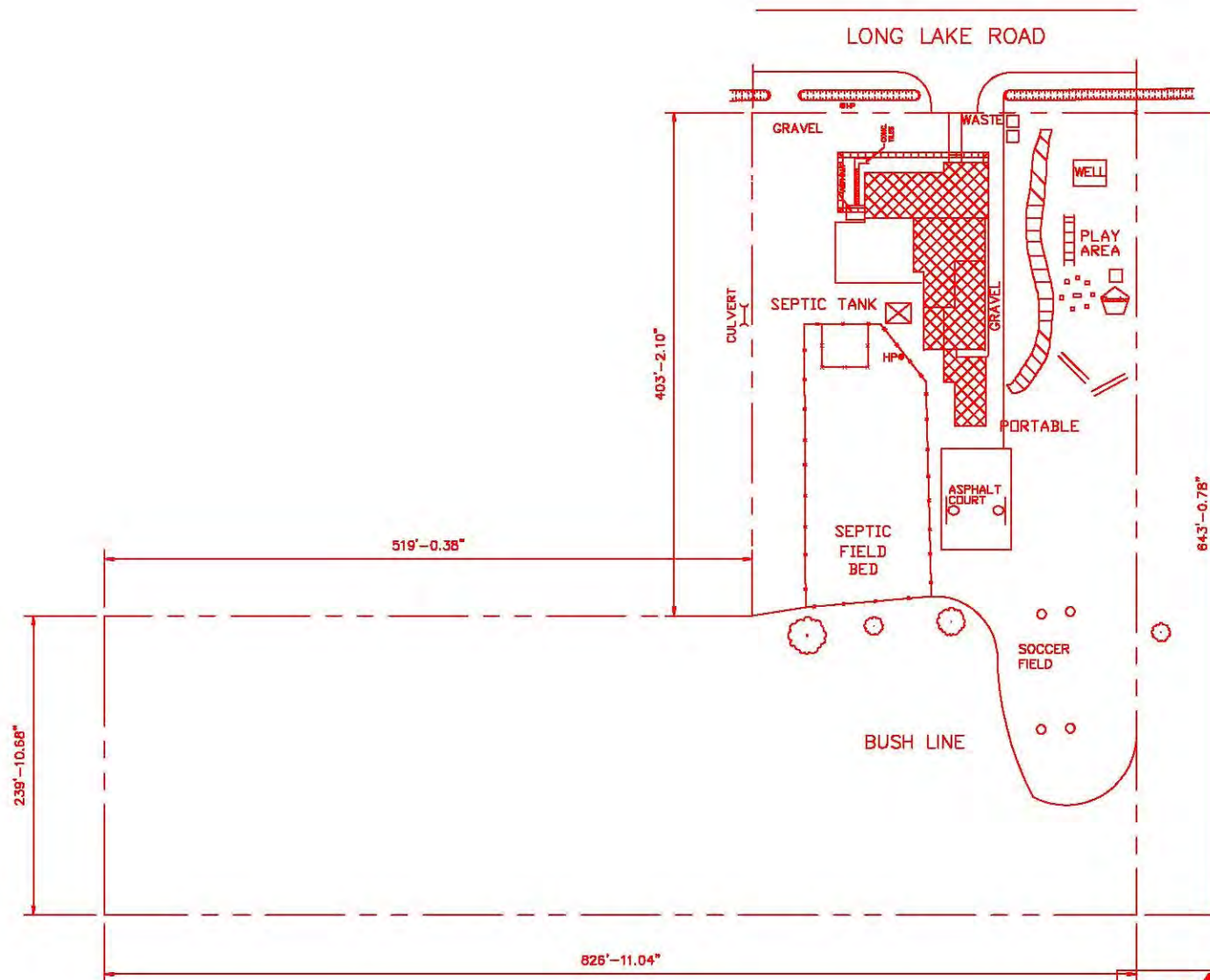
Background Information (cont'd)

Township	Sewage System Permits				
	2005	2006	2007	2008	2009
Broder	33	29	28	32	29
Bevin	0	0	0	0	0
Caen	0	0	0	0	0
Cleland	7	5	7	3	4
Dill	9	8	13	10	10
Eden (CGS portion)	4	3	4	2	1
Eden (unorganized portion)	1	0	2	0	2
Halifax	0	0	0	0	0
Tilton (CGS portion)	3	1	1	0	2
Tilton (unorganized portion)	0	0	0	0	0
Secord	2	1	1	3	5
Waters	14	10	14	11	11

These numbers may not all be for new constructions.

Surplus Space

- The present surplus space is not that significant, one classroom which could easily be repurposed for such uses as an Outdoor Education Resource Centre of Excellence that could be used by all 4 School Boards. Long Lake has an abundance of land to develop such a centre, see attached site plan.
- Another suggestion put forth by one of the teachers is to add a “one of a kind” grades 7 & 8 program. Not only would this address enrolment and surplus space concerns at Long Lake, it would also free up capacity at Long Lake’s sister school – Algonquin, which is experiencing a lot of growth in the area. I bounced this idea off my daughter and she said she would definitely attend 7 & 8 at Long Lake if it were offered.



Rainbow
District School Board

LONG LAKE P.S.
Sudbury, Ontario

Scale	Drawn by J.P.S.	Date JAN/2010
-	Chd. By A.D.S.	
	Dep. No. 102-Physical	Rev. 1

Green Energy

- The flat roof and sun exposure make it attractive to install photovoltaic panels on the roof and sell this power back to the utility at a profit.
- Solar hot water panels could also be considered for heating the school and providing hot water.
- These ideas align themselves well with the Rainbow District School Board's mandate to reduce their carbon footprint and operating costs.
- Significant financial incentives are also available for renewable energy projects.

Enrolment Figures

- Rainbow District School Board has indicated enrolment figures are declining, however according to statistics put out by Watson's & Associates Economists Ltd., and published in the Sudbury Star on May 15th, 2010, Rainbow's numbers for elementary schools have increased from 7,874 students in 2002/03 to 7,889 students in 2006/07, and for secondary schools increased from 4,420 to 5,008.
- What this tells me is that Rainbow's market share has increased, which is helping to make up for the decrease in school aged children.

Enrolment in Greater Sudbury area

Secondary	2002/03	2006/07
Sudbury Catholic DSB	2,124 (25.8)	2,040 (24.1%)
Rainbow DSB	4,420 (53.8%)	5,008 (59.2%)
Conseil scolaire de district du Grand Nord de l'Ontario	450 (5.5%)	371 (4.4%)
Conseil scolaire de district catholique du Nouvel-Ontario	1,224 (14.9%)	1,046 (12.4%)
Private schools	0 (0%)	0 (0%)
Total	8,217 (100%)	8,465 (100%)

Source: Watson & Associates Economists Ltd.

Enrolment in Greater Sudbury area

Elementary	2002/03	2006/07
Sudbury Catholic DSB	4,828 (32.1%)	4,397 (30.6%)
Rainbow DSB	7,874 (52.3%)	7,889 (54.8%)
Conseil scolaire de district du Grand Nord de l'Ontario	766 (5.1%)	722 (5%)
Conseil scolaire de district catholique du Nouvel-Ontario	1,544 (10.3%)	1,382 (9.6%)
Private schools	43 (0.3%)	N/A
Total	15,055 (100%)	14,389 (100%)

Source: Watson & Associates Economists Ltd.

Capital Repair Numbers

- At Public Meeting #1, capital repair numbers were presented totaling \$1.7 Million. That number is not realistic, it's what I call a "if you won the lottery" number.
- Back in 2003 the Ministry of Education launched a school renewal initiative consisting of a school condition assessment survey aimed at identifying items in need of repair, details on this program are presented in the following slides.
- The intent of the program was to come up with a long term strategy for providing facility renewal funding.

Capital Repair Numbers (cont'd)

- A consultant was hired to undertake this assignment which included approximately 5,000 schools. Auditors with computers strapped to them visited each school and conducted a school condition assessment audit and inputted this information in to the computer. This information was then downloaded into a central database.
- The thrust of this program was facility renewal – not facility closure.
- The point I am trying to make is, if someone comes and asks you for a list of everything that is wrong with your house, that will generate a much different response than if you are asked what do you really need to fix the house.

School Renewal Initiative

School Condition Surveys - Frequently Asked Questions

The Ministry of Education, in recognition of the need to keep our existing schools in a good state of repair, has established a School Renewal Initiative. As a first step in this initiative, the Ministry has contracted to have a School Condition Survey performed on all publicly funded, operating, elementary and secondary schools in the province. This survey will give the Ministry accurate and consistent information on the current state of schools, and establish the extent of the problem of deferred renewal and renovation. It will also enable the development of strategy to address the funding of school renewal over the long term.

This work is being made possible at this time following an announcement in the 2002 Provincial Budget allocating \$17 million towards a School Renewal Initiative, to assist boards to deal effectively with their renewal and renovation needs.

As the name implies, this initiative is aimed at establishing the renewal and renovation schedule for major building components of each school. Day-to-day operational maintenance is not the concern of this investigation.

What are School Condition Surveys?

School Condition Surveys are on-site school inspections being undertaken on behalf of the Ministry of Education. They will provide the Ministry with an overall report on the physical condition of all operating, publicly funded elementary and secondary schools across the province. An initial Asset Review Tool(ART) is being completed by boards for each school being surveyed. The survey will verify the information in the ART.

Why is this being done at this time?

This need has been identified by boards and the Ministry, and is being addressed at this time in response to the 2002 Provincial Budget announcement, in which the government allocated \$17 million funding for this purpose.

Why is it needed?

It is required in order to quantify accurately the amount of work needed in renewal and renovation to bring all schools in the province to a good state of repair.

What is the benefit to my board in participating in these surveys?

These surveys will form an evaluation of the condition of each publicly funded school in the province. In addition, each district school board and district school area board in Ontario will be provided with the RECAPP asset management software package to manage their

on-going building renewal program in an effective and accurate manner, to make optimum use of the Grants for School Renewal.

Who will do the surveys?

The Ministry has contracted with Physical Planning Technologies Inc. (PPTI) to complete this project across the province. PPTI has engaged building professionals to inspect all school buildings and sites.

What purpose will these surveys serve?

Each school surveyed will generate a report identifying and costing possible building system deficiencies, particularly those needing attention in the next five years.

When will these surveys be done?

They are being done in two phases:

The first phase has started and involves the survey of schools identified by each board as having the most pressing needs for renovation. This phase will be completed by mid-January 2003.

The second phase will begin in January 2003 to inspect all of the board's remaining operational schools. It's expected that all school surveys will be completed by December 2003.

Can changes be made to the school visit schedule?

A schedule will be established by early January, and each board contact will be informed when the schools in a particular area are to be inspected. Since the site assessors will be looking at all the schools of all coterminous boards in any given area close adherence to the schedule is critical. Therefore, any alteration to the schedule must be requested from PPTI well in advance of the proposed date, and only for serious circumstances.

Conversely, if PPTI is forced to change the schedule, advance notice will be given to both the school and board contact persons, at the earliest possible juncture. Should no request for change be desired, all individual surveys will be confirmed no less than a week before the scheduled date. There are approximately 5,000 school buildings to be surveyed in Ontario and changes to the schedule will generally extend the overall time lines of the project.

How are the surveys to be done?

The survey will be done by a team of professional site assessors. The visit to the school will be scheduled with the board contact who will inform the designated school contact person. The survey team will introduce themselves at the main office at the scheduled time to meet and interview the school contact. The purpose of the interview is to verify Asset

Review Tool (ART) file information and record any additional comments the school contact may have. Then, the team will tour the building to verify and look for items in the building that may need to be added to any list of deficiencies in the building. These will be input into a report utilizing the RECAPP software.

Will I be trained in the use of this software?

There will be comprehensive user training provided for each school board. PPTI will be contacting school board primary contacts in January 2003 with more details. For those boards not currently using RECAPP software, Ministry and PPTI staff will be visiting selected centres across Ontario to familiarize boards with its utilization.

How long will the survey take?

It is expected that the interview of the school contact will take from 30 to 45 minutes. The tour of the building, depending on its size and complexity, will take a further 2 to 5 hours. The school contact will be required to accompany the inspection team during this tour.

Who will represent the board at these surveys?

The custodian, and the board's primary contact, or a designate, will represent the board. Someone with a detailed knowledge of the school is a valuable addition to this process, but teaching staff or the principal need not be involved.

What type of building deficiencies do I need to bring to the attention of the inspectors?

This survey is intended to identify major building components that are in need of renewal, repair or replacement. The site assessors will have with them a listing of the building components and will ask you to assist in verifying the age and condition of these components. Day-to-day maintenance is not the focus of this investigation.

What are examples of major building components?

Some examples of the major components are heating/ventilation systems, roofing, flooring, plumbing, and electrical systems.

The following is a sample of the type of questions the site assessors will ask during the interview process

1. Have there been any problems with the roof?
2. Have there been any problems with the heating/ventilation system?
3. Have there been any problems with the plumbing?
4. Have there been any problems with electrical systems?

5. Records show that the total area of this school is XXXX sq.metres/ that the school has had X additions/ that the construction year(s) for this school is/are XXXX. Is this correct to your knowledge?

You will be asked to elaborate on any problems that are identified, in order that the best possible overview of the school's needs can be established.

Will wheel-chair accessibility be examined as part of this survey?

The question of wheel-chair accessibility will have been determined in the Asset Review process (ART). The site assessors will not be verifying this in their site survey.

Some rooms in this school are undersized for their purpose. Will this be addressed in this exercise?

Assessors will note the size of specialized spaces in the schools inspected. The attached tables (1 & 2) give size ranges for these spaces in secondary and elementary schools respectively.

Where will this information be kept and will I have access?

PPTI has a database established for this information. The database is called RECAPP. It is planned that the board staff will have access to this database. More information about the RECAPP can be found at www.recapp.com

What will the survey cost?

The survey is part of a project initiated by the Ministry of Education and is funded by the province and contracted to PPTI.

For further information or to express any concerns you may have, please contact:

Steven Mitchell, Ministry of Education, 416-325-2015,

e-mail: steven.mitchell@edu.gov.on.ca

or Don Gilroy, Ministry of Education, 416-325-2018, e-mail: donal.gilroy@edu.gov.on.ca

Capital Repair Numbers (cont'd)

- Looking at the attached list will help make better sense of this. The one number in particular that stands out is “Land” for a cost of about \$500,000. Other than a few minor items, there is nothing wrong with the land at Long Lake Public School – in fact the land is one of the biggest assets the school has.
- Sure – if the Ministry of Education was handing out money for land we would gladly accept \$500,000 and find a way to spend it, but it’s not a priority whatsoever.
- Same goes for millwork \$184,000, what’s wrong with the millwork that’s there, works just fine. As for ventilation, \$169,000, as one teacher stated to me, the existing operable windows and exhaust fans work well, but again, if the Ministry was handing out money for a new ventilation system, we would take one.

RAINBOW DISTRICT SCHOOL BOARD
CUMULATIVE CAPITAL PROJECTS 2009 - 2010
LONG LAKE PUBLIC SCHOOL

COMPONENT	DESCRIPTION	COST
EXTERIOR ARCHITECTURAL	Exterior Walls	\$250,000
	Roofing	\$73,993
	Windows	\$86,414
	Exterior Doors	\$14,997
	TOTAL	\$425,404
INTERIOR ARCHITECTURAL	Interior Doors	\$41,172
	Flooring	\$4,320
	Millwork	\$184,013
	Ceilings	\$29,156
	Painting	\$6,707
	TOTAL	\$265,368
ELECTRICAL	Secondary Switchgear	\$54,600
	Controls	\$6,607
	Interior Lighting	\$15,348
	TOTAL	\$76,555
MECHANICAL	Heating Piping System / Terminal Units	\$39,640
	Plumbing Piping System & Fixtures	\$78,565
	Ventilation	\$10,920
	Water Treatment Systems	\$13,213
	Domestic Water Heaters	\$13,213
	TOTAL	\$155,551
LAND	Roadway	\$31,183
	Parking Lot	\$39,640
	Site Improvement	\$206,278
	Sports Fields & Recreational Spaces	\$171,339
	Soft Landscaping	\$45,353
	TOTAL	\$493,793
HANDICAP ACCESSIBILITY	Barrier Free Washroom	\$4,000
	Automatic Door Devices	\$6,000
	TOTAL	\$10,000
ENVIRONMENTAL	Environmental Study and Repairs	\$78,000
	Ventilation In Classrooms	\$168,930
	TOTAL	\$246,930
GRAND TOTAL		\$1,673,601

2010/02/10 KJR

Capital Repair Numbers (cont'd)

- Finally, the \$1.7 Million number from Rainbow District School Board is much different than the 2003 Ministry of Education number for \$440,000, even when you take inflation into account. (see attached)
- The point of all this is – YES – Long Lake needs some repair dollars to maintain the school in a good state of repair, just as all of Rainbow's schools do, however, nowhere close to \$1.7 Million dollars.

Appendix B: High and Urgent Needs by School (revised February, 2006)

DSB	DSB Name	SFIS	Campus ID	Facility Name	Panel	City/Town	2004 OTG	% of Renewal Needs Attributed to Facility	Total 2003 & 2004 Renewal Needs Attributed	Total 2003 & 2004 High & Urgent Renewal Needs Attributed
3	Rainbow DSB	759	5802	A B Ellis PS	E	Espanola	611.5	100.00%	\$1,391,500	\$465,850
3	Rainbow DSB	9619	10205	Adamsdale P.S.	E	Sudbury	281	100.00%	\$598,950	\$423,500
3	Rainbow DSB	42	5324	Alexander PS	E	Sudbury	293.5	100.00%	\$1,179,750	\$713,900
3	Rainbow DSB	5982	8516	Algonquin Rd PS (Algonquin Rd)	E	Sudbury	268.5	100.00%	\$1,069,640	\$894,190
3	Rainbow DSB	10528	6176	Alternative Program Elementary School	E	Sudbury	21	19.35%	\$59,719	\$32,787
3	Rainbow DSB	105	5360	Assignack PS	E	Manitowaning	146	100.00%	\$163,350	\$127,050
3	Rainbow DSB	298	5480	C R Judd PS	E	Capreol	327	100.00%	\$889,350	\$175,450
3	Rainbow DSB	327	5502	Carl A Nesbitt PS	E	Sudbury	318.5	100.00%	\$694,540	\$266,200
3	Rainbow DSB	331	5505	Central Manitoulin PS	E	Mindenoya	323.5	100.00%	\$329,120	\$191,180
3	Rainbow DSB	422	5579	Charles C McLean PS	E	Gore Bay	366.5	100.00%	\$695,750	\$350,900
3	Rainbow DSB	433	5584	Chelmsford PS	E	Chelmsford	375	100.00%	\$804,650	\$302,500
3	Rainbow DSB	5853	5078	Chelmsford Valley District C.S.	S	Chelmsford	708	85.25%	\$3,130,673	\$474,501
3	Rainbow DSB	9829	5078	Chelmsford Valley District CS Elementary Program	E	Chelmsford	122.5	14.75%	\$541,677	\$82,099
3	Rainbow DSB	448	5589	Churchill PS	E	Sudbury	474.5	100.00%	\$1,573,000	\$496,100
3	Rainbow DSB	5234	8134	Confederation SS	S	Val Caron	954	100.00%	\$3,260,345	\$1,421,750
3	Rainbow DSB	504	5632	Copper Cliff PS	E	Copper Cliff	384.5	100.00%	\$1,258,400	\$871,200
3	Rainbow DSB	546	5657	Cyril Varney PS	E	Sudbury	354.5	100.00%	\$727,210	\$219,010
3	Rainbow DSB	5851	8467	Ernie Checkers P.S.	E	Sudbury	196	100.00%	\$405,350	\$175,450
3	Rainbow DSB	5357	5035	Espanola HS (Perpetual lease to DSB61)	S	Espanola	1122	87.59%	\$998,873	\$105,981
3	Rainbow DSB	1374	6176	Gatchell School - Developmentally Challenged	E	Sudbury	87.5	80.65%	\$248,831	\$136,613
3	Rainbow DSB	5983	8517	George Vanier P.S.	E	Lively	547.5	100.00%	\$1,845,250	\$989,780
3	Rainbow DSB	1196	8065	Jessie Hamilton PS	E	Lively	341.5	100.00%	\$771,375	\$321,255
3	Rainbow DSB	1335	6153	Lansdowne	E	Sudbury	416.5	100.00%	\$883,300	\$484,000
3	Rainbow DSB	608	5694	Larchwood PS	E	Dowling	196	100.00%	\$627,990	\$125,840
3	Rainbow DSB	5467	8271	Lasalle SS	S	Sudbury	1158	100.00%	\$4,422,550	\$2,795,100
3	Rainbow DSB	5483	8280	Levack PS (Form. DHS)	E	Levack	453	100.00%	\$1,737,560	\$598,950
3	Rainbow DSB	1373	6175	Little Current PS	E	Little Current	543.5	100.00%	\$332,145	\$196,020
3	Rainbow DSB	5492	8286	Lively DSS	S	Lively	873	100.00%	\$3,089,963	\$998,250
3	Rainbow DSB	5494	8287	Lockerby Comp S	S	Sudbury	1158	100.00%	\$3,004,430	\$1,337,050
3	Rainbow DSB	5833	8460	Lo-Ellen Park S.S.	S	Sudbury	786	100.00%	\$3,763,100	\$2,111,450
3	Rainbow DSB	9303	10117	Longlake P.S. (Longlake Road)	E	Sudbury	131.5	100.00%	\$441,650	\$181,500
3	Rainbow DSB	9622	3000	MacLeod Annex	E	Sudbury	240.5	100.00%	\$165,770	\$18,150
3	Rainbow DSB	1415	3000	MacLeod PS	E	Sudbury	355	100.00%	\$1,197,900	\$592,900
3	Rainbow DSB	5505	8293	Manitoulin SS	S	West Bay	744	100.00%	\$1,276,550	\$399,300
3	Rainbow DSB	996	5215	Markstay PS	E	Markstay	256.5	100.00%	\$654,610	\$173,030
3	Rainbow DSB	517	5640	Monetville PS	E	Monetville	147	100.00%	\$539,660	\$329,120
3	Rainbow DSB	9859	5204	Northeastern SS Elementary School Program	E	Garson	833	100.00%	\$2,432,100	\$1,028,500
3	Rainbow DSB	1011	5958	Pinecrest PS	E	Hanmer	245	100.00%	\$683,650	\$411,400
3	Rainbow DSB	1880	6510	Princess Anne PS	E	Sudbury	204.5	100.00%	\$689,700	\$314,600
3	Rainbow DSB	1920	6541	Queen Elizabeth II PS	E	Sudbury	208	100.00%	\$847,000	\$223,850
3	Rainbow DSB	1945	6555	R L Beattie PS	E	Sudbury	391	100.00%	\$707,850	\$459,800
3	Rainbow DSB	1964	6567	Redwood Acres PS	E	Hanmer	302.5	100.00%	\$429,550	\$163,350
3	Rainbow DSB	574	5675	Robert H Murray PS	E	Whitefish	183	100.00%	\$765,930	\$514,250
3	Rainbow DSB	2075	6637	S Geiger PS	E	Massey	281	100.00%	\$787,710	\$678,810
3	Rainbow DSB	5975	8512	Sudbury S.S.	S	Sudbury	1557	100.00%	\$6,955,080	\$3,663,880
3	Rainbow DSB	207	5427	Val Caron PS	E	Val Caron	147	100.00%	\$520,542	\$157,300
3	Rainbow DSB	2360	6812	Valley View PS	E	Val Caron	318.5	100.00%	\$1,573,000	\$629,200
3	Rainbow DSB	590	5685	Wanup PS	E	Sudbury	265	100.00%	\$562,650	\$114,950
3	Rainbow DSB	9623	10206	Warren P.S. (annex to Markstay PS)	E	Warren	97.5	100.00%	\$508,200	\$208,120



Carbon Footprint

- Many organizations have adopted a carbon policy aimed at reducing greenhouse gasses and I applaud the initiatives taken by the Board to reduce their carbon footprint.
- While it is true a new green school will reduce carbon emissions, that is only half of the story. The other half is the carbon created from the construction materials manufactured for the new school, plus the carbon created from any increased transportation.

Carbon Footprint (cont'd)

- One liter of diesel fuel produces 2.7 kg of CO₂, so just imagine how much more carbon will be produced if schools are closed and children are bussed to a new green school.
- Many organizations, who thought they were reducing their carbon footprint by constructing new green buildings actually ended up increasing their footprint for these reasons.

School Spirit

- School Spirit is something hard to describe and quantify. To me it's a feeling not easily put into words, but experienced every time you step foot into that school or are involved with extra curricular activities.
- You can build shiny new green schools, but one thing that you can't replace in a school like Long Lake is the School Spirit that emanates from within.
- Even though there are some shortcomings at Long Lake Public School, if it were put to a vote, I would predict the students and staff would vote to stay where they are rather than be transferred to a new green school.

Crown Jewel

- On several occasions, I have heard Board staff visiting the school refer to Long Lake Public School as one of the Board's "Crown Jewels".
- If this is true, should the focus not be on what we can do to keep the "Crown Jewel" in the collection versus getting rid of it?

Photographs

- Photographs taken around the school this past Sunday showing Long Lake Public School's outdoor features for the students and green areas.



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Conclusion

- Long Lake Public School has a lot going for it and will continue to be a viable school for reasons I have outlined this evening, and by many other presenters.
- I hope this presentation has been informative and will be considered in the decision making process for keeping Long Lake Public School open.

Thank you,

John Hamalainen