



Davisville Redevelopment Project - Update

August 2012

Dear Davisville/MTSD/Spectrum parents/guardians:

We would like to take this opportunity to provide you with an update on the status of the Davisville Redevelopment Project. In addition to the current status which you will find below, we are attaching a package of information that describes the current proposed master plan. This plan, in addition to the vision and design principles, was developed by school and community representatives through a Local School Community Design Team. Please note: the current proposed master plan has yet to be approved by the Board of Trustees – that is the next step. A detailed list of the next steps can be found on pg. 13, q.19.

The package also includes the vision and design principles, revised frequently asked questions, and a description of the memorandum of understanding.

Please feel free to contact Shona Farrelly (Principal, Davisville Junior Public School / Spectrum Alternative School) at shona.farrelly@tdsb.on.ca should you have any additional questions.

Regards,

A handwritten signature in black ink that reads "Sheila Penny".

Sheila Penny, TLC Chief Architect – TDSB Advisor

CURRENT STATUS

An open house for the Davisville Redevelopment Project was held on June 18, 2012 with very good attendance from the school community. TDSB staff discussed the redevelopment process, Local School Community Design Team (LSCDT) process, and introduced the preferred option that the LSCDT reached agreement on May 22, 2012.

We listened to the school community at the open house and what we heard was the following (as confirmed by Sarah Miller, Chair of the Davisville Junior Public School / MTSD School Council):

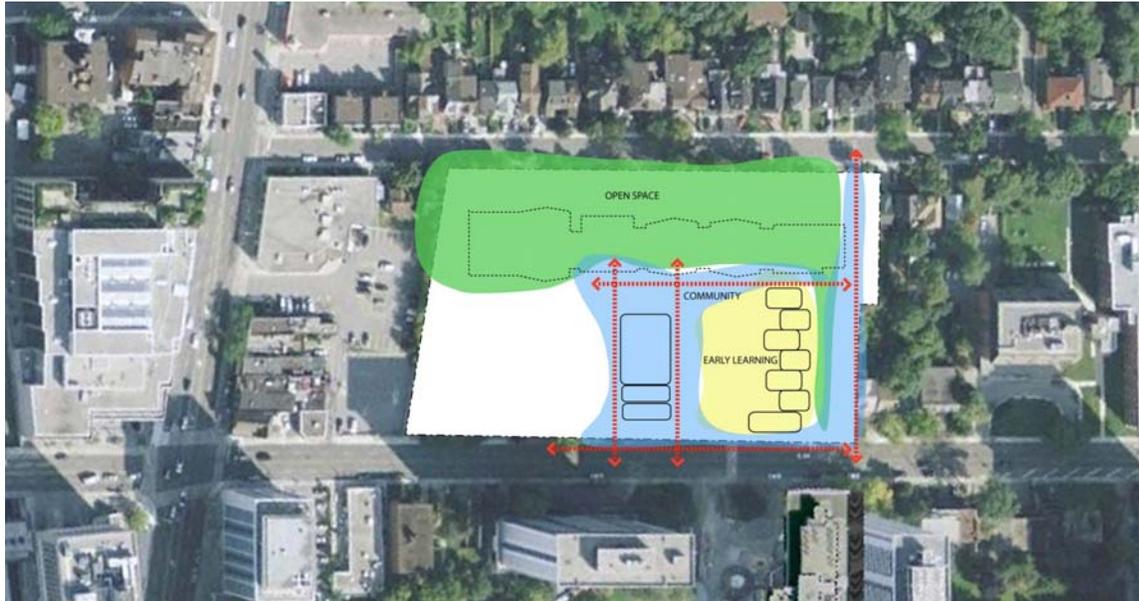
- Redevelopment of the school and some residential development on the Davisville site is not the issue; and
- The proposed height of 20 storeys, the proposed 400,000 sq.ft. of density of residential development and the traffic increase and street parking congestion that will result from this density are the school community's main concerns.

In response, your Trustee asked us to re-examine the parameters behind our project. Working with your Superintendent and TDSB's planning staff, we have reduced the program accommodation requirements on the site; still within the program parameters approved by the Board (see pg. 10, q. 7 for more information). This has the effect of reducing the pressure for the amount of residential development needed on the site to move forward with the redevelopment project. The resulting outcome on the site (within the build-to-envelope that was agreed to by the LSCDT) is that we are able to remove the 20 storey tower element and revise the heights to a master plan option on the site with only mid-rise development (7-12 stories), while maintaining the same amount of open space along Millwood Road.

Summary of the **current proposed master plan** for the Davisville Redevelopment Project:

- 3-storey integrated school and residential development on Davisville Avenue;
- Mid-rise residential development (7-12 storeys) along Davisville Avenue;
- Playground, field and open space along Millwood Road;
- School-only access lane along east edge of the site with underground school parking; and
- The goal is to have the current school remain operational during the build.

SITE CONCEPT



SITE PLAN



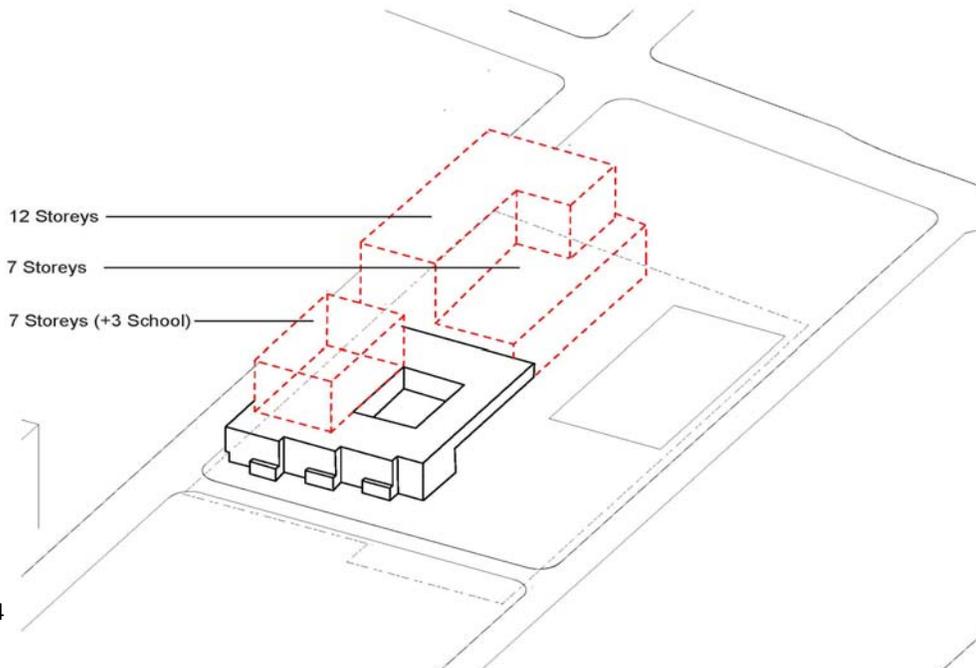
FLOOR PLAN – THIRD FLOOR



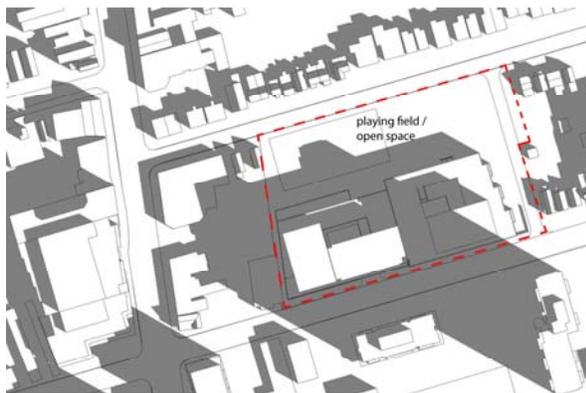
Note: if approved, the above school concept will be developed in detail through the next Local School Community Design Team process.

BUILD TO ENVELOPE

Maximum Gross Floor Area of new residential development (not including new replacement school) is not to exceed 325,000 Sq.Ft within the maximum build-to envelope



SHADOW STUDY



Spring / Fall - Morning - 9:00am



Spring / Fall - Morning - 10:30am



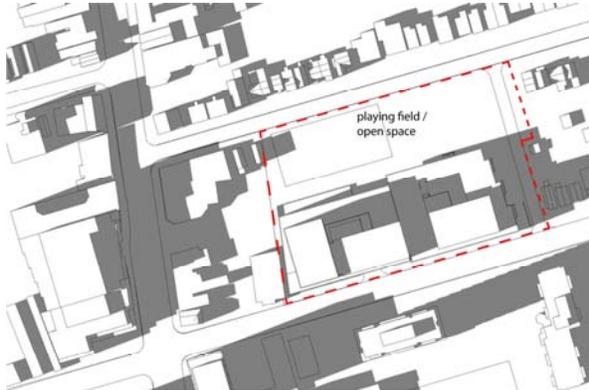
Spring / Fall - Lunch Time - 12:00pm



Spring / Fall - Afternoon - 1:30pm



Spring / Fall - Afternoon - 3:00pm



Spring / Fall - Afternoon - 4:30pm

DAY VIEW FROM MILLWOOD ROAD LOOKING ACROSS THE PLAYING FIELD



NIGHT VIEW FROM MILLWOOD ROAD LOOKING ACROSS THE PLAYING FIELD



VIEW LOOKING TOWARDS YONGE STREET FROM DAVISVILLE AVENUE



ABOUT THE VISION AND DESIGN PRINCIPLES (AS DEVELOPED/AGREED TO BY THE LSCDT)

* = see definition at the bottom of page 8

Vision Statement

Create an exceptional school for 21st century learners and a sustainable community hub with places for people to live, learn, work, play and engage with their community inside and out. In addition, provide a capital funding source to build the new school, while also supporting the TDSB's Capital Building Program.

Design Principles – GENERAL

1. Development to be characterized by design excellence in architecture, landscape and public realm* design:
 - a) Careful consideration of a building's massing*, articulation of the façade*, the scale and proportion of elements, and the selection of appropriate building materials (consider quality, durability, beauty, and compatibility with public realm);
 - b) New development to address and frame streets and opens spaces to create fine-grained, pedestrian-oriented streets;
 - c) Support the creation of pedestrian-friendly streets and open spaces through building setbacks and step backs;
 - d) Ground floors shall be articulated to respond to human scale and provide good visual connection between interior spaces and public realm; and streets to be designed with landscaped pedestrian zones.
2. Minimize impact on the environment by incorporating sustainable green building initiatives and development practices wherever possible (use LEED green building standards as a benchmark).

Design Principles – SCHOOL

1. *Building Form and Organization*
 - a) Create a model school for 21st century learning, including an early learning hub, and a distinct grade seven and eight experiential learning lab for Spectrum;
 - b) Create open, 'porous' and articulated school facilities and green space;
 - c) All learning spaces to have daylight and views;
 - d) Design school to be constructed in a single phase to minimize disruption and keep students on the current site during the build, while also ensuring safety;
 - e) Provide flexibility in the internal structure of the school to respond to changing program needs; and
 - f) Future growth not to be precluded by site or building layout.
2. *Site*
 - a) Optimize open space to provide a good size artificial turf playing field;
 - b) Ensure access to sunlight during outdoor activities (i.e. recess, lunch and play times);
 - c) Provide a consolidated, accessible and safe school yard that can accommodate a wide range of student needs;
 - d) Integrate open space with green terrace(s), courtyard(s) and accessible green roof(s);
 - e) Create open and welcoming access to Millwood Road;
 - f) Create an animated, pedestrian-friendly edge on Davisville Avenue; and
 - g) New open space to be approximately the same area as the existing open space with improved usability.

3. *Circulation*

- a) Optimize open space to provide a good size artificial turf playing field;
- b) security throughout the schoolyard;
- c) Provide safe and convenient locations for bus loading, vehicular and passenger drop-off/pick-up;
- d) Link pedestrian circulation between Davisville Avenue and Millwood Road; and
- e) Connect pedestrian circulation to the network of open space north and south of the site.

Design Principles – DEVELOPMENT

- 1. Collaborate on an integrated development of school, open space, community use and residential;
- 2. Fit development within the maximum build-to envelope that minimizes shadow and wind impacts on surrounding neighbourhoods and schoolyard;
- 3. Concentrate residential density at south-west corner of the site;
- 4. Design and scale street walls and edges to respectfully align with neighbourhood — create a pedestrian-friendly urban edge along Davisville;
- 5. Minimize residential footprint at grade to allow for extended ground plane of community use;
- 6. Create an extended ground plane to maximize community access and use;
- 7. Provide below grade parking to maximize open space on the site;
- 8. Provide a north-south private mews connection for safe school bus drop-off, while also creating a pedestrian-friendly public realm for community use during non-school hours.
- 9. Capitalize on proximity to the subway and facilitate pedestrian access to Davisville station;
- 10. Contribute positively to the quality of the open space park setting within the residential component of the design;
- 11. Provide means to expand some units to accommodate large families;
- 12. Optimize the development potential of the site for school, community hub and open space while adhering to the principles of the 21st century school design and ensuring appropriate and marketable development opportunities; and
- 13. Maximize revenue generation to ensure the achievement of this vision for the Davisville community and support TDSB’s capital building program, while adhering to the design principles; on average, 75% of the open space must be in sunlight during school hours.

Design Principles – INTEGRATED DEVELOPMENT

- 1. Ensure the identity of the school as a distinct building;
- 2. Provide clear, safe and identifiable entrances/circulation systems for the various integrated users - school, community hub, residential and child-care facility;
- 3. Promote shared use opportunities between the community use and school;
- 4. Provide safe and secure pedestrian and vehicular circulation for both residential and school uses;
- 5. Ensure the security of the school site at grade and roof terraces; and
- 6. Ensure and promote massing transitions to complement neighbourhood scale through materials and articulation of built form.

.....
***Definitions:**

Public realm: outdoor areas accessible to the public.

Building’s massing: the three-dimensional shape of a structure, including height, width and depth.

Façade: the front of a building that looks onto a street or open space.

FREQUENTLY ASKED QUESTIONS (from the Davisville community)

1. What is the Davisville Redevelopment Project all about?

The Toronto District School Board (TDSB or Board) has begun a process to explore options for redeveloping the Davisville school site. *Please note: the 2010 Accommodation Review Committee (ARC) report recommended that a school presence be maintained on the Davisville site to accommodate the programs as defined by the ARC — the Board of Trustees voted in favour of that recommendation on June 23, 2010.*

2. What did the ARC say?

During the 2009/10 Accommodation Review Committee (ARC), the programs offered at Maurice Cody Jr PS, Eglinton Jr PS, Spectrum Alternative School, Hodgson Sr Public School and Davisville Jr PS/MTSD were examined by the ARC committee made up of secondary students, parents, principals and community representatives. Fifteen options were presented that focussed on a combination of the four variables to address the overcapacity issues in the area—changes in building capacity, grade configuration, attendance boundaries and programs offered. The ARC recommended all five schools in the Accommodation Review are an essential part of the community and should all remain open and that necessary facility capacity, with programming as defined by the ARC, and appropriate educational and program supports as required be added to schools in the Accommodation Review to meet projected enrolments, and that reasonable capital investment be provided to ensure enhanced programming for all students. The Board accepted the ARC recommendations.

3. Why does Davisville need a new school?

The community is growing and with this comes increased enrolment pressures. The existing school building and neighbouring schools cannot accommodate this growth. The current Davisville building has a capacity of 384 students and contains a large number of smaller classrooms built for the MTSD. In order to accommodate the program as defined by the ARC and approved by the Board (English JK to Grade 6, French Immersion SK to Grade 6 and Spectrum Alternative School Grades 7 and 8), a larger Davisville school with appropriate sized classrooms is necessary. A new school will also significantly improve the quality of all learning spaces and eliminate the Davisville school site's deferred maintenance backlog of \$8.3M (including roof, ceiling and foundation repairs).

4. What is the vision for the new school?

Our vision, supported by the Local School Community Design Team (LSCDT) is to build an exceptional school for 21st century learners and a sustainable community hub with places for people to live, learn, work, play and engage with their community inside and out.

5. How will the project be funded?

Similar to other public agencies, the TDSB is faced with funding shortfalls and aging infrastructure. As of June 2012, the TDSB's deferred maintenance backlog is \$3.26 billion and growing.

In order to meet the demands of growing communities, like Davisville, TDSB has embarked on a city-wide program to rebuild schools through a new funding model.

This model is based on redeveloping a portion of school lands and partnering with a development partner to create a mixed use site (new school + residential + open space). Revenue generated from the residential development will support the Board's Capital Building Program, which funds all TDSB capital projects.

6. How will the Davisville Redevelopment Project benefit the community?

First and foremost, the new school will provide Davisville-area children with a model school for 21st century learning, equipping them with the tools they need to reach their full potential. The broader community can also look forward to many benefits, including a much-improved playground space, an artificial turf playing field for year-round use, permitted use of the gymnasium during non-school hours, as well as other benefits which will be identified as the project moves forward.

7. How many students will be accommodated in the new school?

In response to concerns raised by the school community at the June 18, 2012 Open House about the amount of development required to fund the school, Trustee Shelley Laskin asked TDSB staff to re-examine the parameters behind the project. Working with Superintendent Ian Allison and TDSB's Planning Staff, we have reduced the program accommodation requirements on the site to 614 long-term sustainable enrolment and 668 total pupil places; still within the program parameters approved by the Board of Trustees (English JK-6, French Immersion SK-6 and Spectrum 7-8). This has the effect of reducing pressure for the amount of residential development needed on the site to move forward with the redevelopment project.

8. How has the new program size impacted the development required to fund the school?

Reducing the program size of the school has enabled us to lower the heights of the residential development to 7-12 storeys along Davisville Avenue, while continuing to maintain the same amount of open space along Millwood Road.

9. When will the school reach 668 students? What will happen if the new school is not built before then?

The accommodation needs of the Davisville Junior Public School / Spectrum Alternative School community are being monitored on an ongoing basis to ensure that the appropriate space is available to meet the needs of the students. Each year a new enrolment projection for the following September is completed for each grade and program at every TDSB school based on the current actual enrolment at the school, the live birth data, student yields from active residential development and the school's optional attendance data. As part of the space monitoring process the range of programs offered, as well as the optional attendance status of the school for the following year, are also considered.

In 2011-12 Davisville had a Regular JK- Grade 6 program, an SK-Grade 2 French Immersion program, a self-contained Behaviour program and a self-contained Deaf/Hard of Hearing program, as well as Spectrum Alternative School Grades 7 and 8. The French Immersion program will continue to expand by one grade a year until 2015 and incoming SK French Immersion students will be managed in order to achieve a viable Immersion program in the space available at the school. A new school build at Avondale is currently under consideration by the Board and Ministry of Education, as a potential new home for a consolidated Deaf and Hard of Hearing Program.

Currently, the Davisville/Spectrum facility has a number of classroom spaces that are used for non-school administrative uses. As those classrooms are needed the expectation is that there will be a reorganization of the use of space at the school and the non-school administrative uses will be relocated elsewhere.

10. What is the ideal school size? Is there a standard?

The new school will be built according to the Ministry of Education's benchmark for elementary school construction, which is a sliding scale based on the overall school size. For the proposed Davisville Public School / Spectrum Alternative School, the school will accommodate 107.82 square feet per student at 668 students resulting in a building of approximately 72,000 square feet in total.

11. Are there any increased security concerns with a mixed-use site? Has NTCI had any issues?

There have been no issues of concern at North Toronto Collegiate Institute or Market Lane Junior and Senior Public School, which also has residences built above of the school. However, the Board recognizes that the issue of an elementary school next to a multi-unit residence requires proper planning and care to ensure that the school and residence operate completely independently from each other. Student safety and security is a key priority of the TDSB.

12. Have traffic and site circulation been taken into account?

The TDSB and the Local School Community Design Team have taken preliminary steps to consider good site circulation and ensure the school zone is safe for both pedestrians and vehicles. These steps include adding the following principles to the development framework:

- Provide safe and secure pedestrian and vehicular circulation for both residential and school uses;
- Provide clear, safe and identifiable entrances/circulation systems for the various users – school, community hub, residential and child care facility;
- Improve existing vehicular circulation around and to the site while ensuring safety and security throughout the school yard;
- Provide safe and convenient locations for bus loading, vehicular and passenger drop-off/pick-up; and link pedestrian circulation between Davisville Avenue and Millwood Road; and
- Connect pedestrian circulation to the network of open space north and south of the site.

As the project moves forward detailed studies of traffic and site circulation will be identified to consider the best resolution to these issues.

13. Will the project require an Official Plan Amendment (OPA) and Rezoning?

Yes - an Official Plan Amendment and Rezoning for the proposed project would currently be required as part of the City of Toronto's approvals process. To support the revitalization of a new school development, TDSB requires new residential development as part of the project. From the work of the LSCDT we believe that the Davisville school site is large enough to accommodate the residential development that is required to help fund the project, but this is not currently consistent with the City's Official Plan. The Official Plan guides the growth and development in the City of Toronto. It currently designates the Davisville school site a Neighbourhood Area, limiting the site to low-rise residential uses.

While there are single family homes north of the school site on Millwood Road, to the immediate west of the site is the Yonge Street corridor which is designated as a Mixed Use Area; a designation that accommodates a range of commercial and residential uses and is intended to accommodate much of the City's growth and intensification. The entire south side of Davisville Avenue (immediately south of the site) is designated Apartment Neighbourhood Area, which can accommodate intensification in underutilized sites. Should things proceed, once a development partner has been selected by the Board, a joint application will be prepared and submitted to the City for an Official Plan Amendment and rezoning.

14. What if an OPA and Rezoning is not approved?

If the OPA and Rezoning applications are not approved by the City of Toronto, TDSB's Board of Trustees would have to revisit the student accommodation plan and determine the next steps at that point.

15. When will construction start? What will happen to students during construction?

The project is still in the beginning stages and is at least four years away from breaking ground on the site — Toronto District School Board, Ministry of Education, and City of Toronto approvals including OPA, Rezoning approvals, etc. are still required.

It is TDSB's intent to keep students in the current school building during construction of the new school. TDSB will work closely with the principal and parent community to ensure student safety during the construction and program options for outdoor activities.

The goal is to be able to move students directly from the old school into the new school. It should be noted that portables may be needed to accommodate increased enrolment before the new school opens. Once the new school is built, the old school will be demolished and the new playground, field and school grounds will be completed.

16. How will the school ensure student safety during construction?

The health and safety of students and staff is our number one priority. Prior to construction, a project supervisor will meet with school officials (including the principal), the contractor and relevant consultants to establish safety measures. During construction, the project supervisor will meet regularly with the school principal to address any health or safety concerns. The school principal will be the main point of contact for parents/guardians and the School Council would be regularly consulted for advice.

17. How will the construction process impact the current learning environment?

During construction, the school will continue to operate with the same high standards in terms of quality of education. However, continuing to operate the existing school, while constructing a new school will bring with it some challenges. Construction will be contained to the south-side of the site. This will limit the car parking and outdoor space to areas around the existing school on the northern half of the site or to off-site locations. This accommodation will be carefully studied to ensure student safety, parking convenience and play space and/or alternatives for students.

18. What is the role of the Trustee in this project? How does she represent the interests of those who elected her? What is her defined role in the context of the TDSB?

"To maintain excellence, the public school system must be accountable to the community it serves and must build effective partnerships throughout the community. Local, elected school boards play a key role in ensuring that schools remain responsive to both provincial program requirements and local needs and resources" (www.opsba.org). Trustees establish policies to best serve students' needs, review and approve an annual budget and foster positive relations and support within school communities.

Trustee Shelley Laskin represents Toronto District School Board Ward 11 where Davisville Junior Public School / Spectrum Alternative School is situated. As described on her [website \(www.tdsb.on.ca/Laskin\)](http://www.tdsb.on.ca/Laskin) as your elected representative to the TDSB, she has a dual role as constituency representative to advocate on your behalf, whether you are a concerned parent, student or community member and as a member of the governing body of trustees, known collectively as the "Board". Trustee Laskin has posted information on the Davisville Redevelopment Project, including LSCDT Meeting Notes under [Community Updates](#). She welcomes you to contact her at shelley.laskin@tdsb.on.ca.

19. What is the current status of the project?

May 2011

- Davisville Local School Community Design Team (LSCDT)* formed;
- LSCDT comprised of school (parents, staff, principal) and community representatives (childcare parents and staff, resident associations – SERRA, FoNTRA and OPA, councillor's office representatives, trustee and superintendent); and
- LSCDT goal to review site issues, understand school and community needs, evolve/review site options, and ultimately agree to a development framework that will form the basis for development of a Land Use Management Master Plan.

May 2012

- LSCDT unanimously agreed to a development framework with the opportunity for broader school community consultation and an MOU as the project moves through subsequent steps.

June 2012

- School community open house.

Next Steps

- Assuming community support (for the principles, land use management master plan and build-to envelope) and Board approval in October 2012 and Ministry of Education approval of the space template, the TDSB will move forward with a developer proposal call to select/approve a development partner;
- RFP out to the development industry October to January 2013;
- Board approval of development partner January to June 2013;
- Formation of school and residential design teams in September 2013 with more opportunities for consultation with full school community, vote taken for unanimous support of the school design when appropriate;
- MOU signed by school council (and residents associations) when they are ready to sign;

- Upon approval, Joint Official Plan Amendment (OPA) and re-zoning submission to the City. At this point the City process for land use takes over with additional community and public consultation opportunities built in;
- If City approval is obtained, construction starts for the school and residential development.

ABOUT THE MEMORANDUM OF UNDERSTANDING (MOU)

1. What is the MOU all about?

The MOU commits the TDSB to specific conditions which gives the local school community certainty and ensures the school and community's needs are understood and realized in the TDSB Davisville Redevelopment project.

The purpose of the MOU is to develop and foster a mutual understanding between the Toronto District School Board (TDSB) and the Davisville Junior Public School / Spectrum Alternative School Councils (and resident associations as required) and to establish an efficient and inclusive process of the redevelopment of the Davisville Junior Public School property.

The MOU outlines the design principles, the Land Use Management Master Plan (location of school, residential and open space + site circulation) and the maximum build-to envelope (density and heights of the school + residential) as determined by the Local School Community Design Team. If approved by the Board of Trustees, this will form the basis of a proposal call to the development industry.

2. Why is the MOU being prepared?

The MOU is being prepared at the request of the Davisville Junior Public School Council following through on a commitment made in 2010 by the Director of Education, Dr. Chris Spence that no redevelopment project at the Davisville school site will be recommended to the Board without the support of the local parents and residents.

3. After the MOU is signed, will the school and broader community continue to be consulted going forward?

Absolutely – school and community consultation will continue throughout the Board's Local School Community Design Team process up until an Official Plan Amendment and Re-zoning application are filed with the City of Toronto. After that, broader community consultation will occur through the City's approval process.

4. What happens if the School Council does not reach agreement regarding the MOU?

If the School Council does not reach agreement regarding the MOU, the redevelopment of the Davisville school site will not be recommended to the Board of Trustees. The Board will have to consider the program ramifications of such a decision as the current school cannot house the programs for the school recommended by the Accommodation Review Committee and approved by the Board in 2010.