

## Meeting Summary

Project: Davisville Jr PS  
Local School Community Design Team Meeting No.4

Project No.: 11029  
Date: Tuesday, January 12, 2012

Present: Sheila Penny (SP), Director, Strategic Building + Renewal, TDSB  
Shelley Laskin (SL), Trustee, TDSB Ian Allison (IA), Superintendent of Education, TDSB  
Jeff Latto (JL), Senior Manager, Strategic Building + Renewal, TDSB  
Christine Burke (CB), Project Manager, Strategic Building + Renewal, TDSB  
Terry Mills (TM), Planner, FoNTRA  
Peter Baker (PB) Co-Chair, FoNTRA  
Paul Cravit (PC) CS&P Architects  
Maureen O'Shaughnessy (MO), - CS&P  
Nolan Bentley - CS&P  
John Hiddema (JH), Co-Chair – Building & Land-Use Committee, Co-Chair on Davisville School Council  
Lisa Kelleher (LK), Co-Chair – Building & Land-Use Committee, Co-Chair on Davisville School Council  
John Keenan (JK), Co-Chair Spectrum Alternative School  
Joseph Lee (JLe), Teachers, Davisville Jr PS, TDSB  
Tricia Boyce (TB), Principal, Davisville Jr PS, TDSB  
Donna Boyce (DB), Supervisor, Davisville Care Program  
John Hill (JHi), Parent Representative, Davisville Care Program  
Diane Schunk (DS), Spectrum Parents Association  
Shelley Ortved (SO) Oriole Park Rate Payers Association

Guest: Jeanette Hughes (JHu), Trustee Laskin's Constituency, Assistant, TDSB

Absent: Chris Long (CL), Teacher, Spectrum Alternative Sr. School, TDSB  
Jim Robinson (JR), Family Team Leader, TDSB  
Margaret Walker (MW), South Eglinton Residents Association  
Allan Wexler (AW), Oriole Park Rate Payers Association  
Lida Svanda (LS), Supervisor C.C.C.  
Benjamin Hoff (BH) Planner, Urban Strategies  
Frank Lewinberg (FL), Planner, Urban Strategies  
Katherine Hancock (KH), City of Toronto

Speaker Required	Content	Action
IA	<ul style="list-style-type: none"> <li>Welcome</li> </ul>	
JL	<ul style="list-style-type: none"> <li>Review of Meeting No.3 Minutes</li> </ul>	
TB	<ul style="list-style-type: none"> <li>Clarification: the bus lane on Millwood Road is a designated bus loading area with the appropriate signage during bus loading and unloading hours. The status to be confirmed – tabled.</li> </ul>	JL
JL	<ul style="list-style-type: none"> <li>The Salvation Army to be contacted about development plans – tabled.</li> </ul>	JL
SP	<ul style="list-style-type: none"> <li>Review of the Process Diagram</li> <li>Introduction and review of ‘What we Heard’ from Meeting No.2</li> </ul>	
PB	<ul style="list-style-type: none"> <li>Will the ‘park for the community’ have a track?</li> </ul>	
SP	<ul style="list-style-type: none"> <li>Not a full running track, but the school yard is to have stations for multiple activities</li> </ul>	
MO	<ul style="list-style-type: none"> <li>Examples of multiplicity of activities include sand box/long jump pit and painted lanes on asphalt hard landscaping</li> </ul>	
PB	<ul style="list-style-type: none"> <li>Is an all weather field out of the question?</li> </ul>	
SP	<ul style="list-style-type: none"> <li>No, it is not out of the question</li> </ul>	
DS	<ul style="list-style-type: none"> <li>Sports functions are important to the school and community</li> </ul>	
SP	<ul style="list-style-type: none"> <li>A copy of the guidelines “Transforming the Playground” will be made available as well as a list of schools that have implemented this.</li> </ul>	CB
SP	<ul style="list-style-type: none"> <li>Review of “What we Heard” from Meeting No.3 <ul style="list-style-type: none"> <li>Open green space will need to function primarily as ‘a playground’ and will also function as a community park, similar to its current use</li> <li>The playground will need to accommodate all levels of students and multiple activities</li> <li>The optimal placement of open space with respect to shadowing should be a priority consideration</li> <li>Large gathering space near the entries to the school are important</li> <li>Ground level community uses and activities are important to consider</li> <li>Parking on grade is not a good use on this site</li> <li>Only drop-off/pick-up and buses will happen at grade (more open space will be available)</li> <li>Introducing new road/laneway will improve drop-off/pick-up, provide safer school access and improve traffic flow</li> <li>LSCDT stated a strong preference that students remain on the site during construction</li> <li>Safety is the first priority when constructing on an occupied school site</li> <li>Relocation of students would be considered if the resulting school and use of site is clearly better</li> <li>Opportunity for Davisville to become a new streetscape (pedestrian</li> </ul> </li> </ul>	

Speaker Required	Content	Action
	friendly, tree-lined)	
	<ul style="list-style-type: none"> <li>Revision to fifth point - Relocation of the students 'could be' considered....</li> </ul>	
MO	<ul style="list-style-type: none"> <li>Presentation of shadow studies in animation form</li> </ul>	
SP	<ul style="list-style-type: none"> <li>Presentation of the Update of School Accommodation slide.</li> <li>The pupil-rated capacity of TDSB schools is approved by the Board as part of system-wide student accommodation plans. Current long term projections for this school that we are using for our modelling are following the PARC: <ul style="list-style-type: none"> <li>660 students as a long term sustainable yield</li> <li>Number based on: <ul style="list-style-type: none"> <li>JK-6 English program</li> <li>SK-6 French Immersion program</li> <li>Spectrum Alternative School program</li> </ul> </li> </ul> </li> <li>This translates into a building with a capacity to accommodate 730 students; allowing special programming alternatives to be offered</li> </ul>	
DS	<ul style="list-style-type: none"> <li>What does 'special programming' mean?</li> </ul>	
SP	<ul style="list-style-type: none"> <li>This means that the school is designed to be adaptable to changes to specialty program offerings.</li> </ul>	
SL	<ul style="list-style-type: none"> <li>It is good news that the TDSB is considering the future projections in the initial programming/planning stage.</li> </ul>	
JH	<ul style="list-style-type: none"> <li>Does this information include the yield from the condos that are being built in the area?</li> </ul>	
SP	<ul style="list-style-type: none"> <li>Yes, TDSB Planning &amp; Strategy track all planning applications in the area and they use sophisticated means to project the population yields. The school building area that the Ministry allows is then a factor of 104.4SF per pupil.</li> </ul>	
MO	<ul style="list-style-type: none"> <li>A working program has been developed from the presented numbers to form a program of 76,000SF plus a 4,000SF Day-Care</li> </ul>	
JH	<ul style="list-style-type: none"> <li>Is full day kindergarten included?</li> </ul>	
SP	<ul style="list-style-type: none"> <li>Yes, full day kindergarten and 7&amp;8 Spectrum is to be added to the slide. Full day kindergarten before and after school programs are in shared spaces.</li> </ul>	
MO	<ul style="list-style-type: none"> <li>Presentation of: Built Form – Frameworks for Learning Types of Spatial Configurations: <ul style="list-style-type: none"> <li>Cells and Bells – Double Loaded Corridor: The existing school at Davisville is in this configuration.</li> <li>Loop Corridor – Courtyard Plan: Found at North Toronto Collegiate Institute. Very secure opportunity for learning outdoors.</li> <li>Social Corridor – Learning Street: Responds to collaborative learning styles. Break-out spaces, i.e. small alcoves for computers. Acoustic separation is important.</li> <li>Articulated Social Corridor – Cluster Plan: Responds to collaborative</li> </ul> </li> </ul>	

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	<p>learning styles. Interesting model that uses square footage better, no 'corridors'. Light and air from multiple directions is beneficial in this model. Cluster Plan also helps to form outside space.</p> <ul style="list-style-type: none"> <li>• Presentation of Testing the Program <ul style="list-style-type: none"> <li>○ Scenario A: 3 storey building on Davisville – compromised playing field</li> <li>○ Scenario B: 4 storey building – not an ideal number of floors for an elementary school due to the limited mobility of young children. Children gradually become more mobile as they get older.</li> <li>○ Scenario C: 2 to 3 storey building, phased construction – uses a lot of the site and does not leave options for opportunities for other community programming</li> <li>○ Scenario D: 3 storey clustered – retains the playing field, reinforces an urban edge on Davisville Avenue, does not require phasing and addresses the residential zone to the north through articulation of building form. Could see new road with a 'community' edge on either side, and the road as a public space (potential to close off road at certain times). Open space becomes defined by articulated school building form that could open itself up to a series of playgrounds, and to the community.</li> </ul> </li> </ul>	
JH	<ul style="list-style-type: none"> <li>• I like the integration. Is the gym designated an 'opportunity for community access'?</li> </ul>	
SP	<ul style="list-style-type: none"> <li>• Yes, after school hours the community could apply for a permit to use the gym</li> </ul>	
JHi	<ul style="list-style-type: none"> <li>• Could a link to Yonge Street through the west part of the site be considered? And could an arcade along the new street be considered? Are the portions left blank to be parceled for developers?</li> </ul>	
PC	<ul style="list-style-type: none"> <li>• At this point we are developing options for the site that address the educational and community needs. Development concepts will follow.</li> </ul>	
MO	<ul style="list-style-type: none"> <li>• Note: a property line could be horizontal as in strata arrangements, for example, development above the school, and parking below.</li> </ul>	
PC	<ul style="list-style-type: none"> <li>• The ground plane is key. The eastern edge of the site could be a linear park, which could stay open and lead you to crosswalks and neighbourhood pathways.</li> </ul>	
TM	<ul style="list-style-type: none"> <li>• Perhaps the new road could be called a 'mews'. What would the width of the mews be?</li> </ul>	
PC	<ul style="list-style-type: none"> <li>• As the project has not been designed it is too early to say</li> </ul>	
TM	<ul style="list-style-type: none"> <li>• The harmonic width of a high-rise development can be as narrow as 30 meters and therefore can the mews be moved further west so to free more open space?</li> </ul>	
PC	<ul style="list-style-type: none"> <li>• We can look at that but there are underground parking ramp requirements to consider.</li> </ul>	
MO	<ul style="list-style-type: none"> <li>• The priority is to look at what the best ground plane is for school and community, and then we will focus on development opportunities.</li> </ul>	
PC	<ul style="list-style-type: none"> <li>• Green roofs are another layer on the site.</li> </ul>	
PB	<ul style="list-style-type: none"> <li>• Is there room for a soccer field?</li> </ul>	
PC	<ul style="list-style-type: none"> <li>• The site is too small for a regulation soccer field.</li> </ul>	

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JLe	<ul style="list-style-type: none"> <li>An all year field would be great, for example, at Deer Park and it is not a regulation field.</li> </ul>	
SP	<ul style="list-style-type: none"> <li>No program like this one has a FIFA regulated soccer field. An artificial playing field may be considered, however it is not a TDSB standard.</li> </ul>	
SP	<ul style="list-style-type: none"> <li>Review of slide: Summary of New Community Assets. Does anybody disagree with the principles?</li> </ul>	
JH	<ul style="list-style-type: none"> <li>Will there be underground parking for the teachers or will they park off site?</li> </ul>	
MO	<ul style="list-style-type: none"> <li>Some underground parking will be provided. The number of spaces has not been determined.</li> </ul>	
DS	<ul style="list-style-type: none"> <li>Love the idea of transparency, the park linking Davisville and Millwood. What would take place on the expanded 'community' ground plane?</li> </ul>	
SP	<ul style="list-style-type: none"> <li>There are many opportunities: The gym and child care centre are identified as community spaces. As well, other community space could be used for community gathering, programming space for community meetings, community recreation &amp; functions. Are there any ideas from around the table?</li> </ul>	
JL	<ul style="list-style-type: none"> <li>We have to be careful with markets due to zoning infractions</li> </ul>	
MO	<ul style="list-style-type: none"> <li>What about the art community that was previously mentioned?</li> </ul>	
SP	<ul style="list-style-type: none"> <li>The TDSB does not provide capital or operating funding for community program spaces, but does provide the opportunity for community partners to occupy space.</li> </ul>	
MO	<ul style="list-style-type: none"> <li>There could be a senior's component</li> </ul>	
SP	<ul style="list-style-type: none"> <li>An example of this is Anne Johnston Health Centre requesting to build space at North Toronto</li> </ul>	
SL	<ul style="list-style-type: none"> <li>There are examples of paediatric clinics in TDSB schools</li> </ul>	
JL	<ul style="list-style-type: none"> <li>The city's land-use committee has been made aware that the TDSB is interested in community partners. This committee incorporates representative from Parks, Recreation and Forestry, Children Services, City Managers, and Social Services</li> </ul>	
DS	<ul style="list-style-type: none"> <li>The unknown is the biggest concern from a parent perspective and more clarity on the activities next to and above the school on the site would be good to see</li> </ul>	
MO	<ul style="list-style-type: none"> <li>We will be articulating what acceptable shared uses are being considered</li> </ul>	
SP	<ul style="list-style-type: none"> <li>Definitely these will be articulated. As well, these uses will need to meet Board policies.</li> </ul>	
PC	<ul style="list-style-type: none"> <li>The designated zone for community use could be made into green space and the roof tops could also add green space.</li> </ul>	
JL	<ul style="list-style-type: none"> <li>Will people be walking through the site?</li> </ul>	
PC	<ul style="list-style-type: none"> <li>There are three ways through the site.</li> </ul>	

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	<ul style="list-style-type: none"> <li>○ through the mews</li> <li>○ through the linear park</li> <li>○ after school hours, through the field</li> </ul>	
SP	<ul style="list-style-type: none"> <li>• We need to make partners at the community level as well as the co-terminus level and we need to hear from you. Who funds the arts programs in the surrounding communities?</li> </ul>	
LK	<ul style="list-style-type: none"> <li>• There are an assortment of after school programs and they are difficult to get into for example the AGO.</li> </ul>	
SP	<ul style="list-style-type: none"> <li>• The TDSB runs programs with the AGO and they can be approached for a potential satellite site if you are interested</li> </ul>	
JHi	<ul style="list-style-type: none"> <li>• Are portions of the site going to be put up for sale? And what if they cannot be sold? Does the western edge have to be developed?</li> </ul>	
SL	<ul style="list-style-type: none"> <li>• Yes, if we want a new school, we need funds to rebuild the school</li> </ul>	
SP	<ul style="list-style-type: none"> <li>• We need a capital funding source to rebuild the school.</li> </ul>	
SL	<ul style="list-style-type: none"> <li>• Can we start next meeting with an analysis of the building program and specific school needs? It is important to prioritize features of the school at the early stages. An example of this is North Toronto which prioritized the field, light, the library, and the auditorium.</li> </ul>	TDSB
IA	<ul style="list-style-type: none"> <li>• Next meeting will be on February 2<sup>nd</sup> at North Toronto Collegiate between 5:30-8:00pm. There will be a half hour tour starting at 5:30pm. There is no parking on site.</li> <li>• Adjournment</li> </ul>	