

Project: Davisville Jr PS  
Local School Community Design Team Meeting No.7

Project No.: 11029  
Date: Monday, March 5, 2012

## Meeting Summary

Present: Sheila Penny (SP), Chief Architect, TLC  
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  
Peter Baker (PB) Co-Chair, FoNTRA  
Paul Cravit (PC) CS&P Architects  
Nolan Bentley (NB) - CS&P Architects  
John Hiddema (JH), 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  
Diane Schunk (DS), Spectrum Parents Association  
Chris Long (CL), Teacher, Spectrum Alternative Sr. School, TDSB  
Margaret Walker (MW), South Eglinton Residents Association  
Jeanette Hughes (JHu), Trustee Laskin's Constituency Assistant, TDSB  
Terry Mills (TM), Planner, FoNTRA (partial)  
Chloe Richer, Council Matlow's Office  
Frank Lewinberg (FL), Planner, Urban Strategies  
Maureen O'Shaughnessy (MO), - CS&P  
Lida Svanda (LS), Supervisor C.C.C.  
Patrick Cerullo (PCe), V.P. SERRA  
Rebecca Alles (RA), TDSB  
Shelley Ortved (SO) Oriole Park Rate Payers Association

Absent: Jim Robinson (JR), Family Team Leader, TDSB  
Allan Wexler (AW), Oriole Park Rate Payers Association  
Benjamin Hoff (BH) Planner, Urban Strategies  
John Hill (JHi), Parent Representative, Davisville Care Program  
Lisa Kelleher (LK), Co-Chair – Building & Land-Use Committee, Co-Chair on Davisville School Council

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Speaker	Content	Action Required
IA	<ul style="list-style-type: none"> <li>Welcome</li> </ul>	
SP	<ul style="list-style-type: none"> <li>Opening Remarks</li> <li>Review of Agenda</li> </ul>	
JL	<ul style="list-style-type: none"> <li>Review of Minutes</li> </ul>	
SP	<ul style="list-style-type: none"> <li>The TDSB received a memo from Ministry of Education regarding capital funding stating that Child-Care will have funding under specific circumstances. The Davisville CC will meet eligibility criteria for capital funding. We will need to submit a business case to the Ministry as required.</li> </ul>	
SP	<ul style="list-style-type: none"> <li>Review of 'What We Heard' at Meeting no. 6</li> </ul>	
MO	<ul style="list-style-type: none"> <li>Review of Concept and Design Principles</li> </ul>	
PC	<ul style="list-style-type: none"> <li>Review of Principles for Development</li> <li>Proposed active open space is equivalent to 90% of current open space on the site; it is contiguous, would be better activity spaces for different ages, year round use with artificial turf.</li> </ul>	
DS	<ul style="list-style-type: none"> <li>Does the area of Active Open Space include the green roofs?</li> </ul>	
PC	<ul style="list-style-type: none"> <li>Yes, the presentation will show that the roof terraces are included in the area.</li> </ul>	
DS	<ul style="list-style-type: none"> <li>What are the areas?</li> </ul>	
NB	<ul style="list-style-type: none"> <li>97,000 sf for Existing Active Open Space and 83,000sf Proposed Active Open Space</li> </ul>	
PC	<ul style="list-style-type: none"> <li>Presentation of Existing Shadows</li> </ul>	
PC	<ul style="list-style-type: none"> <li>Presentation of Net New Shadows</li> </ul>	
JH	<ul style="list-style-type: none"> <li>How many storeys is the tower that is casting the shadow?</li> </ul>	
PC	<ul style="list-style-type: none"> <li>We are not prescribing a tower but an envelope which is 98.3m/322.5' high which is the equivalent to approximately 30 storeys.</li> </ul>	
TM	<ul style="list-style-type: none"> <li>What is the date that the shadow studies are taken on?</li> </ul>	
PC	<ul style="list-style-type: none"> <li>Spring and Fall Equinox.</li> </ul>	
PC	<ul style="list-style-type: none"> <li>Presentation of the Build-to Envelope</li> </ul>	
MO	<ul style="list-style-type: none"> <li>The intent is to not design a development to hand over to a developer but to establish principles that the developer has to respect. There will be principles for the school and the development as part of the agreement with the developer.</li> </ul>	
DS	<ul style="list-style-type: none"> <li>Is the community space part of the development envelope? Does the developer need to find a community partner?</li> </ul>	
SP	<ul style="list-style-type: none"> <li>There has been a lot of thought that has gone into this envelope which includes the community area. However, the community area will only happen if there is a community partner to fund and operate that space.</li> </ul>	

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DS	<ul style="list-style-type: none"> <li>Who is responsible for finding that person?</li> </ul>	
SP	<ul style="list-style-type: none"> <li>JL is putting an Expression of Interest to the community at large and local school partners (BLU) are also looking into community partnership potentials.</li> </ul>	
DS	<ul style="list-style-type: none"> <li>Will the developer contribute to this community space?</li> </ul>	
SP	<ul style="list-style-type: none"> <li>The local Councillor can request this under Section 37 of the Planning Act.</li> </ul>	
JH	<ul style="list-style-type: none"> <li>When does the Memorandum of Understanding (MOU) come into play?</li> </ul>	
SP	<ul style="list-style-type: none"> <li>First we need to agree on the principles and the build-to envelope. Then we need to ask for consent of this table (LSCDT) to work with the ratepayers association to craft a MOU. These pieces need to be in place before going for Board Approval.</li> </ul>	
SL	<ul style="list-style-type: none"> <li>After this series of meetings the proposal will go to a committee of Trustees which SL is 1 of 22 members and if there is community support this will help the cause. The process is about setting principles, not about designing the spaces.</li> </ul>	
PB	<ul style="list-style-type: none"> <li>How did you come up with a 30 storey maximum? I think this will be intimidating for a young child.</li> </ul>	
MO	<ul style="list-style-type: none"> <li>We worked backwards from not casting shadows on Millwood Road houses.</li> </ul> <p>We looked at a variety of scenarios. We also looked at townhouses along Millwood, but this option was more land intensive and used more open space.</p>	
JH	<ul style="list-style-type: none"> <li>Is this what is needed for income?</li> </ul>	
PC	<ul style="list-style-type: none"> <li>We have a development consultant on board to help us verify this as we are endeavouring to make a credible proposal.</li> </ul>	
TM	<ul style="list-style-type: none"> <li>The point tower is where the density comes from.</li> </ul>	
MO	<ul style="list-style-type: none"> <li>Yes, and the point tower's shadow passes faster than a slab tower.</li> <li>To answer PB's question, the children are on the gentler side of the site; the school provides a buffer between the tower and the school yard. The reserve portion of the site has been kept clear for open space whereas it could have been developed.</li> </ul>	
TM	<ul style="list-style-type: none"> <li>A tower scheme is less imposing when the podium level of the development relates well to the streets and human scale. It would be a concern if the building were a big floorplate, but at approx. 750 sm, you will barely perceive the tall building.</li> </ul>	
MO	<ul style="list-style-type: none"> <li>Yes, a slab building takes a lot longer for shadows to pass. The density of the development will also be away from the children, buffered by the actual school.</li> </ul>	
JLe	<ul style="list-style-type: none"> <li>What is the development piece over the school?</li> </ul>	

Speaker	Content	Action Required
PC	<ul style="list-style-type: none"> <li>It could be an interesting and integrated residential piece of the development. Shadow impact would be to a minimum.</li> </ul>	
JL	<ul style="list-style-type: none"> <li>The build-to envelope has been formed using the City of Toronto high-rise and mid-rise guidelines.</li> </ul>	
CR	<ul style="list-style-type: none"> <li>What are the current heights permitted in the Official Plan?</li> </ul>	
FL	<ul style="list-style-type: none"> <li>This area is not designated for tall buildings. The only way for a school to be built on this site is with a proposal that is not currently permitted in the Official Plan; all three parties (politicians, city planners and the community) need to be in agreement on the proposal for it to work. It is very important that the community supports the proposal that moves forward.</li> </ul>	
SL	<ul style="list-style-type: none"> <li>Councillor Matlow has been clear about his support of the Official Plan.</li> <li>We have been very transparent that we need to go through this process.</li> <li>We are prepared for a two step process in getting the Councillor's support and we believe that this is an important first step of this process; we need consensus at this table first.</li> </ul>	
SP	<ul style="list-style-type: none"> <li>If the table supports this plan and signs an MOU, a developer proposal call will be issued with the principles and envelope as a framework.</li> <li>The real work begins with the design of the school and residential component; then an application to the City is made and there is a whole other public process that the City takes care of.</li> </ul>	
JH	<ul style="list-style-type: none"> <li>Councillor Matlow requires both the community and the Design Team's sign off or else he will not support it. In advance of any town hall, the school council and BLU want to get everyone up to speed at a school meeting; The town hall meeting should be a month before the meeting with the Board.</li> </ul>	
SP	<ul style="list-style-type: none"> <li>Reviewed the process diagram</li> <li>TDSB is committed to meeting with the planning staff and with Councillor Matlow.</li> <li>TDSB is not the city and is not going to try to do the city's job of a full community consultation; that will happen through the City planning process. You are all representing a broader interest group; we can present to these groups if you would like, to the ratepayers associations, to school committees - it is up to you to decide your preference.</li> </ul>	
SL	<ul style="list-style-type: none"> <li>But we want a transparent process. There are 3 months until the Board meets in June, we have time but it does make sense to target some dates.</li> </ul>	
DS	<ul style="list-style-type: none"> <li>Frank, can you comment what might happen to the properties along Yonge Street next to the site?</li> </ul>	
FL	<ul style="list-style-type: none"> <li>There would likely be additional high rise buildings between this site and Yonge Street, at a similar scale to this proposal.</li> </ul>	
SP	<ul style="list-style-type: none"> <li>Can you comment on the OP map immediately west of this site?</li> </ul>	
FL	<p>The area is designated Mixed Use. No heights are prescribed. There have always been big plans on the TTC lands. Currently 21 storeys is the highest building currently approved in the area. That will be the planners primary concern, that it will become another 'node', as no such 'node' is currently shown at Davisville. Unless approximately 45 storeys were approved on</p>	

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TM	<p>northeast corner of Yonge/Davisville, there would be no impact with shadow on this site's school open space.</p> <ul style="list-style-type: none"> <li>The avenues are not supposed to have much height to allow light onto a vibrant streetscape. But south of Davisville is an apartment area with more height. This begs the question as to whether this site wants to be seen as an apartment neighbourhood or avenues.</li> </ul>	
MO	<ul style="list-style-type: none"> <li>For next meeting would it be helpful to bring back the possible future development models for the adjacent Yonge Street properties with their shadow impacts?</li> </ul>	
ALL	<ul style="list-style-type: none"> <li>Yes</li> </ul>	
PB	<ul style="list-style-type: none"> <li>Could the field be moved over?</li> </ul>	
PC	<ul style="list-style-type: none"> <li>Yes, this will be looked at with the other required play areas in the school yard.</li> </ul>	CS&P
TM	<ul style="list-style-type: none"> <li>It would be helpful to see two tones of green on the school open space: an active green and ancillary green. How will the loading work?</li> </ul>	
PC	<ul style="list-style-type: none"> <li>The garbage and loading is tucked away and dealt with close to grade on the development side of the street/mews.</li> </ul>	
MO	<ul style="list-style-type: none"> <li>The intent is to have the south portion of the Mews for truck and car access to the development.</li> </ul>	
DS	<ul style="list-style-type: none"> <li>Can the community spaces be connected from above?</li> </ul>	
PC	<ul style="list-style-type: none"> <li>The intent is for the community use and play spaces to spill out on to the mews.</li> </ul>	
TM	<ul style="list-style-type: none"> <li>It is good to keep active uses on the edges at grade. How would the drop off work and would it include the entry plazas?</li> </ul>	
MO	<ul style="list-style-type: none"> <li>We will study this.</li> </ul>	CS&P
FL	<ul style="list-style-type: none"> <li>It would be best if drop off/pick-up happened on the mews,</li> </ul>	
PCe	<ul style="list-style-type: none"> <li>The residents would be concerned about community parking. Where would people park?</li> </ul>	
PC	<ul style="list-style-type: none"> <li>The developer would not likely provide parking, but there is street parking.</li> </ul>	
SP	<ul style="list-style-type: none"> <li>There would be dedicated school parking underground for teachers. At North Toronto the teachers spaces are used on weekends by the community, for example, for events at the school.</li> </ul>	
SL	<ul style="list-style-type: none"> <li>There are options such as the subway, walking and biking as well.</li> </ul>	CS&P
PB	<ul style="list-style-type: none"> <li>There is the question about program and curriculum and how it is changing. Can we bring in someone with knowledge about how elementary schools are changing in the 21<sup>st</sup> C?</li> </ul>	
SP	<ul style="list-style-type: none"> <li>The TDSB has a taskforce looking at curriculum needs and the capital team is working on how new facilities will respond to 21<sup>st</sup> C learning. There is a presentation on what is 'new and cool' in schools around the world that can be shared with this group. Program and Planning are putting a plan together</li> </ul>	

<b>Speaker</b>	<b>Content</b>	<b>Action Required</b>
	that look at these issues.	
MO	<ul style="list-style-type: none"> <li>We are very interested in incorporating these new ideas into the scheme.</li> </ul>	
DS	<ul style="list-style-type: none"> <li>Can we also see your thoughts on zones of activities on the school open space at the next meeting? Can we have the vision statement and a copy of the process diagram?</li> </ul>	CS&P
MO	This can be appended to the minutes.	TDSB
IA	Next Meeting no.8 – Monday, March 19th 5:00pm – 7:00pm at Davisville PS, Staff Room. The following Meeting no.9 will be April 5 <sup>th</sup> 5:00 – 7:00pm at Davisville PS, Staff Room.	

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Adjournment