



TDSB's Redevelopment Projects – Davisville-Yonge Redevelopment Project

Adapted from Additional Material from TLC to TDSB
December 12, 2012 Board Meeting

What are the Redevelopment Projects all about?

- In order to meet the demands of **growing communities**, the TDSB has embarked on a program to **rebuild schools** through a **new funding strategy** on selected sites.
- This funding strategy 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 provide a **funding source** to **build the new schools**, while also supporting the TDSB's **Capital Building Program**.



Davisville-Yonge Redevelopment Project

ONE OF SIX REDEVELOPMENT PROJECTS CURRENTLY UNDERWAY

- October 28, 2009, TDSB Board Meeting – launched 10 Accommodation Review Committees (ARCs) and identified five potential redevelopment opportunities as part of the Five-Year Capital Building Program:
 - **Davisville-Yonge;**
 - **Lawrence Heights;**
 - **Bloor-Dufferin;**
 - **Lawrence-Midland; and**
 - **Oakburn-Avondale.**
- A sixth project, **Ryerson Community School**, was approved in 2011.

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MINISTRY SUSPENSION OF TDSB CAPITAL PROGRAM + IMPACT ON REDEVELOPMENT PROJECTS

- Oct 3, 2012 - the Ministry suspended all projects within the Board's approved Capital Building Program, pending resolution of Ministry concerns (this excluded the Lawrence-Midland Redevelopment Project);
- Oct 16, 2012 - given Ministry concerns re: risks inherent in realizing revenue through redevelopment and applying that revenue to other priorities, the TDSB submitted a revised Capital Program with the redevelopment projects as a stand-alone program.
- Oct 18, 2012 - Ministry confirmed redevelopment projects will be considered and approved to move forward on a case-by-case basis.

Note: As a result, TDSB Redevelopment Projects can move forward on a case-by-case basis and are not dependent on TDSB approval of the revised Capital Plan.

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REQUEST TO THE TDSB FROM THE TLC

- LSCDT approved the following recommendations (refer to slide 6) on May 22, 2012;
- Toronto Lands Corporation (TLC) Board approved the following recommendations on September 11, 2012;
- TDSB's Planning & Priorities Committee, in a Committee of the Whole session, approved the same recommendations on November 12, 2012;
- **TDSB Board approved these same recommendations on December 12, 2012;**
- TLC will now seek a meeting with the Ministry of Education to seek their approval regarding space template and funding.



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IT IS RECOMMENDED THAT:

- a) the TDSB Board approve the School and Development Design Principles (refer to slide 13-16), the Land Use Management Master Plan (refer to slide 11), and the Maximum Build-to Envelope (refer to slide 12), as developed and unanimously agreed upon by the Davisville-Yonge Local School Community Design Team;
- b) the TDSB Board approve a surplus declaration of approximately 0.98 acres as described in the Land Use Management Master Plan;
- c) the TDSB Board refer the Surplus Declaration to the Toronto Lands Corporation for circulation as per Regulation 444/98, *Disposition of Surplus Real Property*;
- d) in conjunction with TLC/TDSB approvals, that final approval of the space template and related 'construction' funding by the Ministry of Education be sought; and that
- e) a further progress report be submitted to the TLC Board and the TDSB Board that will include:
 - ✓ confirmation of Ministry of Education approvals and funding, and
 - ✓ next steps and associated timelines towards project completion.

Note: Board approved these recommendations on December 12, 2012.

TLC will now seek a further meeting with the Ministry of Education regarding space template approval and funding (d) above.

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BENEFITS – MEETS THE TDSB'S THREE PRIORITIES

- 1. Student Achievement** – an opportunity to provide new facilities with supporting services for 21st century learners and communities.
- 2. Parent and Community Engagement** – engages parents and their communities in building the vision through a Local School Community Design Team process.
- 3. Fiscal Responsibility** – provides capital funds to rebuild and support TDSB's Capital Building Program (reduces renewal backlog by replacing aging infrastructure + reduces operating costs + provides funds to build larger schools to address accommodation pressures).

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PROJECT BENEFITS

There are **numerous community benefits** with redeveloping the Davisville School site through this **new funding model**, including:

- Aging, inadequate school building with 19 classrooms built at 625 sq.ft. will be **replaced with a new school**, built to Ministry standards to accommodate an additional 284 pupil places with appropriate sized classrooms, as necessary.
- A proposed master plan that is arrived at through input and feedback from the **local school community**. This inclusive process ensures community support and that key issues and desires are incorporated and addressed at an early stage in the design.
- A new school will **operate more economically** with new efficient building systems thus saving in future operating costs.
- The aging school building's **deferred maintenance backlog of \$8.3M** is eliminated.

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PROJECT BENEFITS (CON'T)

- A new school will significantly improve the **quality of learning spaces**.
- Much-improved **playground space**.
- An **artificial turf** playing field for year-round use.
- Permitted use of the **gymnasium and proposed adjacent community space** during non-school hours.
- Safe and convenient **pick-up and drop-off** for parents.
- School **remains operational** during the entire build.

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PROJECT RISKS

While there are **numerous community benefits** with redeveloping the Davisville School site, the following are the **primary risks** associated with the project:

- If the **revenue from the redevelopment cannot be realized** (i.e. slowdown in the residential market, complex approvals with Ministry, City (land use), Official Plan Amendment, zoning , site plan approval and permits) the proposed new school build on the Davisville site **will not happen**.
- In this case, the Board will then have to:
 - address the **deferred maintenance backlog of \$8.3M** through its **regular renewal & maintenance programs**;
 - respond to local student accommodation pressures through **boundary changes, grade re-configuration or portables**, and;
 - accommodate the additional 284 pupil places planned for the Davisville-Yonge Redevelopment Project **within surrounding schools**.
- **NOTE: TDSB has approved a TLC recommendation to pursue a system wide Official Plan Policy Amendment to mitigate the risk on a site by site basis.** (Refer to Appendix A, pages 18-20)

Davisville-Yonge Redevelopment Project

LAND USE MASTER PLAN

OPEN SPACE STATISTICS

EXISTING

Overall site area: 3.67 acres

Open space: 2.08 acres

Open space (Usable): 1.83 acres

PROPOSED

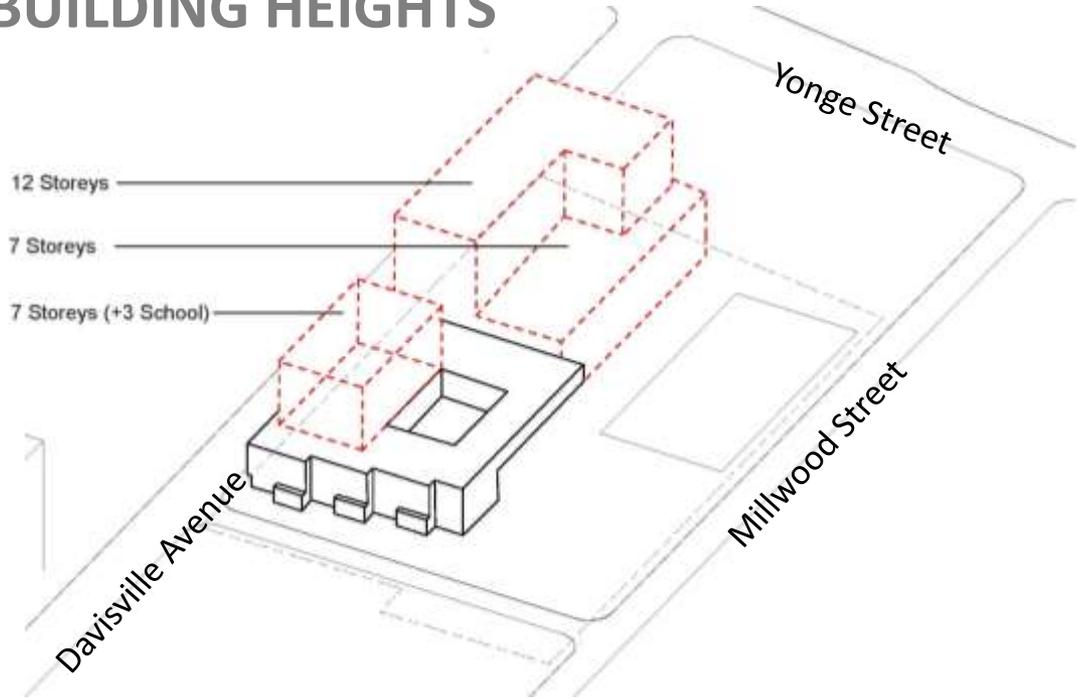
Open space: 1.94 acres



Davisville-Yonge Redevelopment Project

BUILD-TO ENVELOPE & BUILDING HEIGHTS

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.



Davisville-Yonge Redevelopment Project

DESIGN PRINCIPLES – GENERAL + SCHOOL

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 open 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

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;

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DESIGN PRINCIPLES – SCHOOL (CON'T)

Building Form and Organization (Con't)

- 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.

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.

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.

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DESIGN PRINCIPLES -- DEVELOPMENT

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.

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DESIGN PRINCIPLES – INTEGRATED DEVELOPMENT

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.

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*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

Davisville-Yonge Redevelopment Project

REDEVELOPMENT PROJECT MILESTONES

- ✓ Board approves redevelopment project moving forward (June 20, 2010);
- ✓ Local School Community Design Team (LSCDT) formed – LSCDT comprised of school (parents, staff, principal) and community representatives (childcare parents as appropriate and staff, resident associations, local councillor’s office representatives, trustee and superintendent);
- ✓ 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;
- ✓ LSCDT unanimously agree to a development framework with the opportunity for broader school community consultation (May 22, 2012);
- ✓ Board approves the School and Development Design Principles, the Land Use Management Master Plan (surplus land), and the Maximum Build-to-Envelope for each redevelopment project (Dec 12, 2012);
- ❑ Ministry of Education approval is required for the project’s student accommodation business case;
- ❑ With Ministry approval, the TDSB moves forward by circulating the surplus lands through the Toronto Lands Corporation;
- ❑ Request For Proposals (RFP) will go out to the development industry if no public sector interest is forthcoming;
- ❑ Board approval of development partner;
- ❑ Formation of approved LSCDTs with opportunities for consultation with full school community on the design of the school within the project parameters. Vote taken for unanimous support of the school design when appropriate;
- ❑ Upon approval, Joint Official Plan Amendment (OPA) and Rezoning submission to the City who has carriage of land use issues. It is through the City's process that broad resident engagement occurs with additional community and public consultation built in (traffic issues and public realm issues are discussed and planned); and
- ❑ If City approval is obtained, construction starts for the school and residential development.

APPENDIX A Redevelopment Projects – Proposed Official Plan Policy Amendment

RECOMMENDATIONS

IT IS RECOMMENDED that:

1. TDSB pursue an Official Plan Policy Amendment through TLC that would allow for residential intensification on a TDSB school site designated Neighbourhood in the Official Plan, where appropriate criteria are met; and that
2. TLC staff work with TDSB Strategy & Planning staff to undertake a system review of potential redevelopment sites in the TDSB which reflect and, at the same time, support the Board's long-term program and student accommodation plan and the TLC's mandate to maximize revenues.

NOTE: Recommendations approved by the TDSB December 12, 2012

Background

- The mandate of TLC under its Shareholder's Direction is to maximize revenue for TDSB's capital program and to support schools as community hubs where appropriate.
- As part of its Five Year Capital Building Program the Board has launched six potential redevelopment projects. Two of the six projects Oakburn/Avondale Redevelopment and Lawrence/Midland Redevelopment were considered by the Board in June and approved.
- The outcome of three more projects Bloor Dufferin; Davisville – Yonge and Ryerson are on TLC's agenda for consideration in September. *(Note: TDSB approved Davisville-Yonge on Dec 12, 2012)*
- Significant progress has been made on the redevelopment portfolio referred to TLC. If the five projects listed above were to be realized, the TDSB's Capital Program Plan, which estimates projected investment requirements at \$811M, would benefit significantly.

APPENDIX A Redevelopment Projects – Proposed Official Plan Policy Amendment (Con’t)

Lessons Learned and Recommended Actions

City Approvals: Addressing the Neighbourhood Designation under the Official Plan:

- The City has responsibility for land use designation in Toronto. For redevelopment projects to be successful, timely City approvals must be obtained. Increased certainty around obtaining City approvals increases interest from the development sector and could ultimately result in an increased revenue stream.
- The vast majority of TDSB school sites are designated as Neighbourhood under the City’s Official Plan which are areas of stability and limit the height and density of any proposed residential development.
- While many schools are embedded within neighbourhoods and will remain stable elements of these neighbourhoods, some school sites are located at the edge of neighbourhoods. These schools may provide a natural transition between neighbourhoods, and areas that exhibit greater development densities and a broader range of uses.
- While the schools’ land use designation may suggest a static and low intensity use, some of these sites are well-positioned to accommodate intensification in a pattern that better reflects the broader surrounding context.
- At the same time, the sites are large enough to accommodate generous transitions to surrounding low-rise neighbourhoods to maintain the integrity of existing communities. Further, the redeveloped school sites can serve as new community hubs with resources for the broader community and provide enhanced open space for community recreation.
- TLC, TDSB and City staff teams have been exploring the feasibility of obtaining a policy amendment to the City’s Official Plan that would reflect the evolving nature of school sites in Toronto and define at a higher level the criteria in which school partnership redevelopment can take place.
- The following Official Plan Policy is proposed as a starting point for discussion.

APPENDIX A Redevelopment Projects – Proposed Official Plan Policy Amendment (Con't)

Proposed Official Plan Policy:

- Where a school site is located in a Neighbourhood Area that is immediately adjacent to Mixed Use Areas, Regeneration Areas, Institutional Areas, Employment Areas or Apartment Neighbourhoods, redevelopment and intensification of the site for school and other uses may be considered provided that:
 - A school and schoolyard are maintained as continuing uses on the site;
 - The built form and density of development is compatible with the existing and planned surrounding context;
 - The site is large enough to accommodate an appropriate transition to surrounding Neighbourhood Areas; and
 - Development generally conforms with/to the built form directions of the Plan.
- If approved by the City, the proposed Official Plan Policy Amendment will help realize the redevelopment of school sites as sustainable hubs in their communities in a timely manner, ultimately impacting revenue.

Redevelopment Revenue Supporting the Board's Capital Program.

- The potential to generate revenue from a TDSB site is greatly influenced by the student accommodation decisions that the TDSB makes regarding its core holding strategy and student accommodation plan.
- The redevelopment project at Davisville is a case in point. The Local School Community Design Team (LSCDT) has worked hard within TDSB parameters & processes to develop a proposal that balances the dual objectives of providing a vibrant local community school setting, while maximizing the potential to generate revenue to support the capital program.
- A system wide review is currently being undertaken to establish where TDSB sites meet the criteria for the proposed Official Plan Policy Amendment as described above. As part of this study, TLC is recommending that the potential for redevelopment revenue be considered to inform the TDSB's emerging student accommodation.