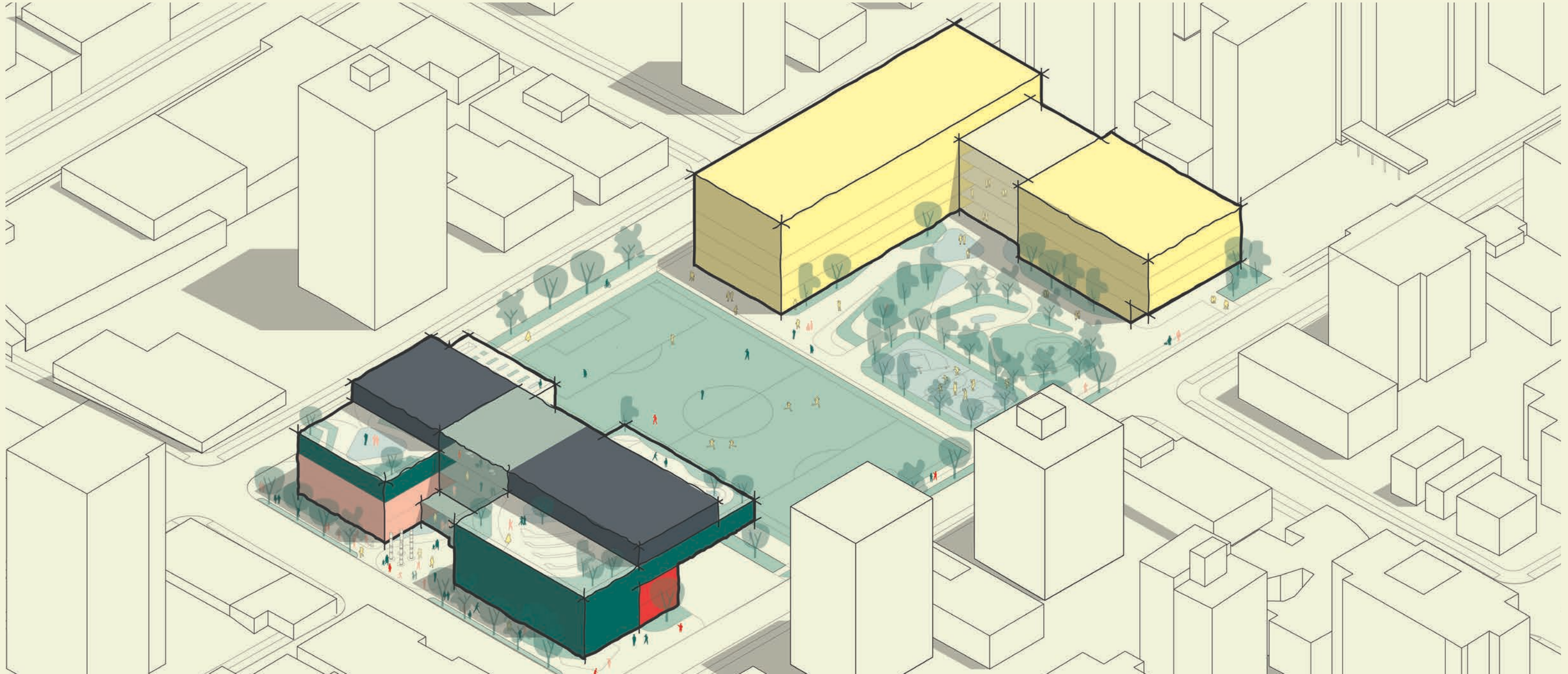


West End Community Hub Renewal Plan

Published February 2024



The West End Community Hub site is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) Peoples. Along with being home for the local Nations , Vancouver is also home to a large and diverse community of Urban Indigenous residents. Despite systematic and institutional efforts to eradicate their communities and cultures, the resilience, strength and wisdom of the Nations has led to a revitalization of Indigenous languages and cultures, and a resurgence of self-determination over their lands and waters.

Settler residents of Vancouver have a responsibility to the Nations and the Indigenous Peoples that have stewarded these lands to learn the history of these lands they call home, to learn what role they can play in supporting the stewardship of these lands and waters, and to take tangible actions for meaningful reconciliation. With respectful recognition of the xʷməθkʷəy̓əm

(Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tsleil- Waututh) and the Urban Indigenous community, West End Community Hub project partners are committed to reconciliation as a key value guiding the renewal of the future West End Community Hub. As a key value, reconciliation has been embedded throughout the project and this renewal plan. Further information on specific partner commitments to reconciliation can be found on page 37.

[Visit the partner websites.](#)



Acknowledgments

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Vancouver Board of Parks and Recreation (VPB)
Vancouver Public Library (VPL)
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1.0 Community Summary

1.1 Introduction

Introduction

The heart of Vancouver’s West End neighbourhood includes the West End Community Centre, the Joe Fortes Branch of the Vancouver Public Library (VPL) and King George Secondary School (KGSS).

The West End Community Plan (2013) identified the renewal and transformation of this site as a key 30-year goal. The renewal plan is a collaborative effort to develop a comprehensive direction and dynamic vision for the site and is planned in partnership between:

- City of Vancouver (CoV)
- Vancouver Board of Parks and Recreation (VPB)
- Vancouver Public Library (VPL)
- Vancouver School Board – School District #39 (VSB)
- West End Community Centre Association (WECCA)

Purpose of this Renewal Plan Document

This WECH Renewal Plan report is a document to guide and direct the future of the site, including land use, relationships between buildings and outdoor spaces, neighbourhood connections, key views, accessibility, connectivity and phasing.

In addition to replacing and expanding the existing public amenities and services on site, the renewal plan will include other uses that could improve services in the West End, such as the relocation and expansion of Firehall No. 6, new full-time childcare facilities (0 to 5 years), seniors’ spaces and arts and culture facilities.

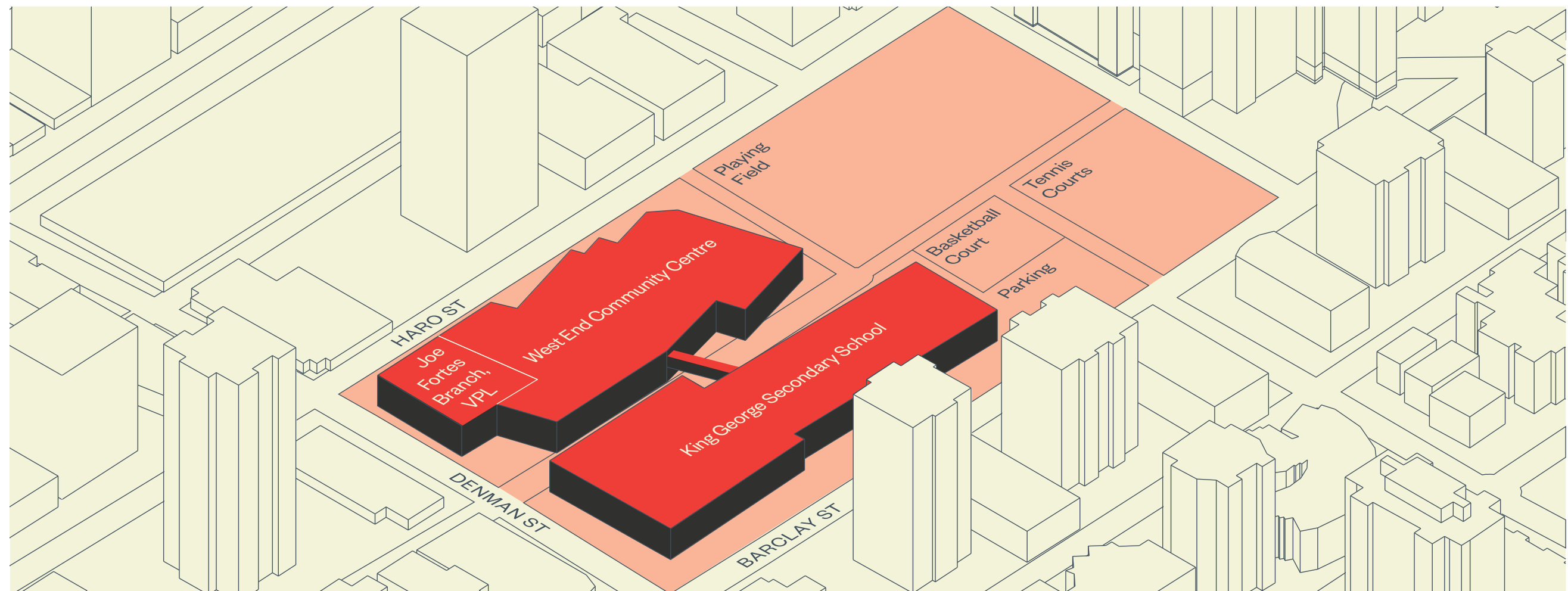
The WECH Renewal Plan celebrates Vancouver’s connection to xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliwətał (Tsleil-Waututh) cultures, while supporting play, learning, creativity and wellness for all people.

About the site

The site for the future West End Community Hub is bounded by Haro and Barclay streets to the east and west, Denman street to the north and a mid-block location between Bidwell and Cardero streets to the south. Currently, the 4.4-acre site includes the following amenities:

- Secondary school with an official capacity of 375 students and related outdoor sports amenities, including a non-regulation size playing field, basketball and tennis courts
- Community centre that includes a non-regulation sized ice arena
- Public branch library
- Combination of underground and surface parking

The Vancouver School Board owns 71 percent of the land and the City of Vancouver owns the remainder of the land. The West End Community Centre is currently jointly operated and staffed by the Vancouver Board of Parks and Recreation and the West End Community Centre Association. The Vancouver Public Library staffs and operates the Joe Fortes branch. Vancouver School Board staffs and operates King George Secondary School.



1.2 Project considerations

Renewal funding

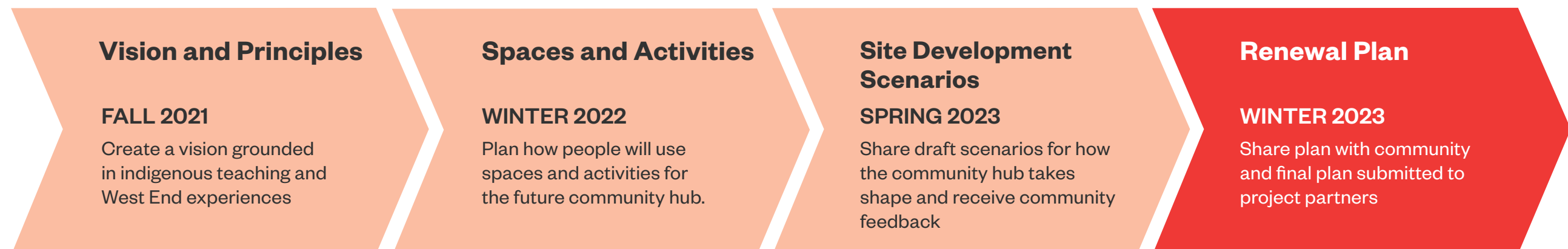
Renewing and expanding community amenities and services on this site are an important part of the commitments by partners to support a growing West End neighbourhood. The creation of the WECH Renewal Plan was funded by the City’s 2019-2022 Capital Plan. The VSB has initiated a capital funding request for expansion and seismic upgrades of King George Secondary, with the goal of a renewed and expanded school to accommodate a minimum forecasted 1,000 – 1,200 students.

The WECH site is heavily constrained within a dense urban neighborhood. Existing buildings offering important educational and community functions take up a large portion of the site and efforts have been made to develop plans that minimize disruption to existing services during future redevelopment.

Given the scale and complexity of this future project, implementation of the Renewal Plan will require significant investment on the part of both the City of Vancouver and Vancouver School Board. Renewal will likely take place over several capital plans and will not start until funding is secured.

Project timeline

The work to develop the WECH Renewal Plan took place over four phases:



Learn more about our previous phases:

[WECH Vision and Principles report](#): explore the Renewal Plan’s Framework for Indigenous Reconciliation, Vision for the future, and Principles to guide the plan

[WECH Site Scenarios report](#): Learn about the location of buildings, spaces and activities on the site

[WECH Activities and Spaces report](#): learn about the spaces and activities being planned for the renewed West End Community Hub.

Reports are also available at shapeyourcity.ca/weconnect.

Reconciliation

The West End of Vancouver is a culturally and historically rich location for Coast Salish Peoples. Through art and storytelling, xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səlilwətał (Tsleil-Waututh) cultural perspectives guided the process of developing a vision and principles for the West End Community Hub.

WECH project partners know that Vancouver’s identity is strengthened by connecting, learning and celebrating xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səlilwətał (Tsleil-Waututh) cultures.

Given the importance of Coast Salish teachings to planning this community hub, the following framework reflects the commitments to reconciliation made by all project partners and offers important guidance for the WECH vision and principles while supporting neighbourhood aspirations.

Planning, design recommendations and policies for the project include innovative ways of demonstrating that xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səlilwətał (Tsleil-Waututh) Peoples have always been the stewards of these lands.

The West End is the Best End

I love the diversity of the West End, and all of the beautiful tree canopy. I would tell my friend that it is the best neighbourhood in the city. You can get the best ramen, get top of the line Korean barbecue, and have three grocery stores within a 3 minute walk. The trees help keep people cool in summer and attract birds like chickadees, bushtits, northern flicker, great Blue heron, brown creepers, Wilson's warbler and yellow warbler. The mix of co-op, rental and strata, the local school and library, etc. all help attract diverse residents.



▲ Story gathered from members of the community during fall 2021 engagement

Government-to-government protocol

The City of Vancouver's UNDRIP Strategy notes:

The government-to-government relationship is at the heart of reconciliation and the work to undo and redress colonial impacts and dispossession on the rights and title holders of these lands. As Aboriginal title holders, Musqueam, Squamish, and Tsleil-Waututh have unique rights with respect to governance, self-determination and other rights of sovereign Indigenous Nations.

As part of government-to-government relationships, the City of Vancouver sends project referrals, written overviews with suggested opportunities for involvement, to xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) Nations' staff teams and updates are sent on a quarterly basis. Based on interest from Nation staff so far, the project team has met with staff from Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) Nations.

Reconciliation commitments of project partners

The WECH Renewal Plan is guided by each project partner's ongoing commitment to reconciliation with Indigenous Peoples, including existing policies and commitments such as:

- City of Vancouver Reconciliation Framework and City of Vancouver UNDRIP (United Nations Declaration of the Rights of Indigenous Peoples) Strategy
- Vancouver School District Education Plan Equity Statement
- Vancouver Public Library Reconciliation commitments
- Vancouver Board of Parks and Recreation Reconciliation Strategies
- Truth and Reconciliation Commission Update 2018

For more details about these project partner commitments, [visit the partner websites](#).

Coast Salish Project Associates

As part of the engagement strategy and the longer-term renewal planning work, the project team engaged one individual from each of the three local Nations, each of whom are both artists and Knowledge Keepers, to ensure Coast Salish knowledge was integrated throughout the process. These Coast Salish Project Associates do not represent their Nation's government. Their advice, guidance and recommendations for future phases of work will be brought forward in government-to-government conversations.

Coast Salish project associates:

- Chrystal Sparrow – x^wməθk^wəyəm (Musqueam), artist, carver
- Cory Douglas – Skwxwú7mesh (Squamish), West End resident, architectural technologist and civil engineering technologist, artist
- Angela George – Skwxwú7mesh (Squamish), Coast Salish Weaver and Artist, and səliłwətał (Tsleil-Waututh) mother, grandmother, community member.



▲ Photos of various visioning workshops events

1.3 Engagement to create the Renewal Plan

Public engagement strategy

W.E. Connect was the name used to describe WECH engagement opportunities. W.E. Connect featured a range of engagement approaches between September 2021 and June 2023 including:

- Public engagement opportunities for West End residents and anyone in the City of Vancouver with an interest in the future WECH, using a mix of online and in-person methods.
- West End community organization engagement through early interviews and collaboration on public workshops.
- Engagement with Indigenous Knowledge Keepers, artists and young people from the local Nations, as well as Urban Indigenous community members.
- Project partner engagement to ensure the plan is aware of the needs and interests of the participating organizations (City of Vancouver, Vancouver Board of Parks and Recreation, Vancouver Public Library, Vancouver School Board and West End Community Centre Association) and the individuals and communities they serve.

The COVID-19 pandemic was a challenging reality during many phases of the renewal plan development. As needed, engagement was modified to support participant safety and comply with local health orders, such as by offering online and outdoor options, ensuring in-person participants were masked and providing hand sanitizer and increased air circulation.

Visual communication played an important role in the engagement process. Social media, posters and postcards raised awareness about opportunities to get involved. To ensure community members understood the information being discussed, the project team developed information boards, translated materials, and developed physical scale models of the site. Summary reports were created after each of the three rounds of public engagement to share what was heard back to the community.

Participation in renewal planning engagement

Survey 2,564 participants

Pop-ups 650 event interactions

Open Houses 485 participants

Virtual Open Houses 3,300 visits

School community



47 secondary school students engaged in student council and urban studies classroom workshops



6 secondary school student ambassadors



34 local elementary school parents and principals.

Focus groups 29 meetings held

Interviews 48 discussions

Sites 5 different locations with self-paced engagement materials

Community organizations

9 community organizations
involved in shaping and co-hosting engagement

59 community organizations
received project communications, many of whom helped promote
engagement



▲ Self-paced information boards, open house and pop-up events held at West End Community Centre

1.4 Framework, vision and principles

Engagement to create the renewal plan

The first phase of renewal planning co-developed a vision, purpose and aspirations for the future WECH. This visioning process focused on story, relationship, art and values. Participants included community members, West End organizations, secondary school students, project partners and Coast Salish Artists and Knowledge Keepers. The resulting framework, vision and principles helped to define space use needs for the future WECH.

In fall 2021, hundreds of community members were inspired by Coast Salish art and stories, shared their own experiences of the West End, worked together to interpret those stories and developed directions for the new facilities, programs and spaces.

This phase relied on a collaborative and co-created approach that involved three Coast Salish artists (known during the project as Coast Salish Project Associates), two W.E. Connect Community Artists (known during the project as Community Artists) with strong connections to the West End community and collaboration with community groups active in the neighbourhood. Dozens of West End community organizations helped inform the engagement process by sharing advice prior to the engagement launch.

Engagement opportunities ran from September through December 2021, including:

- Coast Salish Chronicles of the West End — an online event featuring Knowledge Keepers and artists from xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səlilwətał (Tsleil- Waututh) Nations;
- West End Experiences Survey, which collected memories and experiences of the neighbourhood (over 375 stories were shared);
- Self-paced engagement stations in five locations around the West End that showed original artwork created by the Coast Salish Project Associates and

two Community Artists;

- Seven pop-up events hosted by 6 Youth Ambassadors, connecting with over 400 people;
- Eight visioning workshops, some held online and others in-person, with over 310 participating in total;
- Synthesis Workshop held in November 2021, led by project partners and volunteers, to review and draft the vision and principles for the future community hub; and
- Public report-back event, held online December 2021, connecting with 80 community members, to share and get feedback on the draft framework, vision and principles.

The resulting co-created framework, vision and principles have guided all phases of the renewal plan and are described on the following page.

Framework

The West End of Vancouver is a culturally and historically rich location for Coast Salish Peoples. Given the importance of Coast Salish teachings to planning the future community hub and the commitments to reconciliation made by all project partners, the WECH framework outlines how WECH project partners will advance reconciliation by:

- Reflecting Coast Salish cultures and identities throughout the project,
- Working to understand and respect the protocols of xʷməθkʷə́yəm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) Nations,
- Making visible the xʷməθkʷə́yəm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) Nations’ history, culture and spiritual connections in the West End, and
- Working to understand Coast Salish laws for environmental stewardship, and how these can be applied to WECH, so that the site can support Vancouverites to connect with their responsibility for the health of these lands and waters.

Vision

Vision for the West End Community Hub:

The West End Community Hub celebrates Vancouver’s connection to xʷməθkʷə́yəm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) cultures, and supports play, learning, creativity and wellness for all people.



Principles

The West End Community Hub will...

Make visible and strengthen connections to Coast Salish peoples, histories, and cultures.

Weave the fabric of our communities together, creating a safe, inclusive, accessible and equitable place that is welcoming.

Be integrated, flexible and responsive to community needs for life-long learning and public education, recreation and social and cultural spaces.

Bring in sounds, sights and experiences of the natural environment.

Provide spaces and plant the seeds for creativity, innovation and co-learning across cultures and generations.

Offer a mix of social spaces for celebrating, ceremony, spontaneous connections or finding quiet.

Grow community and individual resilience by using seven-generation thinking.

1.5 Spaces and Activities

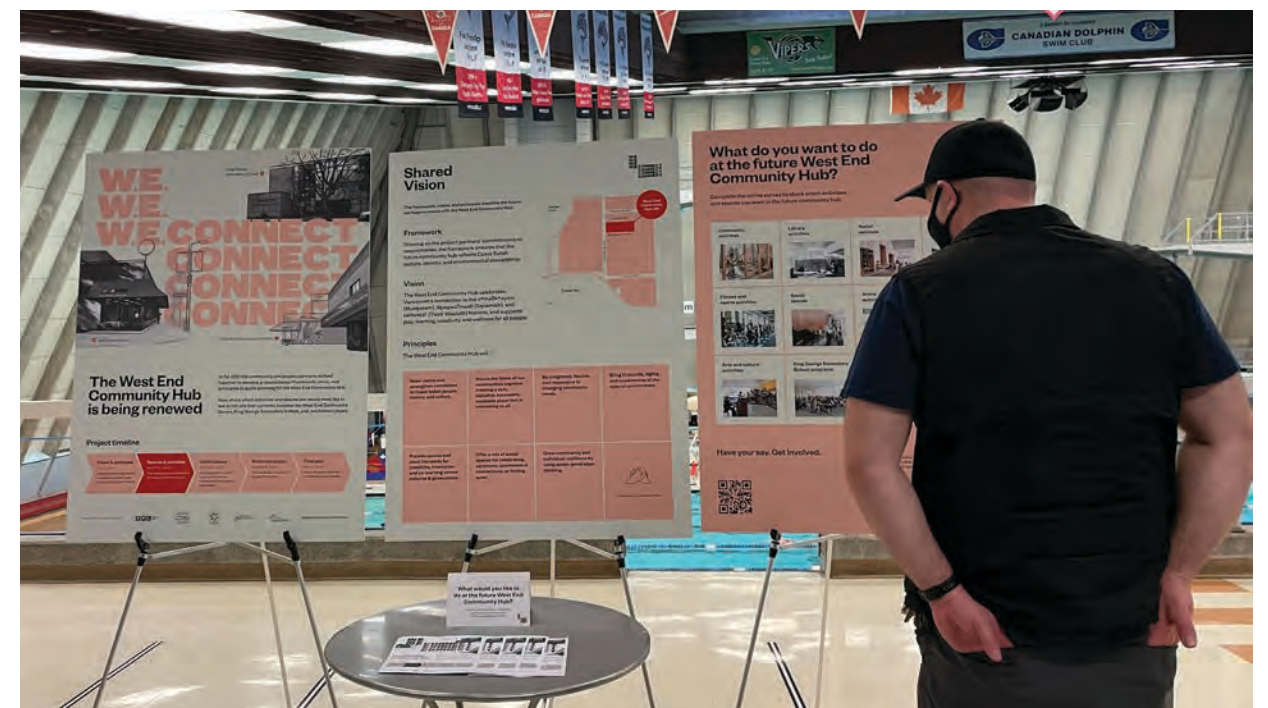
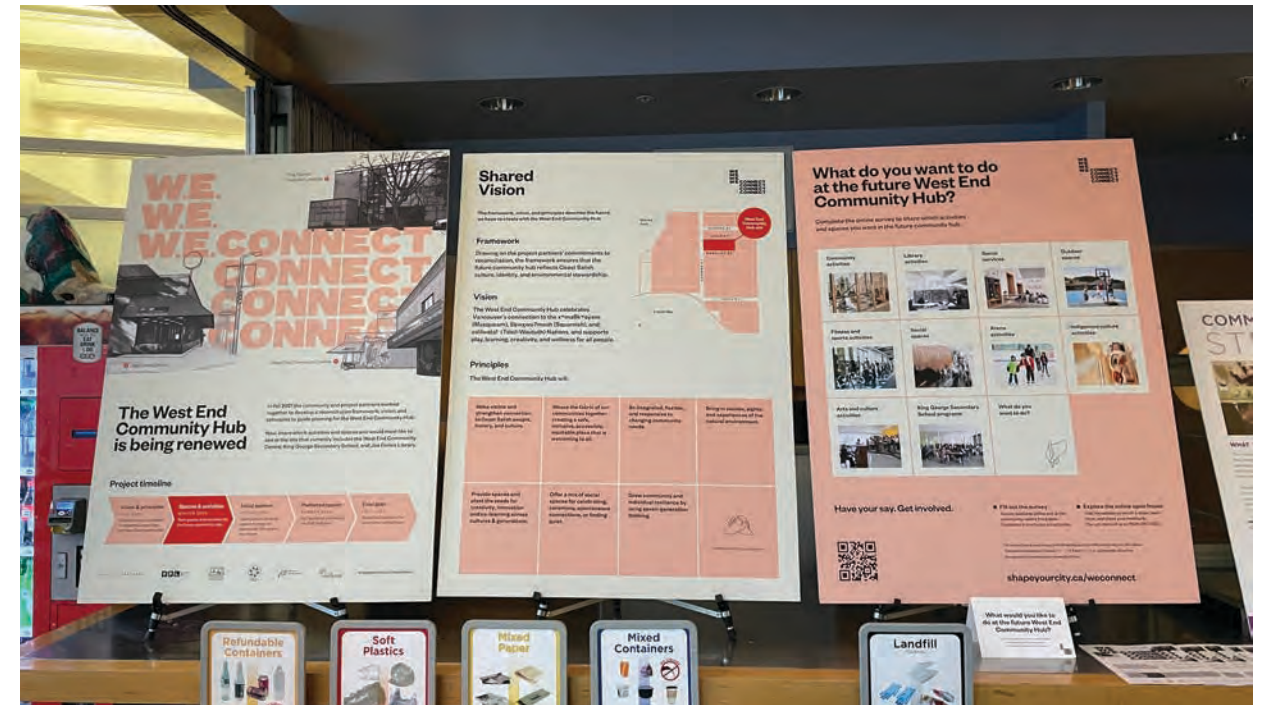
The second phase of renewal planning explored which activities, programs, services and spaces could be offered at the future West End Community Hub. The future renewal of the West End Community Hub will be successful if it maximizes public benefit by providing amenities and spaces that are accessible, inclusive and aligned with current and anticipated community needs. As such, it is important to understand what those needs are and ensure that assessments of community space needs are reviewed and validated.

This understanding is gained through a process known as a “space needs assessment” where current and future requirements for a facility are defined through the analysis of:

- Current and historical facility use,
- Partner policies, strategies, and planning documents,
- Broader city-wide, regional and national trends and best practices in activity participation and space programming,
- Population, demographics and growth projections, and
- Engagement with community members, stakeholders and user groups.

Data-driven research provides a foundation for community discussions that add context and depth ensuring the renewal plan is both responsive to current community needs and flexible enough to adapt in the future.

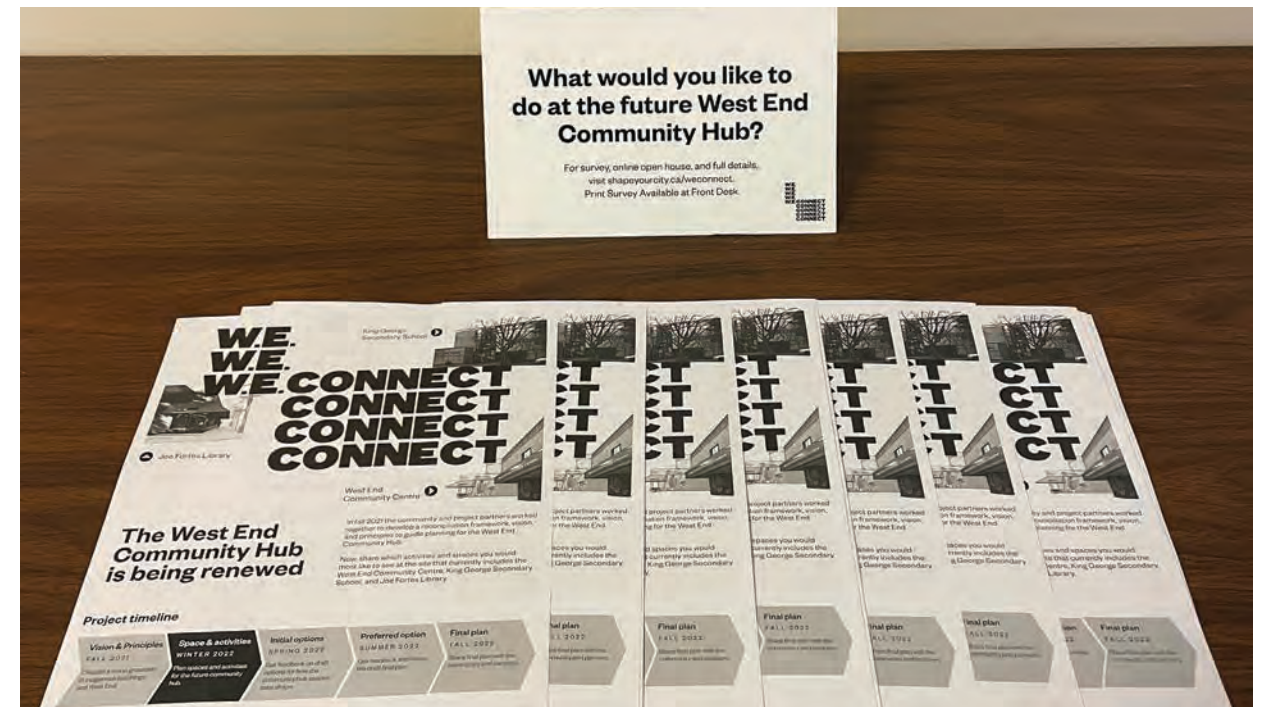
The result of this quantitative and qualitative study is an outline of the activities and spaces that could be included in the community hub as well as details about their required size, relationship to other spaces and any key technical requirements. This list of spaces and activities was used as a basis for the development of site development scenarios in the next phase of planning work.



The space needs assessment included comprehensive engagement with community members in spring 2022. Engagement activities reached a wide cross-section of the public, and included opportunities for the general public and discussions with specific stakeholder and user groups, including people accessing low-barrier services. This engagement helped to identify the spaces desired in the future facility. The purpose of this engagement was to understand how people currently use the site and what they would like to do at the future community hub. Public engagement included:

- Meetings with King George Secondary School (KGSS) students and presentation to KGSS Parent Advisory Council.
- Meetings with arena users, recreation users, arts and culture groups, library users, community service groups, staff and programmers.
- 24 focus group sessions with representatives from community groups, on-site staff and volunteers to explore specific interests, current space use and future needs.
- Activities and Spaces survey, which asked for ideas about spaces and activities for the future WECH, and which was completed or partially completed by over 2,120 people.
- Interviews with unhoused people at the Gathering Place Community Centre and West End Community Centre warming centre.
- Meeting with West End caregivers and newcomer residents at Gordon Neighbourhood House, and

The result of this phase was a list of activities and spaces identified for the WECH Renewal Plan.



▲ Engagement boards and paper surveys during Activities and Spaces phase

Space and activity options for the WECH Renewal Plan

In response to the input provided through winter 2022 engagement, as well as the space needs assessment, the following spaces were identified for WECH:

King George Secondary School



- **Secondary school**, pending approval and funding from the Ministry of Education and Childcare, the proposed expansion to provide a new seismically safe 1,000 to 1,200 student capacity secondary school, which would respond to the growing youth population in the school catchment area.
- **Adult Learning Centre** incorporated into the secondary school facility.
- **School sport field and outdoor education spaces** to meet the needs of the secondary school curriculum. School outdoor spaces could be used for community programs when not needed by the school.

Arts and culture spaces



- Mix of **dedicated arts and culture spaces**, which can accommodate a wide range of specialized programs, including music, pottery, visual and performing arts and other creative activities.
- **Indigenous Knowledge and Culture Spaces** that may include collaborative spaces for cultural practices, spaces for ceremony and performance, as well as spaces for accessing Indigenous knowledge, arts, history and food.
- **Weight room and fitness studios**
- **More fitness centre space and dedicated fitness studios** along with associated support space, as well as non-gendered change rooms.
- **Youth and senior spaces**
- **Dedicated youth spaces** that can primarily be used after school, including drop-in, informal and structured social and recreational activities for young persons
- **Seniors-focused spaces** that provide affordable, inclusive and accessible opportunities for older adults to participate in a variety of active living and creative pursuits.

Social spaces and activities



- **Entrance and lobby** which could be the main reception point and social space for the community hub, a large community gathering place, and the main area connecting different services together.

Multipurpose spaces and gymnasium



- Mix of **multi-purpose rooms** within the community centre and library that provide flexibility and can be reconfigured to meet a variety of community needs.
- **Gymnasium** that will serve as both a sports facility and multipurpose space that is dedicated for full-time community use within the community centre, designed to be dividable and adjustable to allow for different activities. Additional Gymnasium spaces will be located within the Secondary School.

Joe Fortes Branch Library



- **Larger branch library** with spaces that can be shared and ones that are dedicated for library use, including a service hub to foster intergenerational activities, a children's area with an early literacy focus, a teen zone, adult collections area and a staff work area.

Firehall No. 6 replacement



- **Firehall No. 6 replacement**, as the essential life safety services that Vancouver Fire Rescue Services provides from the current location are constrained due to the building's heritage status and the site being too small for expansion to serve the growing population. A larger site within the existing response zone and co-location with other community facilities would allow for enhanced efficiency.

Support spaces



- **Administrative offices, building services, and back-of-house spaces**, which include office spaces and storage for programming, equipment and operation of the community hub.

Childcare



- **Childcare areas** that will include new licensed 0-5yr programs.

Arena



- **Regulation-size ice arena** that can accommodate hockey games and practices, figure skating, short track speed skating and sledge hockey, community leisure skating and community dry-floor events if the ice is removed during parts of the year.

Public realm



- **Public plaza** and other programmed outdoor activity areas as well as outdoor play space associated with the licenced childcare

1.6 Site development scenarios

About the WECH site development scenarios

The third phase of renewal planning involved the development of three site development scenarios for how the future West End Community Hub's buildings and spaces could take shape. The scenarios were developed to support the vision identified through collaborative workshops, a list of potential activities and spaces identified through public engagement, as well as technical and operational considerations and requirements.

All three scenarios included the same interior spaces and activities and similar outdoor spaces. Each scenario responded to valuable community feedback, planning research and project partner priorities. The primary difference among the scenarios was the location of spaces and activities on the site.

One of the outputs of this phase was an inventory of the community's perspectives on scenario's strengths, challenges and opportunities for improvement.

Supported by the findings from the previous phases, spatial relationships and synergies were explored in order to meet the programmatic and community needs. Together, three potential site scenarios were developed which responded to various design parameters and priorities. All project partners conducted further evaluation of the three site scenarios, considering the valuable input of community members and technical advisors.

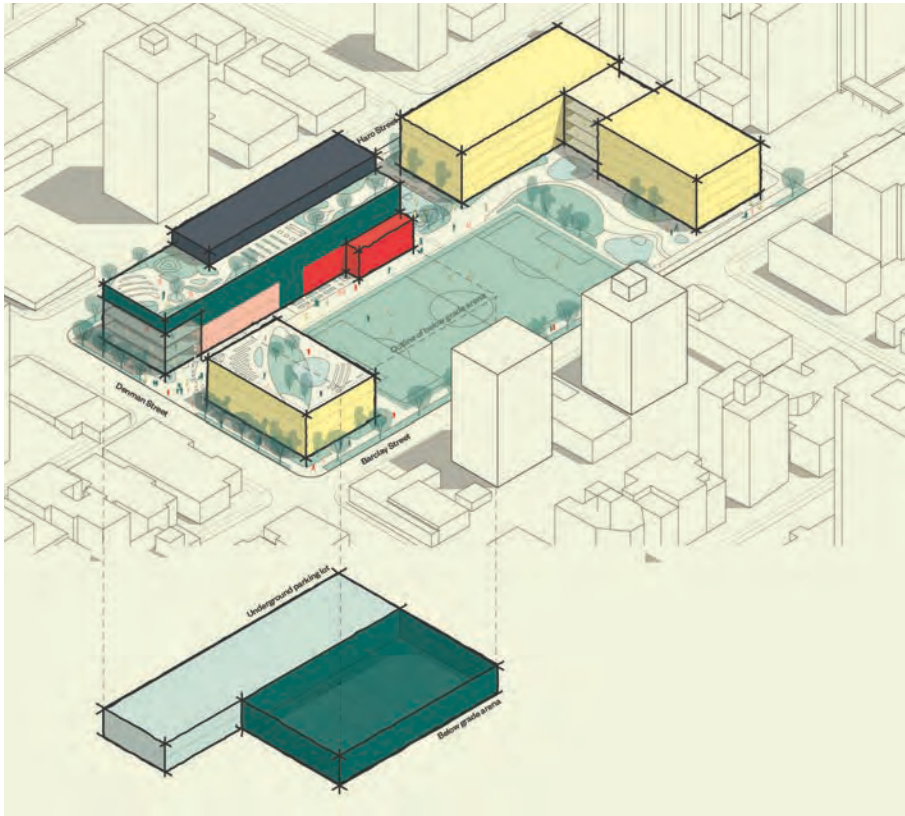


▲ Open house at West End Community Centre

Each scenario responds to valuable community feedback, planning research and project partner priorities. visit the [project website](#) for more details.

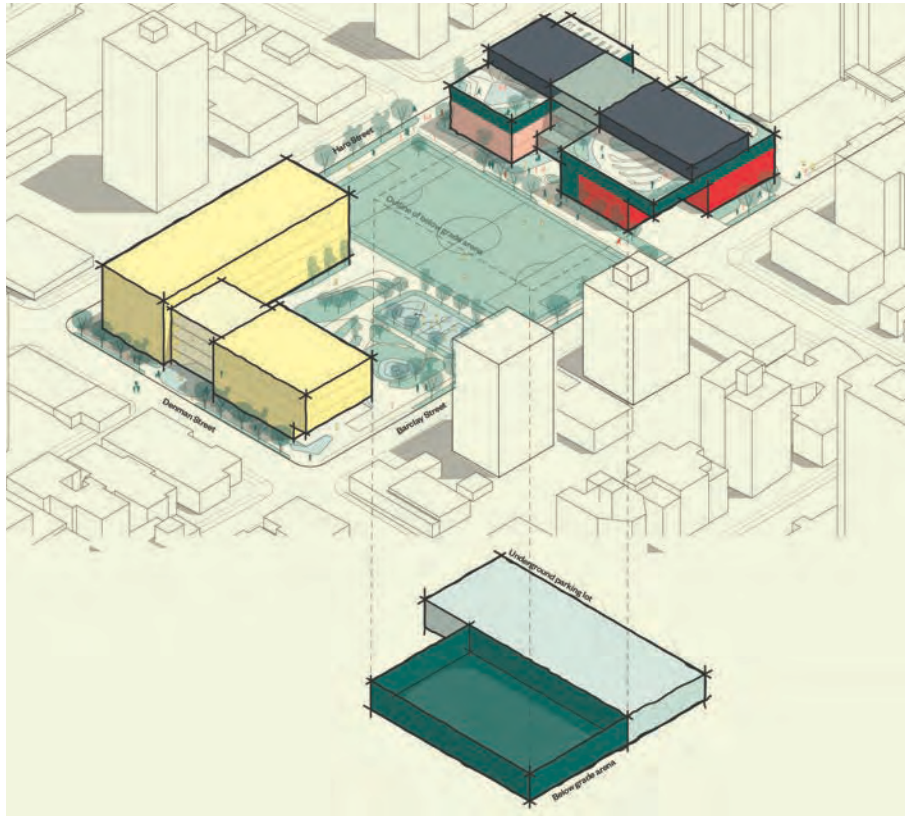
Scenario A

Community uses on Denman and Haro, Education uses on Barclay



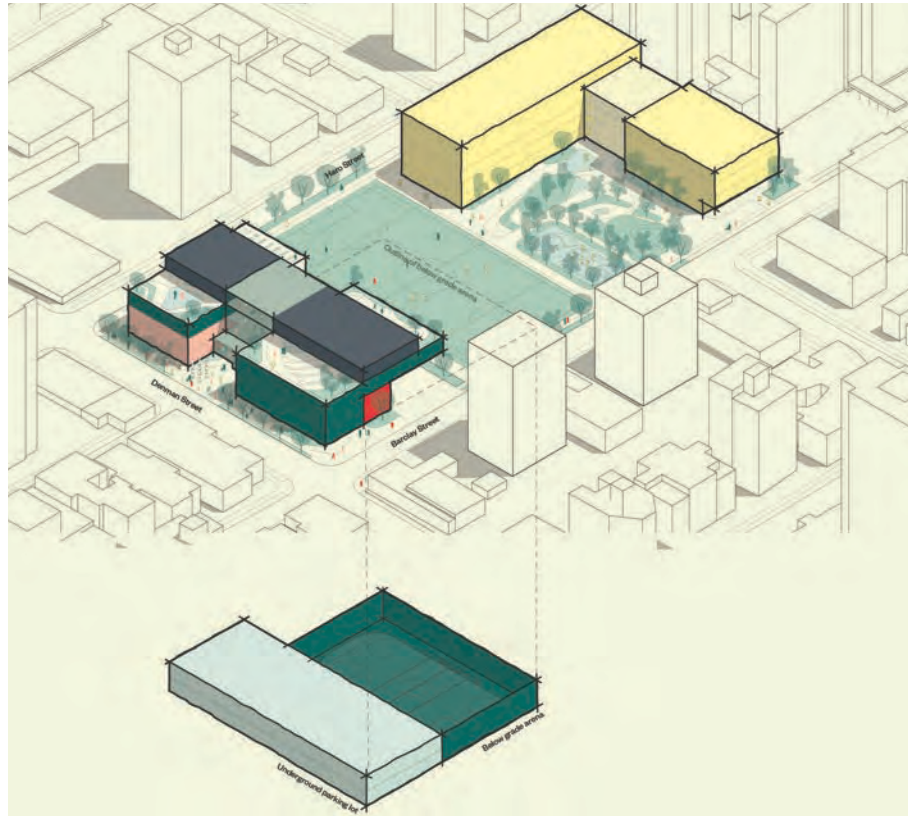
Scenario B

Community uses on Barclay, Education uses on Denman



Scenario C

Community uses on Denman, Education uses on Barclay



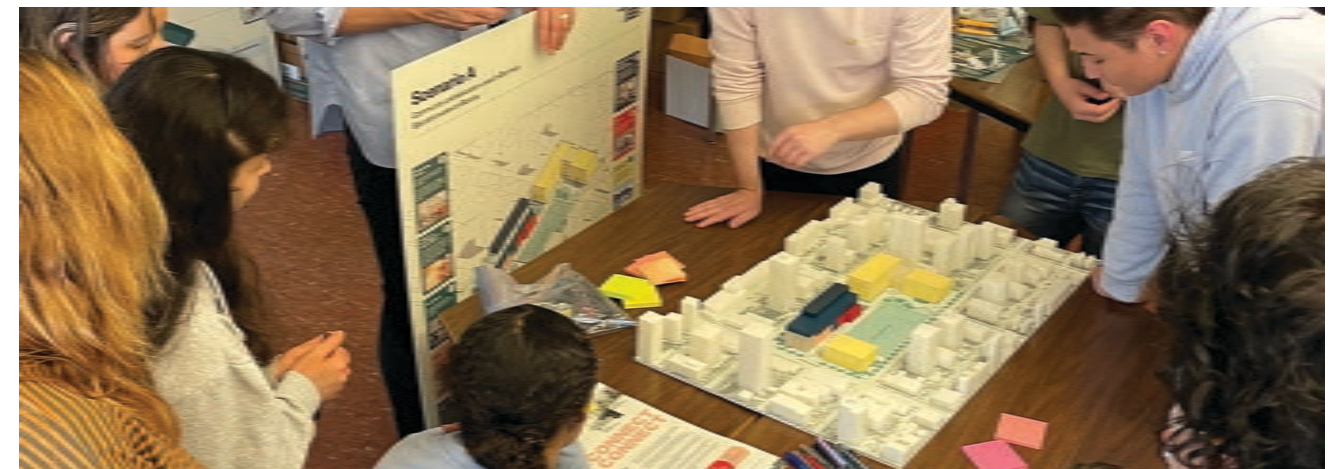
The images above represent three-dimensional test-fits of the types of spaces and activities proposed for the future WECH site and do not represent the design of the site's future buildings.

What we heard : site development scenarios

During spring 2023, community members provided input on how they would like to see the future WECH buildings and spaces take shape on the site.

In May and June, 2023, community members were invited to share their views on the strengths and challenges of three potential site scenarios for the future community hub. Engagement opportunities included:

- Online survey including translated versions in Korean, Spanish and Farsi.
- Two open houses and three pop-up events with information boards, physical scale models and opportunities to directly share feedback and talk to project partners.
- Paper surveys, information leaflets and binders with detailed information about the scenarios, including large-print material distributed by the West End Seniors' Network and translated surveys and leaflets available in Korean, Spanish and Farsi.
- School community focused engagement, including a presentation to the parent advisory councils (PACs) from King George Secondary School (KGSS) and its surrounding elementary schools, and two workshops with an urban studies class at KGSS.
- Self-paced engagement materials were located in the display case of the West End Community Centre with information boards and site scenario models.
- Large-print informational posters were installed on the Denman facing windows at the Joe Fortes branch library.



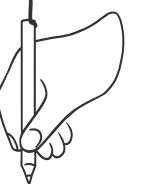
▲ Open house, high school's urban studies workshop and pop-up events held at West End Community Centre and King George Secondary School



▲ Photo of a pop-up event held near West End Community Centre.

Park(let) Connections

I live in the West End and love it here because of the diversity in housing, ages of people and incomes. This community has so much character. I love seeing people gather in the little parklets and often stop to talk to my neighbours there. People take pride in gardening as well. I'm part of a community garden at Nelson Park and there is connection and support.



▲ Story gathered from members of the community during fall 2021 engagement

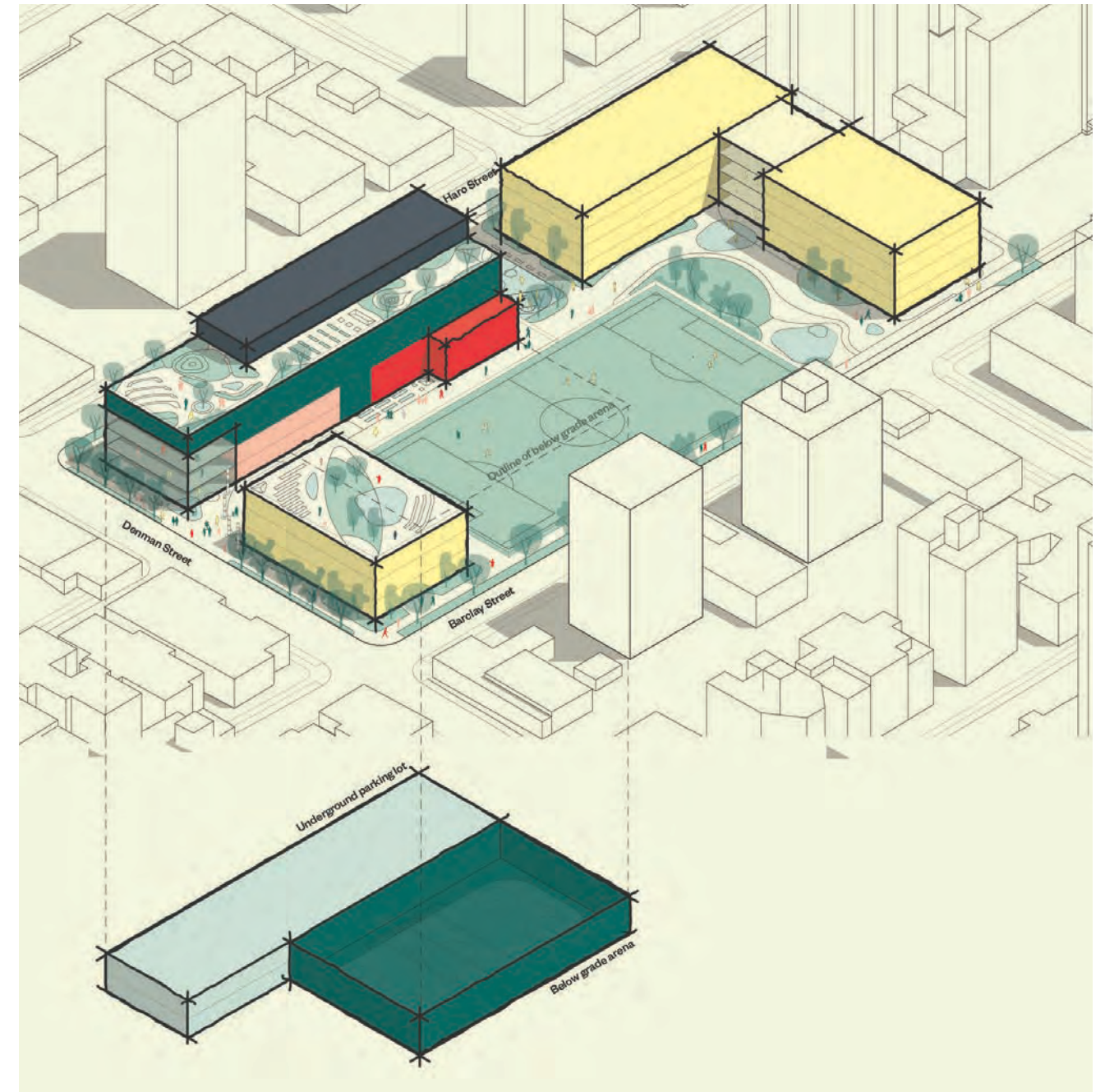
What we heard : site development scenarios

Community members were asked to provide feedback on three potential future site development scenarios by identifying each of their strengths, challenges and opportunities for improvement.

The online survey asked participants to select strengths from lists provided, with an option to write in additional strengths and/or any potential challenges. At the open houses and pop-ups, participants were invited to express any ideas they wanted to share.

Feedback on Scenario A:

Community uses on Denman and Haro, Education uses on Barclay



The image above represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings.

Strengths of Scenario A

When asked about the strengths of Scenario A, about half of all survey respondents selected the following options from lists provided:

- *Denman Street location of an expanded community plaza*
- *Denman location of the library*
- *Denman location of the community centre*
- *Denman connection to the community centre lobby or social space*

Pop-up and open house comments about the strengths of Scenario A were mainly about the Denman-facing aspects of this scenario. The main strengths about Scenario A expressed by the community were:

- *Atrium facing onto Denman Street, which could act as a combined entrance for the library and community centre*
- *Expanded community plaza on Denman Street*

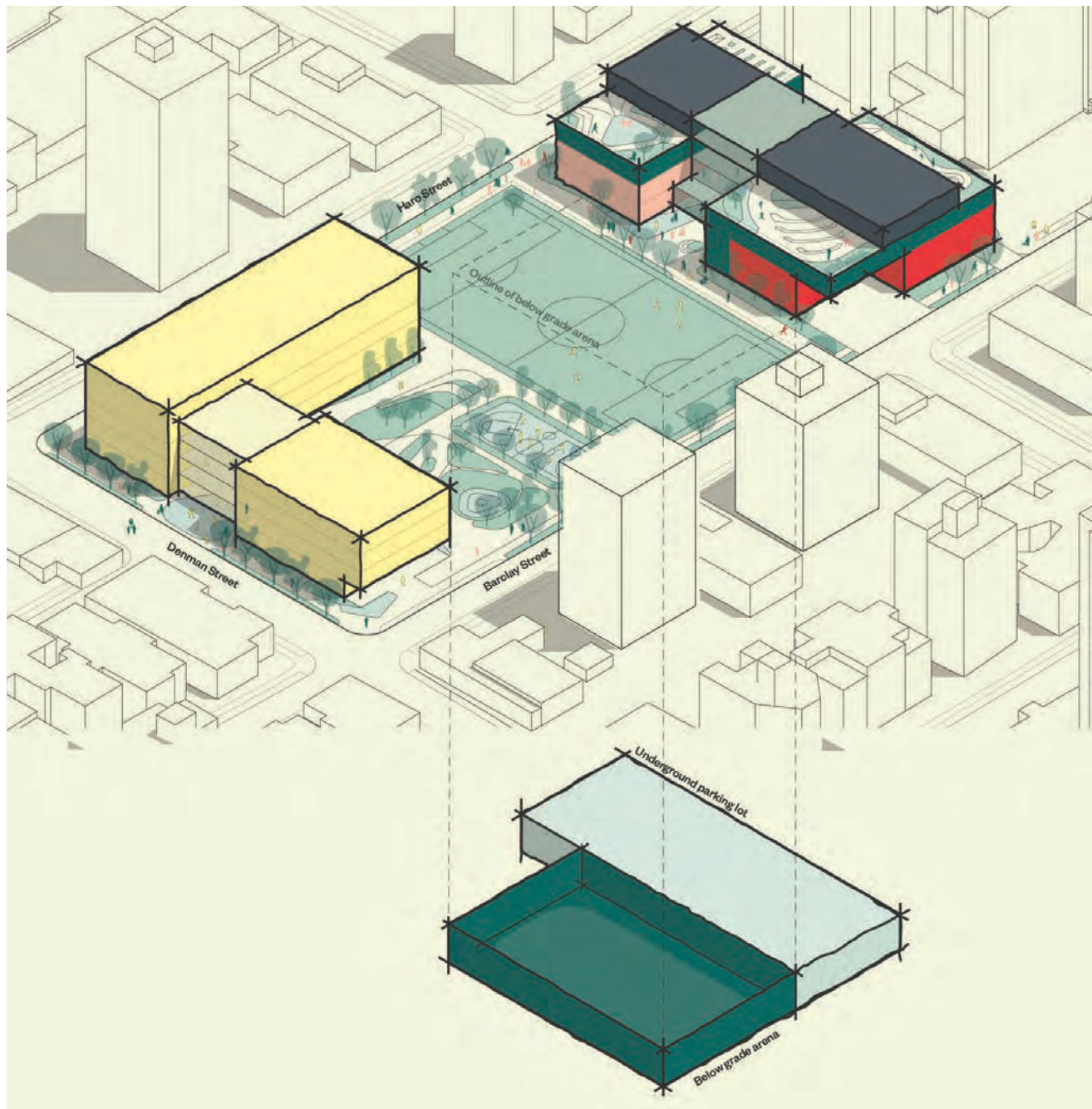
Challenges and opportunities for improvement for Scenario A

All participants (survey, open house, and pop-up) provided their feedback about challenges and opportunities for improvement through open-ended comments. The main themes about challenges or areas to improve Scenario A were:

- *Separation of school buildings between the east side of site and along Denman*
- *Haro Street location of Firehall No. 6*
- *Denman Street location of a part of the school*
- *Denman Street location of the expanded community plaza*

Scenario B feedback:

Community uses on Barclay, Education uses on Denman



The image above represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site’s future buildings.

Strengths of Scenario B

Scenario B had lower overall levels of public support in comparison to the other scenarios. When asked to select strengths of Scenario B from a provided list, survey respondents identified moderate support and approximately one quarter of survey respondents identified:

- *Haro Street Greenway location of a community plaza*
- *Barclay Street connection to Firehall No. 6*
- *Movement of foot traffic around buildings*

Comments about the scenario strengths were collected at the pop-ups and open houses. The relatively moderate strengths about Scenario B expressed by the community were:

- *Barclay Street connection to Firehall No. 6*
- *Haro Street location of the community centre and library*
- *Denman Street location of a secondary school*
- *Haro Street Greenway location of community plaza*

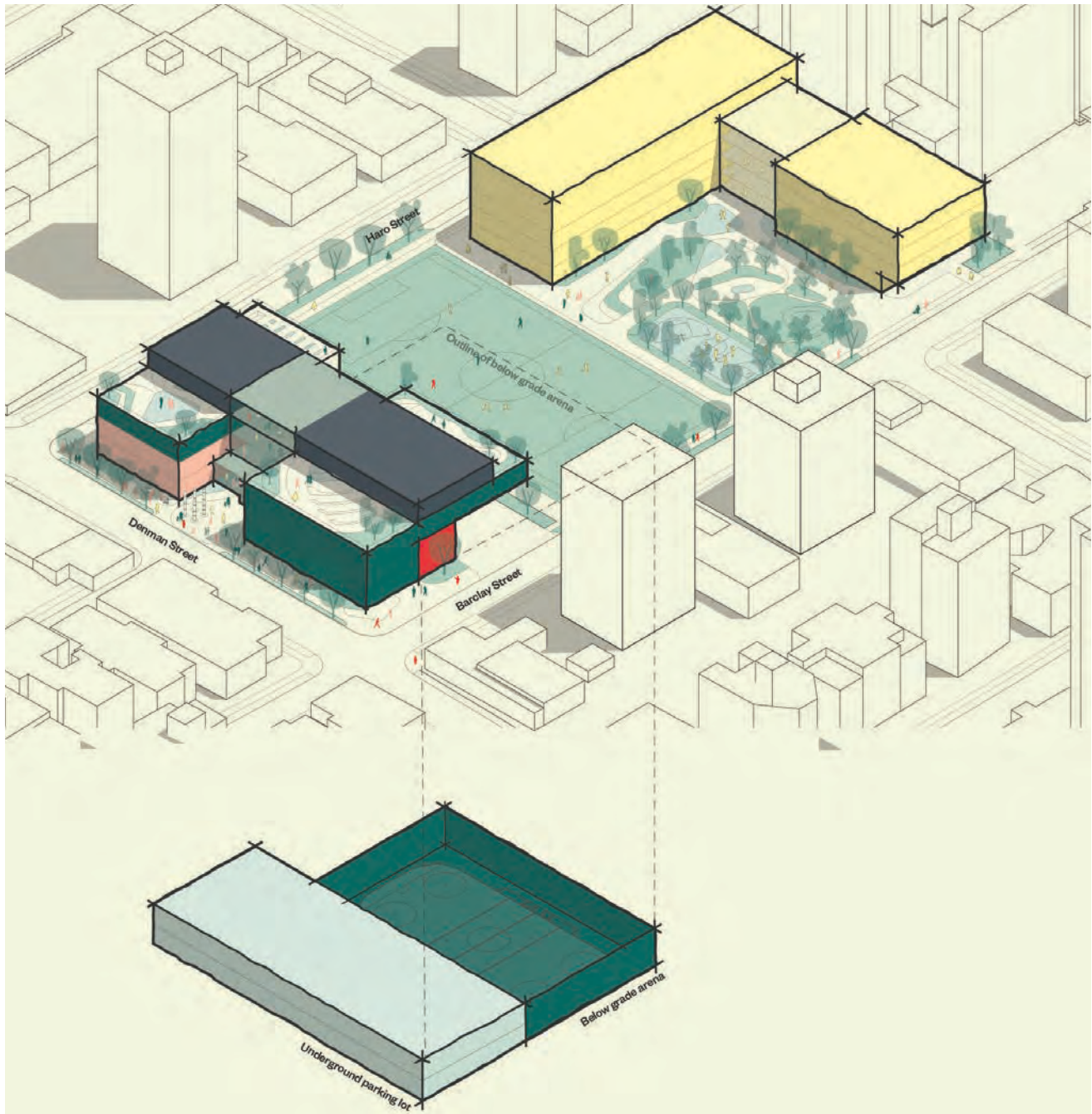
Challenges and opportunities for improvement for Scenario B

The main challenges or opportunities for improvements identified by survey respondents, open house attendees, pop-up visitors and other streams of input were:

- *Denman Street location of secondary school*
- *Barclay Street connection to Firehall No. 6*
- *Haro Street locations of the community centre and library*
- *Haro Street Greenway location of the community plaza*

Scenario C feedback:

Community uses on Denman, Education uses on Barclay



The image above represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site’s future buildings.

Strengths of Scenario C

When asked about the strengths of Scenario C, approximately two-thirds of survey respondents identified the following from provided lists:

- Denman location of the community centre
- Denman location of the library
- Denman location of the community plaza
- Denman location of the community centre lobby or social space
- The secondary school’s location on the east side of the site

About a third of respondents supported the remaining elements listed about this scenario. Pop-up and open house participants shared additional perspectives about the strengths of Scenario C. The main strengths expressed by the community were:

- *Denman locations of the library and community centre*
- *Secondary school located on the east side of the site*
- *Denman connection to the community centre lobby/social space*
- *Denman location of an expanded community plaza*

Challenges and opportunities for improvement for Scenario C

The main challenges or opportunities for improvements identified by survey respondents, open house attendees, pop-up visitors and other streams of input were:

- *Denman Street location of secondary school*
- *Barclay Street connection to Firehall No. 6*
- *Haro Street locations of the community centre and library*
- *Haro Street Greenway location of the community plaza*

Preferred Renewal Plan

In summer 2023, partners reviewed the public engagement findings alongside the three site scenarios. Keeping community feedback in mind, project partners determined which scenario they could support moving forward as the recommended renewal plan for the West End Community Hub.

Scenario C was selected as the preferred direction for the West End Community Hub Renewal Plan due to it being broadly supported by community feedback, complementing other city development initiatives, such as the West End Community Plan, and closely meeting each partner's objectives and requirements.

The scenarios were developed to generally show how the spaces and activities could be located on the site but should not be considered as a defined architectural design. As the renewal plan advances with the spaces and activities location, the architectural expression and articulation may evolve into a redefined design.

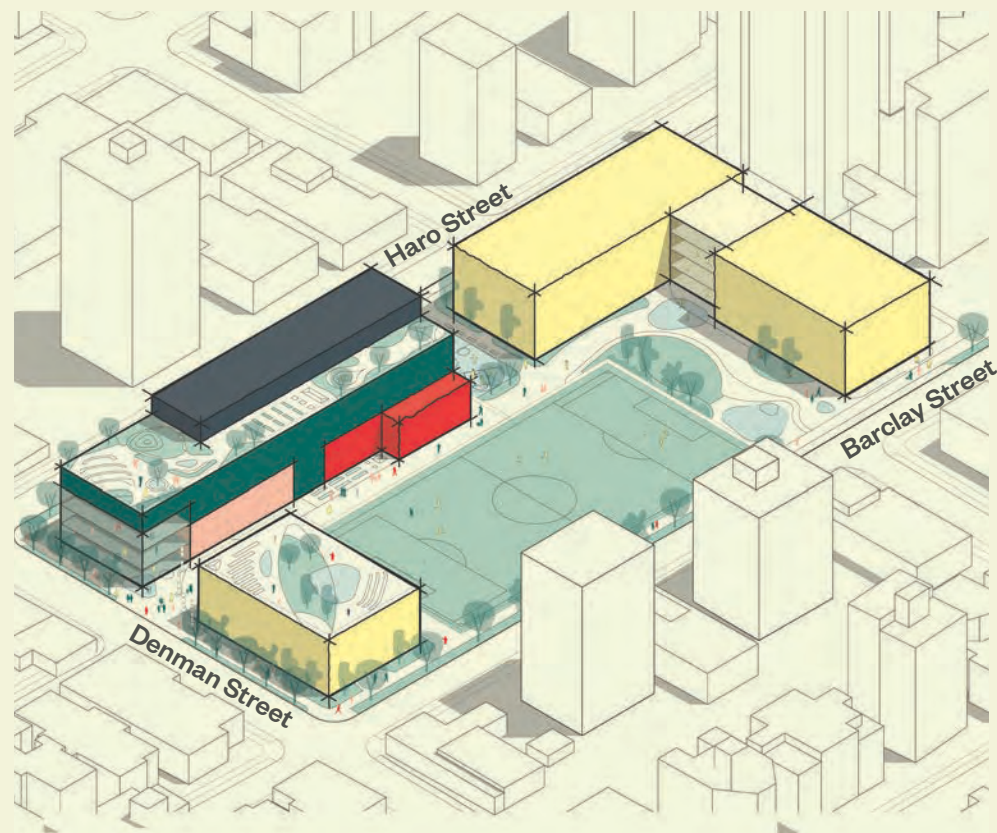


The image above represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WEOH site and does not represent the design of the site's future buildings.

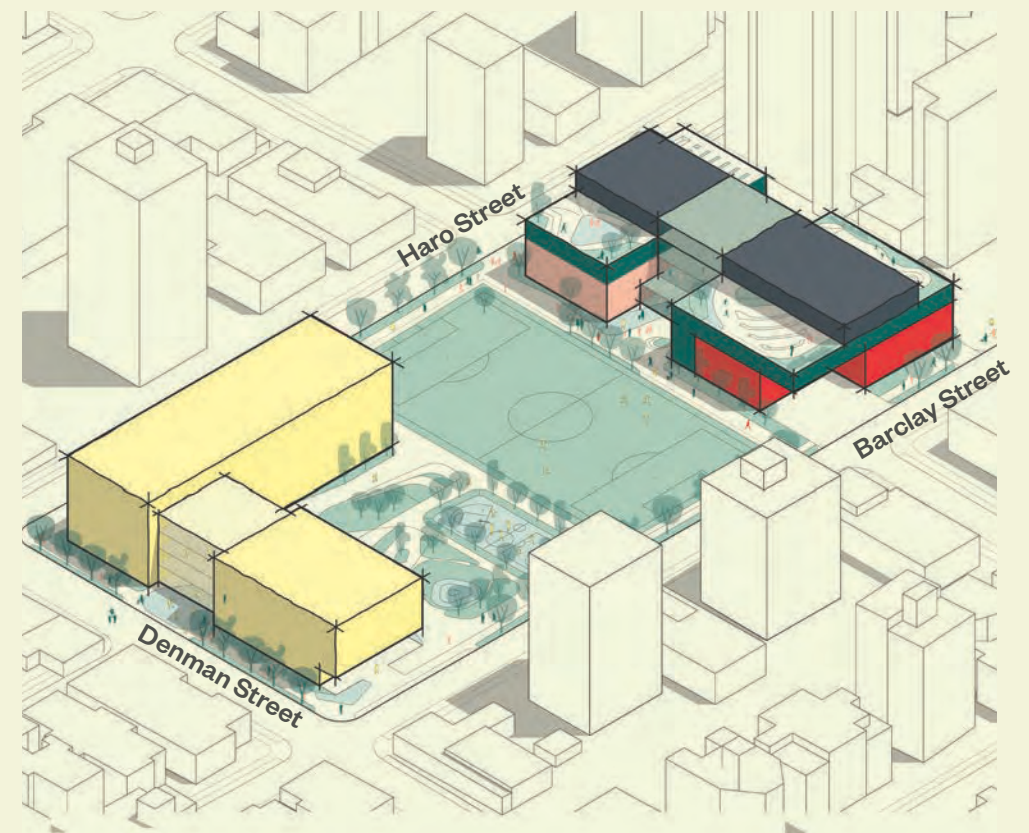
Alternate plans

The redevelopment and construction of the renewal plan will take place as funding is secured. Given the different funding sources for project partners, the renewal plan also identifies two alternate scenarios to ensure the plan is a flexible framework that responds to timing and availability of redevelopment funds. Scenario A and B are retained as potential alternate site scenarios that could meet each partner's objectives and requirements for the sites. While technically feasible, Scenario B is the least supported option by both public and project partners, and further review would be needed before pursuing any alternate options.

Scenario A *Community and education uses on Denman, Education uses on Barclay*



Scenario B *Community uses on Barclay, Education uses on Denman*



The images above represent three-dimensional test-fits of the types of spaces and activities proposed for the future WECH site and do not represent the design of the site's future buildings.

Looking forward


The WECH Renewal Plan is important for project partners to continue to deliver needed amenities and services to a growing community. Project partners will use the WECH Renewal Plan as the basis for renewing and collaboratively transforming the site as funding is secured.

The West End Community Hub Renewal Plan achieves one of the key 10-year policies set out in the 2013 West End Community Plan to work with on-site partners to develop a renewal and expansion strategy for this site and to explore opportunities to co-locate other community facilities. The community plan also included the goal to renew recreation facilities (including the West End Community Centre and West End Ice Rink) within 30 years, designing those facilities to meet anticipated population growth. Work to secure funding for this renewal continues, and construction will not start until funding is secured. Construction will need to be implemented through multiple phases and capital plans, based on funding and renewal priorities.

The Vancouver School District's Long Range Facilities Plan describes the need for King George Secondary School to be renewed and expanded to address growing student numbers. King George Secondary School is in the district's annual capital plan to request funding for a future expansion. The proposed expansion is pending approval and funding from the provincial Ministry of Education and Childcare.

The Water Lady!


During the last two heat waves this year, one woman was sitting on a sidewalk patio with an adult beverage with her friends and asking (and getting consent) to spray people with a water gun. She was such a bully personality who understood the situation and provided some hilarity and relief. These are the types of people in the West End. It is a small community feel at the footsteps of the big city. It's connected but also secluded and the individuals in the community are what make it feel like home.



▲ Story gathered from members of the community during fall 2021 engagement

A stop on the way through life

West End has a temporary feeling. People arrive here from all over - the neighborhood has a high percentage of rental and rents are still comparatively cheap. In some ways, I feel like the fact that I'm still here after so many years, here raising my kids, no plans to move, means I've failed at life. When I was in university everyone lived in the West End, I'm the only one left. When my kids were at daycare, everyone lived in the neighborhood and now we are the only ones left. Everyone leaves. Except the people who never leave. But families leave. I think it's a great neighborhood for families but I guess most people don't. Wish there were more apartments for families, wish there were more affordable apartment for families. Wish there were fewer renovations. Where are people supposed to live in this city?



▲ Story gathered from members of the community during fall 2021 engagement

2.0 A foundation of Coast Salish Knowledge

2.1 Introduction

The planning process for the future West End Community Hub was informed by xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliwətał (Tsleil-Waututh) ways of knowing and storytelling, and focused on uplifting the aspirations Coast Salish People have for their homelands.

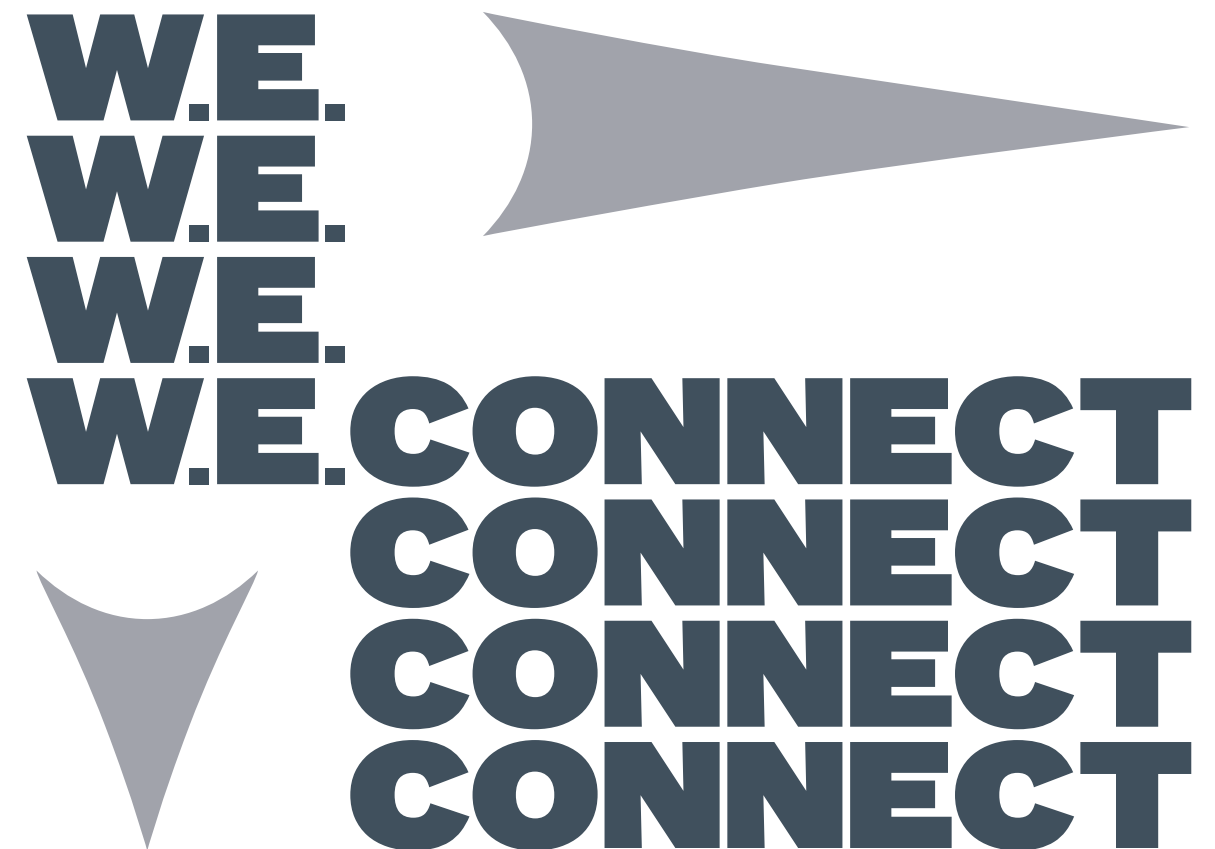
As part of the engagement strategy and the longer-term renewal planning work, the project included Indigenous engagement designed to help ensure Indigenous values and knowledge were layered through a thoughtful planning process. Indigenous engagement was guided by Ginger Gosnell-Myers, the Indigenous engagement lead on the consultant team. Ginger explored how to link and interweave xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliwətał (Tsleil-Waututh) ways of knowing with other consultation work.

The project team engaged Coast Salish Project Associates, one from each of the three local Nations, and each of whom are both artists and Knowledge Keepers, to ensure Coast Salish knowledge was integrated throughout the process. The Coast Salish Project Associates do not represent their Nation's government. Their advice, guidance and recommendations for future phases of work on the West End Community Hub will be brought forward in government-to-government conversations.

- Chrystal Sparrow – xʷməθkʷəy̓əm (Musqueam), Artist, Carver
- Cory Douglas – Skwxwú7mesh (Squamish), West End resident, architectural and civil engineering technologist, Artist
- Angela George – Skwxwú7mesh (Squamish), Coast Salish Weaver and Artist, and səliwətał (Tsleil-Waututh) mother, grandmother and community member

Through a collaborative decolonial planning process the Coast Salish Project Associates actively shaped:

- The engagement opportunities throughout all phases
- The interpretation of the stories heard during the visioning phase into key themes.
- The translation of themes into design recommendations in the renewal plan by bringing their unique perspectives as storytellers, artists and designers.



2.2 Commitment of project partners

The West End Community Hub project is taking direction from project partners to ensure all plans respect, integrate and reflect Indigenous knowledge. Partners have ongoing commitments to reconciliation with local Nations and Urban Indigenous Peoples, including policies and commitments such as:

City of Vancouver City of Reconciliation (2014)*

As a City of Reconciliation, the City of Vancouver will:

- Form a sustained relationship of mutual respect and understanding with local First Nations and the Urban Indigenous community, including key agencies
- Incorporate a First Nations and Urban Indigenous perspective into city work and decisions
- Provide services that benefit members of the First Nations and Urban Indigenous community
- Engage in a government-to-government relationship with xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations.

City of Reconciliation long-term goals:

- Strengthen local First Nations and Urban Indigenous relations
- Promote Indigenous Peoples arts, culture, awareness and understanding
- Incorporate First Nations and Urban Indigenous perspectives for effective City service

City of Vancouver UNDRIP Strategy (2022)*

- 1.8 Work with Musqueam, Squamish, and Tsleil-Waututh to develop and fund sustained public education about their history, culture, laws, contributions, etc. for visitors and residents.
- 3.5 Ensure the City funds Musqueam, Squamish, and Tsleil-Waututh with capacity funding and personnel support for any process the City wishes the Nations to participate in. Ensure the diverse Indigenous populations living in the city are also funded for engagement.
- 4.9 Develop policies and practices which look at a range of spaces such as community centres, parks, recreation centres, art institutions, etc. and prioritize providing governance, affordable access and space for Musqueam, Squamish, and Tsleil-Waututh and Urban Indigenous spaces for cultural practice and culturally safe community programming.
- 4.10 Expand supports to return the original languages to the land, through naming, grants for cultural programming, and public education on hə́qəmińə́h and Skwxwú7mesh .
- 4.11 Prioritize Musqueam, Squamish, and Tsleil-Waututh public art and other cultural programming within cultural recognition, in ways that allow for self-determination over cultural expression on the land and in the public realm.

Vancouver School District Education Plan 2026

- (Goal 1.E) Ensure Indigenous students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.
- (Goal 3B) Increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities

Vancouver Public Library Reconciliation commitments

- Reflect and celebrate Indigenous culture and history
- Enhance understanding and appreciation of Indigenous ways of knowing, being, and doing
- Indigenous Storyteller in Residence program
- VPL Truth and Reconciliation initiatives

Park Board Reconciliation Strategies TRC** Update 2018

- The Park Board recognizes the institution's colonial history and upholds the Board's commitment to the eleven Reconciliation Strategies.
- Vision: For the Park Board to be an evolvable organization in which every employee and Commissioner recognizes the humanity in themselves by recognizing and respecting the humanity of First Peoples; an organization that sets a worldwide example in treating Reconciliation as a decolonization process.

** The UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples) Strategy was developed during the course of the project. The City of Reconciliation vision and goals provided guidance prior to the UNDRIP Strategy and continues to guide the work alongside the UNDRIP Strategy.*

***TRC stands for the Truth and Reconciliation Commission.*

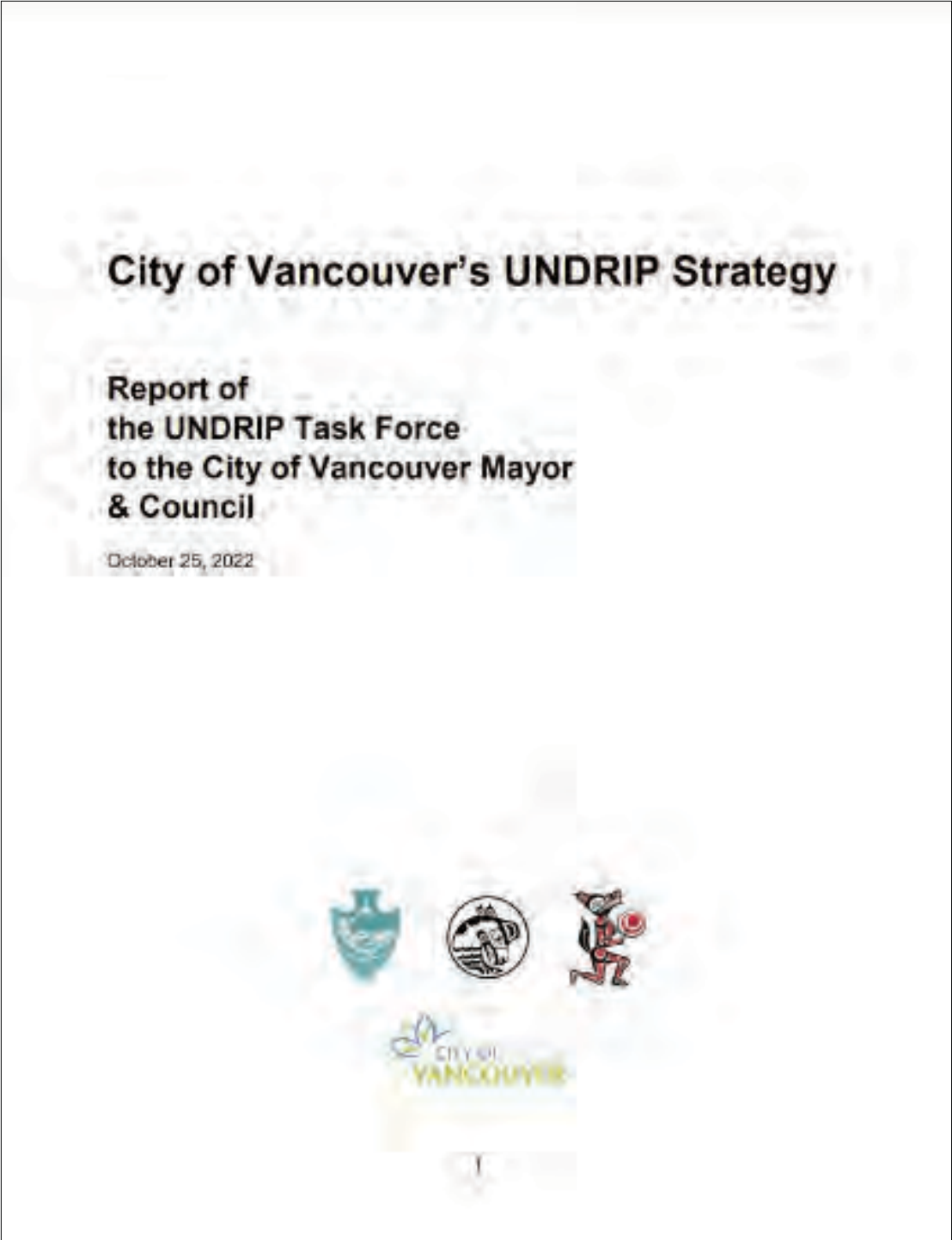
2.3 Government-to-government protocol

Government-to-government protocol

The City of Vancouver's UNDRIP Strategy notes:

The government-to-government relationship is at the heart of reconciliation and the work to undo and redress colonial impacts and dispossession on the rights and title holders of these lands. As Aboriginal title holders, Musqueam, Squamish, and Tsleil-Waututh have unique rights with respect to governance, self-determination and other rights of sovereign Indigenous Nations.

As part of government-to-government relationships, the City of Vancouver sends referrals, which are project overviews with opportunities for involvement, to xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations staff teams. Project updates were sent on a quarterly basis. Based on interest from Nation staff so far, the project team has met with staff from Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) Nations.



▲ Cover of the City of Vancouver's UNDRIP Strategy

2.4 Grounded in Coast Salish history

Important considerations for reconciliation in the project

Inclusion of Indigenous perspectives and values is not just about incorporating Indigenous art in the design process for WECH. Planning, design and strategic efforts within the project include innovative ways of demonstrating that x^wməθk^wəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) have always been the stewards of these lands.

Learning opportunities about Coast Salish cultural, historical or ecological knowledge must be shared widely. x^wməθk^wəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations have all stated their desire to see Vancouverites learn about their history and deep connection to these lands. At the same time, these Nations are working hard to ensure that their own citizens have access to learning opportunities about their histories, stories and traditional ecological knowledge. It is important to recognize how the sharing of any Coast Salish cultural, historical and ecological knowledge of surrounding lands and waters must benefit x^wməθk^wəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) citizens. This intergenerational knowledge sharing was included as part of the renewal planning process.

It is only through learning about these unique cultures, stories and histories that widespread respect for the Nations and these lands can grow. It is only through gaining new insight about these lands through a Coast Salish worldview that a future for meaningful reconciliation can really emerge.



▲ Sunset People by Angela George

2.5 A decolonial planning process

The WECH Renewal Planning process was grounded in Coast Salish stories. The project was launched with the Coast Salish Chronicles of the West End event featuring Knowledge Keepers and artists from x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətał (Tsleil-Waututh) Nations. The Knowledge Keepers' stories reflected each Nation's unique connection to the West End.

The Coast Salish Project Associates created artworks related to traditional stories of the West End area that were shared at the beginning of visioning workshops. Hundreds of community members shared their own experiences of the West End, and then worked together to interpret both Coast Salish and community stories to develop directions for the new facilities, programs and spaces.

The Coast Salish and community stories continued to influence the remainder of the renewal planning process. The Activities and Spaces survey asked community to expand upon the stories that were shared to identify ideas about Indigenous centred spaces and activities for the future. These responses helped inform the location of buildings and specific site opportunities.

Mixed memories of picnics at Hallelujah Point in Stanley Park

...I'm struck by how deeply, darkly colonized Stanley Park was back then and still is. Hallelujah Point got its name, apparently, because it's where Salvation Army missionaries would hold their loud rallies, and the cries of 'Hallelujah' could be heard across Coal Harbour. All of this on sacred, ancient Coast Salish territory, where my Indigenous dad, my mum and their two kids and little dog, would sit on a picnic blanket, with every speck of evidence of the millennia of Coast Salish peoples, their lives, culture and life ways erased, as we set up our blanket near a rectangular stone cairn in homage to missionaries, in a park replete with Edwardian colonial statuary and even a Canadian military naval base plonked down upon the sacred and historic Skwtsa7s (Deadman's Island) within eyeshot of our picnic blanket. Decades later, about 7 years ago, I moved back to the West End. I walk by Hallelujah Point almost every week as I walk or cycle the seawall and am filled with a mix of loving, happy memories of my parents, both gone now, and chagrin that so little has changed to re-Indigenize this sacred place whose grounds my feet have traversed since I could walk, this place named for a colonial vice-regal, who didn't even live here, yet who has a fawning statue of himself there, with his arms held wide 'welcoming' everyone to the park, as if it was his. It's time to decolonize this sacred place called Stanley Park in meaningful ways that would be a boon to the three Indigenous host nations; the Musqueam, Squamish and Ts'leil Waututh; those living on this land; those who come to visit and the land, waters and animals.



▲ Story gathered from members of the community during the fall 2021 on the theme of reconciliation

Coast Salish Project Associates

Indigenous artists hold a tremendous wealth of historical information, place-based knowledge, have access to Elders and storytellers within the Nations, and have unique perspectives about their Indigenous identities and relationships to the land. Bringing Coast Salish artists into the WECH project helped ensure that the renewal planning process is based on relevant values, stories, and contemporary understanding and experiences of Indigenous persons actively learning about and practicing their culture.

Roles

Intergenerational knowledge transmission features in the renewal plan's process and outcomes. For example, the visioning stage featured sharing of Indigenous cultures and stories for the next generation's benefit. Spaces and activities in the future WECH will also foster intergenerational sharing of Indigenous knowledge and culture.

During the renewal planning process, Coast Salish Project Associates:

- Created artworks related to traditional stories of the West End area to be integrated into project communications,
- Worked with young people from the local Nations in a mentee/mentorship role as part of WECH Renewal Plan objectives of intergenerational learning and capacity development,
- Identified and worked with a Knowledge Keeper or Elder from their Nation, also as part of the intergenerational learning objective,
- Presented their artworks and stories at public engagement events,
- Provided guidance to the design team throughout the vision and principles phase to help shape the engagement process and outcomes through a Coast Salish lens,
- Offered their interpretations of the stories heard and helped develop them into key themes for informing the future WECH Renewal Plan vision and principles,
- Shaped discussions ranging from vision and principles to early stages of strategic thinking and design by giving their unique perspectives as storytellers, artists and designers,
- Attended specific project meetings, workshops and site visits with other project partners,
- Provided guidance in the identification of spaces and activities that can meet the needs of Indigenous Peoples,
- Ensured the vision and principles were created, reflected and implemented in a culturally appropriate and respectful way,
- Shaped the design of the site scenarios for the renewal plan through an Indigenous-centred lens,
- Through a co-design process, supported the development of multiple site strategies,
- Provided guidance on key considerations for meaningful Indigenous people involvement in future design phases.

Project partners are grateful for the guidance and contributions that the Coast Salish Project Associates have brought to the renewal plan process.



Chrystal Sparrow

xʷməθkʷəy̓əm (Musqueam) artist and carver.

Chrystal Sparrow is a xʷməθkʷəy̓əm (Musqueam) artist and female carver. She was traditionally mentored by her late father Irving Sparrow, a master carver. Chrystal is both a traditional and contemporary Coast Salish artist who designs feminine art to express her culture and family teachings. She has public art at the YVR International Airport, Vancouver School District, Starbucks Canada, BC Children’s Hospital, and many other locations. Chrystal believes her work is a living art language that expresses her culture, teachings, and perspectives.



Cory Douglas

Skwxwú7mesh (Squamish) WE resident, architect and artist

Cory Douglas was born and raised in Coast Salish Territory ‘Vancouver’ and brings over 25 years of local experience in art and architectural design. He is a Skwxwú7mesh (Squamish) Nation member with Xaayda (Haida) and Ts’msyen (Tsimshian) ancestry. Cory began his business as a graphic artist and continues to redefine himself as he merges his academic architectural vocation with his innate creativity.

Cory is connected to the Skwxwú7mesh Nation through his parents and has been studying traditional Xaayda form and Formline and Coast Salish design. Cory’s intention is to communicate the cultural history of Canada, alongside the development and design of strategies through decolonization.



Angela George

Skwxwú7mesh (Squamish), Coast Salish Weaver and Artist, and səliłwətał (Tsleil-Waututh) mother, grandmother and community member

Coast Salish weaver Angela George carries two ancestral names - sits’sáts’tenat and qʷənat. Originally from Skwxwú7mesh (Squamish) and Sts’ailes, she lives and works in the səliłwətał (Tsleil-Waututh) Nation with her husband Gabriel George, children, and grandchildren. Traditionally groomed, Angela carries the gift of weaving with integrity and a responsibility to create awareness, stewardship, and harmony. Angela holds an MBA in Indigenous Business Leadership at SFU, where she researched səliłwətał (Tsleil-Waututh) laws of the land and sacred waters of the Burrard Inlet, then designed it into a 10’ Weaving Governance panel to demonstrate that Coast Salish weavings are Holders of Knowledge and living, guiding documents.

The importance of intergenerational learning and mentorship

Integrating cultural history and traditional ecological knowledge of these lands and waters is a vital aspect of creating the conditions for meaningful reconciliation. The forced assimilation of Indigenous peoples and the impact of Indian Residential Schools threatened Indigenous connections to family, community, language, and culture. Indigenous communities are prioritizing efforts to rebuild their connections to their histories and cultures.

Indigenous Peoples are actively revitalizing their cultural practices through traditional and contemporary activities. Project partners of the West End Community Hub hope to play a small part in these efforts by including intergenerational learning – recognizing the importance of Indigenous Peoples connecting with Elders and Knowledge Keepers for this cultural knowledge transmission to happen.

Coast Salish Project Associates were given the opportunity to identify one young person from their Nation for a mentee/mentorship role for this phase of the work. The W.E. Connect Mentees (known hereafter as Mentees) were invited to be part of various aspects of the Coast Salish Project Associates' work on the project and be part of project meetings, as well as contribute their ideas, input, and learnings throughout. This mentorship inclusion process can be shared for the co-learning purposes of future youth mentorship programs. The project partners of the WECH Renewal Plan are happy to support this opportunity and learning journey with the local Nations.



▲ **Top image:** Cory Douglas, alongside his Knowledge Holder, Aaron Nelson Moody, and Mentee, Nick Nahanee, presenting at the Community Visioning Workshop
Bottom Image: Cory Douglas and Angela George presenting at the Synthesis workshop

W.E. Connect Youth Mentees:

- Jonas Jones, səlilwətaʔ (Tsleil-Waututh) - Mentee of Angela George
- Nick Nahanee, Skwxwú7mesh (Squamish) - Mentee of Cory Douglas
- Jaz Whitford, Secwepemc (Shuswap) - Mentee of Afuwa

Each Coast Salish Project Associate also had the opportunity to identify a storyteller/Knowledge Keeper from their Nation to share traditional stories about the West End area. This formed the basis of inspiration for the Coast Salish Project Associates artworks. These stories were filmed and shown at the kick-off public engagement event, *Coast Salish Chronicles of the West End*.

[Watch these stories](#)

Knowledge Holders

- Gabriel George - səlilwətaʔ (Tsleil-Waututh) Knowledge Holder for Angela George
- Aaron Nelson Moody - Skwxwú7mesh (Squamish) Knowledge Holder for Cory Douglas
- Chrystal Sparrow - xʷməθkʷəy̓əm (Musqueam) Knowledge Holder for herself



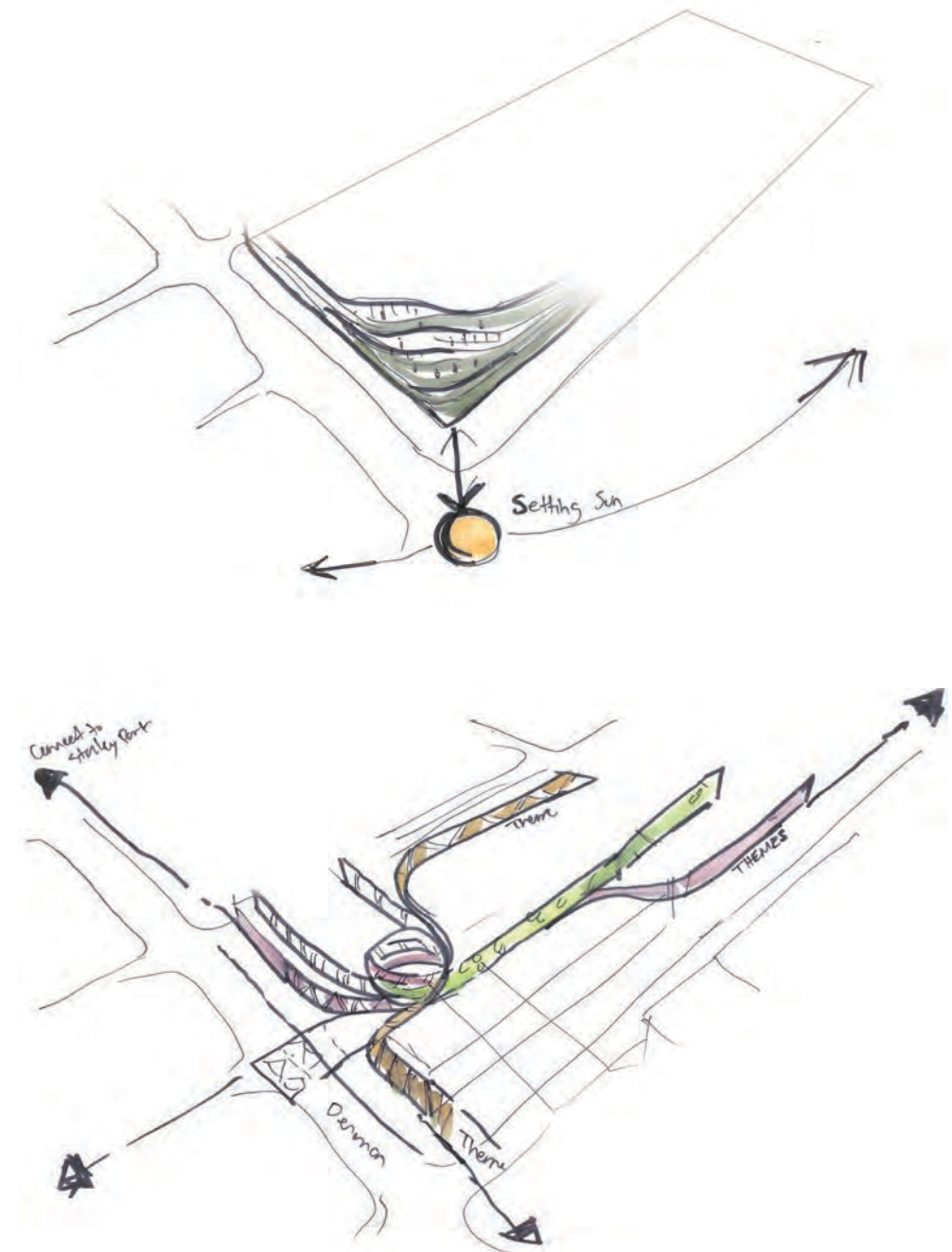
▲ Coast Salish Chronicles of the West End: Gabriel George: Knowledge Holder. [Watch here.](#)

Engagement with Indigenous Peoples

One of the goals of the W.E. Connect engagement plan was for broader xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tseil-Waututh) community to participate. At the same time, the engagement process had to be mindful that there is a community of Urban Indigenous Peoples in the West End neighbourhood who also hold experiences and knowledge to share.

One-on-one interviews were conducted with Indigenous community members to gather input on how Coast Salish and Indigenous knowledges can guide the renewal of the community hub. In the interviews, participants were asked to:

- Express their connection to the West End.
- Identify what's important to them about the future of the West End Community Hub.
- Share what it would mean to integrate Coast Salish knowledge and identity in the programming and spaces of the future site.
- Respond to emerging themes from Coast Salish Knowledge Keepers shared at W.E. Connect events.



▲ Site diagram explorations during the Coast Salish Project Associate workshop

2.6 Response to TRC Calls to Action and UNDRIP

In January 2022, the project partners, Indigenous consultant team and Coast Salish Project Associates collectively reviewed the Truth and Reconciliation Commission’s (TRC) Calls to Action and United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) to expand the thinking and consideration over how reconciliation could be meaningfully included in the WECH renewal. Workshop participants looked at five TRC Calls to Action and four UNDRIP articles and discussed how the WECH could address their implementation.

The TRC Calls to Action and UNDRIP Articles.

TRC Call to Action #10
iii. Developing culturally appropriate curricula.

iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.

TRC Call to Action #14
i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.

iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.

TRC Call to Action #63
Build student capacity for intercultural understanding, empathy, and mutual respect.

TRC Call to Action #83
Establish a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.

TRC Call to Action #90
Provide support and funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.

UNDRIP Article #11
Indigenous peoples have the right to practice and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.

UNDRIP Article #13
Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.

UNDRIP Article #25
Indigenous peoples have the right to maintain and strengthen their distinctive spiritual relationship with their traditionally owned or otherwise occupied and used lands, territories, waters and coastal seas and other resources and to uphold their responsibilities to future generations in this regard.

UNDRIP Article #32
Indigenous peoples have the right to determine and develop priorities and strategies for the development or use of their lands or territories and other resources.

Recommended actions

This TRC & UNDRIP workshop led to the creation of a number of recommended actions for consideration during future stages of the project. Moving forward with any of these recommendations will require conversations with the local Nations and many will require ongoing collaboration and coordination with the project partners responsible for staffing and programming activities on site.

1. Culture

- Purpose-built cultural practices collaborative space.
- Spaces that hold knowledge, archives of knowledge, literature, art.
- Build on work by West End artists to date i.e., art drawing from history, local stories, community.
- Spaces for ceremony including burning sage, smudging.
- Places for sharing accessing Indigenous knowledge, arts, history.
- Food programming on Indigenous food-based ceremonies, activities, and programs, along with regular monthly seasonal activities based around Indigenous ceremonies.
- Cultural exchange space.

2. Elders

2.1 Elder in-residence space

- Mentorship for Indigenous students with Indigenous elders. Indigenous language courses.
- Elders in residence becomes a bridge between all aspects of the site a place for the school community centre libraries etc. to unite and be guided by.
- Ensure elders and spiritual leads are engaged to determine relevant ceremonies are upheld i.e., ground-breaking, ceremony is critical step to follow.
- Opportunities for teaching from elders to youth.
- Elder in residence through the school or centre wide available for conversations and mentorship for all.
- Indigenous storyteller in residence.

3. Languages

3.1 Language projects

- Create audio and short films that feature Indigenous languages attached to artwork and the stories histories and law.
- Create short films that document all three Nations speaking their languages to teach and inspire its relevance in today's society. This could be a collaboration project between the West End Community Centre and the Nations.
- Create audio recordings of Coast Salish languages so that community members can listen and learn how to pronounce specific words.
- Include fire safety materials in Indigenous languages.
- Explore language and art conferences hosting to share language learning and art techniques to promote sharing of best practices.

3.2 Language programming

- Invite xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliwətał (Tsleil-Waututh) current language programs and fluent speakers to implement language programs and fun activities using their languages.
- Modify recreation guides to be more culturally inclusive with activities and language. Recruit Indigenous instructors.
- The idea of recording language and song as part of a shared space between the community centre and library where kids teams can participate in song dance, spoken word, etc.
- Educating the general public on pronunciation and meaning behind names.
- Programs to support community learning of local Indigenous languages.
- Create a language program where all community centres in Vancouver share learning and teaching opportunities through programs and workshops.
- Provide a resource centre or space where Indigenous language teachers can operate or to offer language teachings.
- Opportunities to learn local Indigenous languages, Indigenous reads book clubs, and audio stations to hear local languages.

4. Design

4.1 Language + Signage

- Produce short films incorporating audio clips in indigenous languages, focusing on art, narratives, history and legal traditions.
- Place names signage in traditional spelling along with English translation and phonetic spelling with audio where feasible.
- Entrance space to the school that reflects xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətaʔ (Tsleil-Waututh) spiritual cultural historical and ancestral relationship to this area.
- xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətaʔ (Tsleil-Waututh) names for the different buildings' rooms and spaces.
- xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətaʔ (Tsleil-Waututh) collaboration to name rooms and the overall site.

4.2 Culture + Design

- Indigenous design in the playground.
- Make visible any archaeological significance of the site.
- Highlight the entrance space to reflect xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətaʔ (Tsleil-Waututh) cultural protocols of welcoming.
- Identify and create art pieces based on Coast Salish laws to land and stewardship that helped teach all how to live here respectfully.
- Design the buildings (including HVAC systems) to accommodate cultural practices such as smudging or brushing off.
- Provide collaborative arts opportunities in the designing and building of spaces i.e., implement Coast Salish art into floor tiles.
- Invest in artists to produce work that engages with seven generation thinking, sustainability, and resilience.
- Interior spaces to evoke local plants, trees, ocean, and animals
- Work with artists and knowledge holders to thread the histories of the land into contemporary uses as a means of educating and building common ground.
- Make xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətaʔ (Tsleil-Waututh) culture in history visible throughout the site, and integrate urban Indigenous art and culture in supportive elements.

4.3 General landscape

- Small natural area that looks like untouched by humans.
- Native species plants.
- The indoor-outdoor relationship is often colonial, how to design differently, using design, natural materials, spaces for medicinal plants.
- Extension of physical building to exterior and outdoors.
- Opportunity for controlled outdoor spaces that can be smaller and contained at various levels with intimate connections with indoor programmed spaces.
- Ensure outdoor spaces support learning an engaging with xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətaʔ (Tsleil-Waututh) relationship to the natural world.
- Ethnobotany as the inspiration, food, textiles, tools.
- Landscape and focused on Indigenous planting coupled with co-learning an interpretation around the role that various planting play in Indigenous culture.
- Display Indigenous art.
- Connecting outdoor experience programs with inside displays within the school and centre library etc. displaying artifacts.

4.4 Shared spaces

- Thinking about what goes in the middle? A place where there is a small audience to observe. Avoid generic spaces that end up catering to no one.
- Central atrium with shared spaces.
- Shared spaces for Indigenous courses that are offered to everyone.
- Since the space is meant to be flexible and responsive to changing community needs, engage students and community users in intercultural reflections about the space future.
- Open or multipurpose spaces where programming is constantly changing yet exciting and inviting for a safe intercultural learning space.
- Maintain physical connections between school spaces and community centre spaces to give students and community members more opportunity to interact in a safe and nurturing environment.
- All weather activity spaces.

5. Program-specific

5.1 Program development

- Create an xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) plus urban Indigenous committee for the creation of new programs, supports existing ongoing programs and activities including any protocol that may need to happen.
- Ensure committee are paid positions to ensure equity.
- Develop specific youth programs around mental health trauma and mentorship for healing.
- Dissect programming guide, inclusive program offering.
- Expand program offering for all cultures and people.
- Create a regular community centre budget for cultural activities, program, materials for ongoing support.
- Help provide support hub for accessing funding for new programming or activities.
- The future school should be designed and programmed to allow for Indigenous-focused curriculum changes to be tested unrefined for possible rollout across the district.
- Collaboration with Knowledge Holders and artists and language leads to determine strategic programming and representation.

5.2 Arts

- Include Indigenous art workshops and courses.
- Coast Salish art revitalization space, for xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) community members to learn the differences of Coast Salish and form line design.
- Artists for kids programming.
- Artist in residence and mentor in residence programs for Coast Salish community.
- Artist in residence program to be located such that it is visible upon the arrival to the site. Connected to covered exterior art production and carving space.
- Connection between the artist and resident space and the creative spaces in the school. Wood workshops and fine art classrooms can benefit from this connection.
- Larger art storage for long term carvings, cultural productions, explore opportunity to use art spaces beyond school hours to facilitate collaboration between students and broader community.
- Dedicate time to an artist meet up once a month where artists can meet, share ideas and a coffee. Include supplies for spontaneous art making that may happen for the artists.
- Artist in residence programs commissioning artwork produced by Indigenous and non-Indigenous artists.
- Provide opportunities for arts-based education and expressive arts that hold in shared knowledge.
- Spaces for creating traditional and contemporary Indigenous art.

5.5 Performance

- Performance space for xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) artists.
- Performance space that accommodates Indigenous celebration and cultural performance.
- Dedicated Knowledge Keeper space, determine specific needs related to Indigenous arts and culture performance including storage.
- A space where West End community members can register to meet and greet xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) artists Knowledge Keepers safely.
- Spaces for practicing and performing arts for Indigenous and community arts.
- Performance and rehearsal spaces.
- Multi-generational and multi-use learning spaces for traditional practices and sharing events.

5.4 Library

- Library to include specific collections and a unique space and zone in the library focused on learning more about Indigenous cultures.
- Ask Indigenous communities what programming they would like to see offered at the library.
- Programming and storytelling spaces for intergenerational learning for all cultures. Encourage all generations and cultures to attend.
- Creating safe social spaces for youth and Elders to share experiences and stories in a fluid environment. Open spaces to encourage and invite all community members to learn.
- Intergenerational educational opportunities. Learnings from the past. Last rigid setting more casual.
- Library recording booth to document stories, connection to Elders in resident space. Is developed so that it is culturally welcoming.
- Story archives space to listen and learn from growing collection of recordings.
- Connection to kith and kin Indigenous genealogy.
- Indigenous-focused book clubs and reading groups.
- Innovative library building e.g., weavings and other future artifacts are holders of knowledge, display them and provide access to the accompanying stories.

5.3 Makerspace

- An ultra makerspace with Coast Salish design, a beautiful space for various workshops such as beating wool working, identifying medicines, natural dyes, fabric making etc.
- Maker space is for creating Indigenous and all arts by community members
- Woodcarving or art work development space for cultural exchange or sharing of knowledge with West End community
- Outdoor wood carving space or fabrication space for opportunity for cultural exchange.

5.6 Recreation

- Indigenous recreation activities, learning about and teaching and hosting events.
- Encourage greater diverse participation and recreational activities.
- Invite Nations sports teams that play soccer, basketball, lacrosse, and bone games to the community centre through tournament opportunities.
- How we approach sport, consideration of outdoor programmed activities during operating hours but can be transformed to more flexible spaces off hours.
- Many Indigenous sports and recreation activities are unsure how to access city funding - offer communication on what is available for tournament spaces and funding.
- Canoe shed storage, start hosting canoeing as a West End community hub program, start a secondary school team, have a flex use canoe for people to sign out, and offer lessons.
- Determine how arena space could meet the needs for diverse Indigenous sporting activities.
- Determine specific needs related to Indigenous sports different to non-Indigenous sports such as All Native Basketball Tournament compared to a non-Indigenous tournament.
- Organize a variety of competitive league events in the arena, ranging from province-wide Indigenous hockey tournaments to regional leagues.
- Host Indigenous games.
- Recreation includes exploratory programs off site to take advantage of proximity to Stanley Park for recreation for students and community members, Indigenous focus.

6. WECH future development process

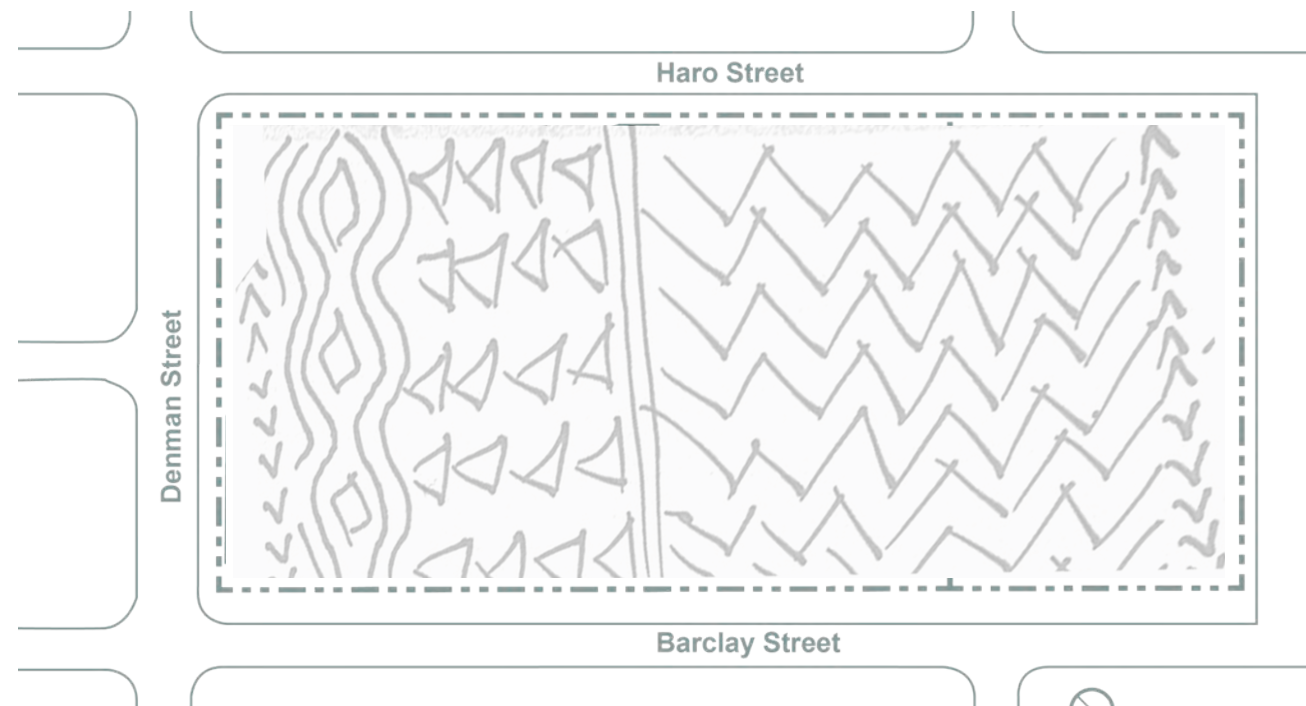
- Project RFP stage embeds budget to appropriately integrate art, procurement coordinator, Indigenous liaisons, language holders, and the budget for artists to ensure these goals can be realized.
- Technical support group for artists who want to apply to RFPs, webinars.
- Training and mentorship opportunities across this and all other professions on site
- Indigenous-led resilience planning for the site.
- Continue resourcing the project and budget appropriately to allow for meaningful engagement with the Nations and urban Indigenous community.
- Continue to provide project information to xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) through formal staff-to-staff updates coordinated by the City's Indigenous Relations team.
- Continue Coast Salish Project Associates involvement throughout all phases of the project.
- Ongoing xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) committee to help ensure the site is responsive to changing community needs.



▲ Coast Salish Project Associate workshop conducted by architectural and landscape consultants

2.7 Learning from the land - Coast Salish site walk and observations

During the site scenarios phase, the Coast Salish Project Associates took part in a site walk to develop a deeper connection with the site. The sitewalk led to design considerations that build upon the stories shared in the visioning phase and honour the recommendations of the TRC Calls to Action and UNDRIP articles. The walk generated observations that informed a series of site opportunities expanded upon in [section 2.9](#)



- ▲ Site walk-through with Coast Salish Project Associates
- ▲ Site impressions and opportunities explored during the Coast Salish Project Associates workshop
- ◀ Angela George sketch illustrating the potential to integrate the fabric of our lands into design

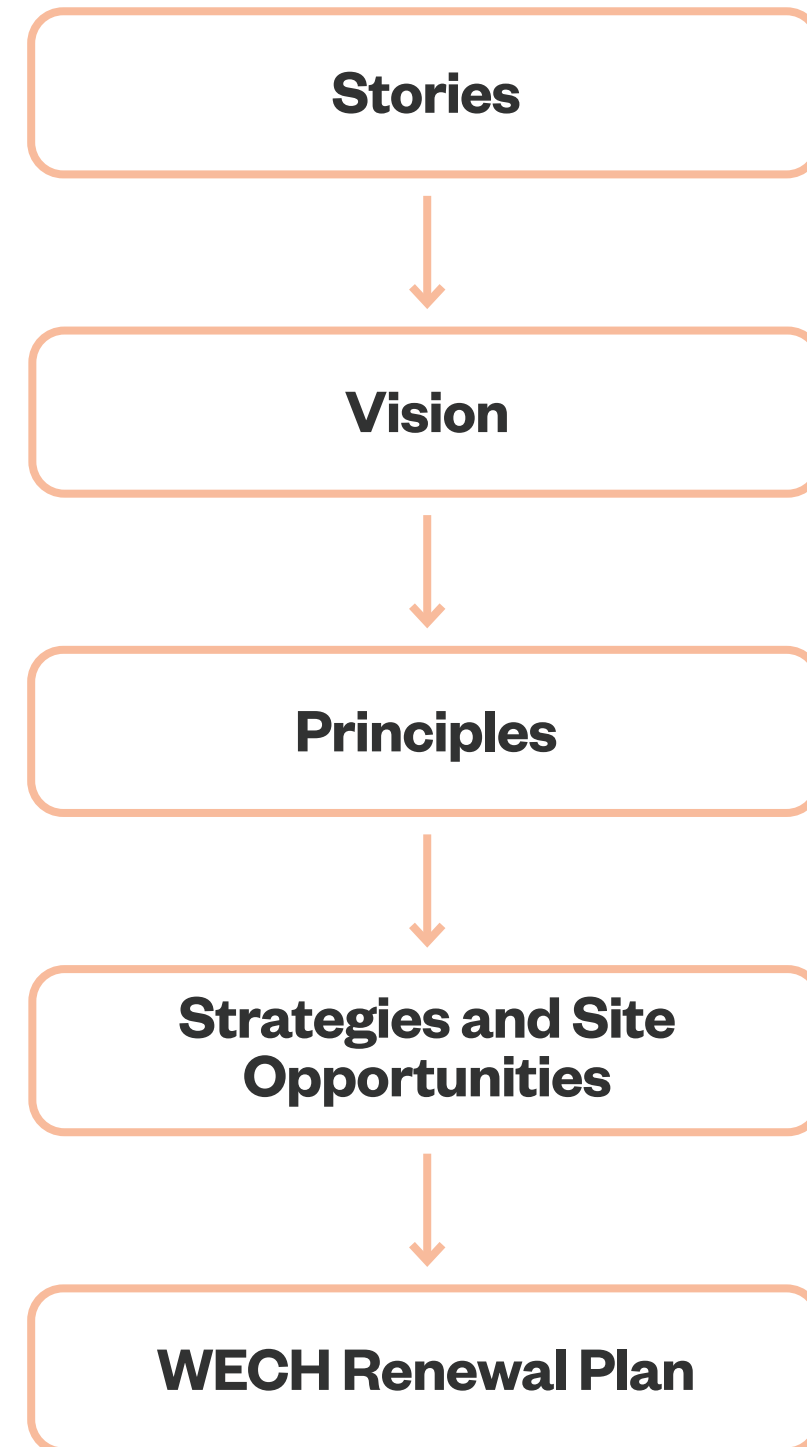
2.8 Coast Salish site opportunities

Site opportunities are actionable approaches outlining how the project's principles will be upheld and steps taken to realize the vision. Coast Salish site opportunities developed for the WECH Renewal Plan range from general considerations to opportunities that focus on a particular space, activity or exterior area of the project.

It is important to outline that the following cultural site opportunities are recommended with the understanding that the development and implementation of these initiatives will require active collaboration with local Nation governments. Any recommendation with continuous operational impacts will also necessitate meticulous planning and coordination with project partners and on-site staff. These recommendations are presented with the intent to foster future collaboration and ensure that the development aligns with both its cultural values and operational aspirations.

Together, these elements form a cohesive framework that guides the decision-making process, ensuring that the WECH Renewal Plan upholds its commitment to reconciliation.

"The blanket has been laid and we build from here"
- *Angela George*



2.9 Strategies and site opportunities

The following reconciliation focused strategies and site opportunities were co-created with Coast Salish Project Associates and informed by feedback from the December 2021 Visioning - Synthesis Workshop, the project principles, and project partners' commitments to reconciliation. Future collaboration with local Nation governments will be required to further develop and implement any of the recommendations below.

Strategy: invest in Indigenous inclusion from design to programming. Create Pathways of welcome that reflect xʷməθkʷəy̓əm, Skwxwú7mesh, and səliłwətał culture and hold spaces for creativity, mutual respect and trust.

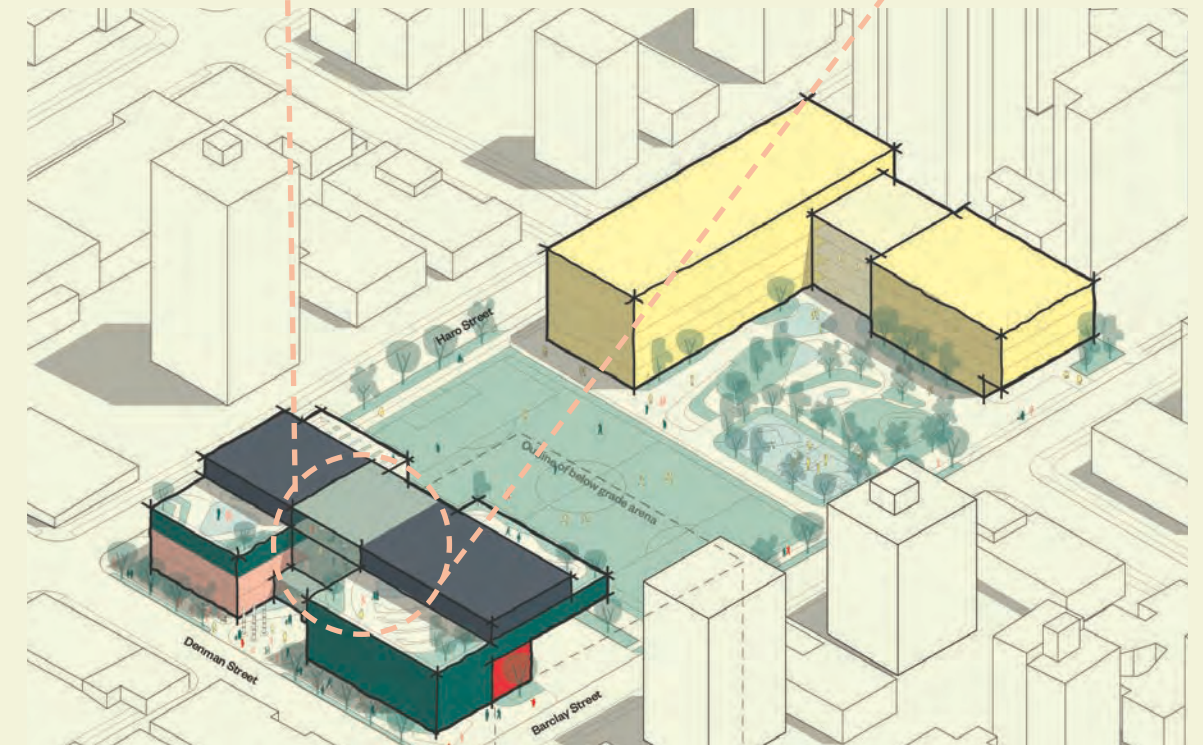
Site opportunities:

- Prioritize the inclusion of an Indigenous Knowledge and Culture Space within the future facility. This space should highlight and strengthen connections to Coast Salish people, history, and culture while ensuring it is welcoming to everyone and celebrate diverse cultures. This space should stand out architecturally, be clearly visible from the main entrance, and incorporate distinct cultural elements like house posts that both structurally and visually connect the space.
- Create a connection to broader network of xʷməθkʷəy̓əm, Skwxwú7mesh, and səliłwətał learning and important sites.
- Integrate learnings woven throughout the site that reflect xʷməθkʷəy̓əm, Skwxwú7mesh, and səliłwətał and community stories / themes.
- Integrate three mural walls on the site for a local Nation artist, Urban Indigenous artist, and community artist. The goal of this program would be to provide ongoing opportunities for emerging artists and youth, ongoing mentoring opportunities, and rotate yearly integrating new themes, cultural teachings and stories.
- Offer educational spaces and programs in collaboration with local First Nations.

Featured **house posts** can be designed to support and extend within the Indigenous Knowledge and Culture Space

Connection to community centre and library spaces

Indigenous and Culture Hub can be designed as an **elevated architectural feature** visible from within main atrium



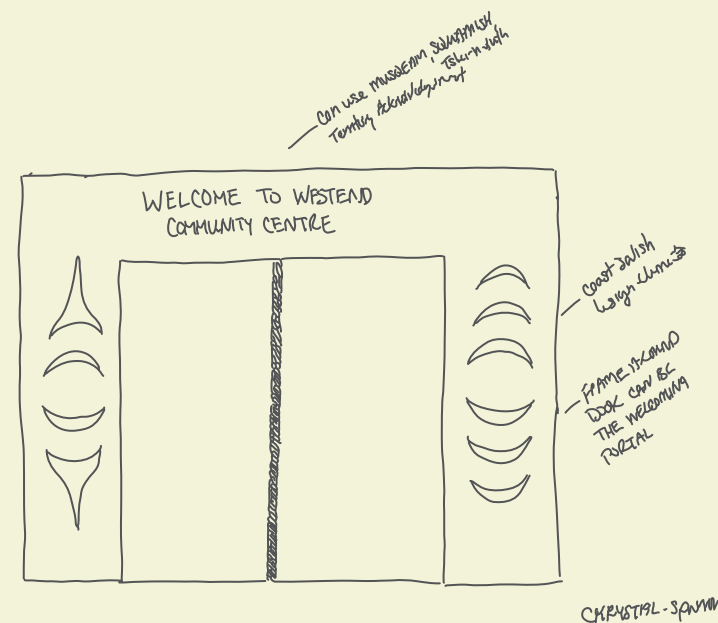
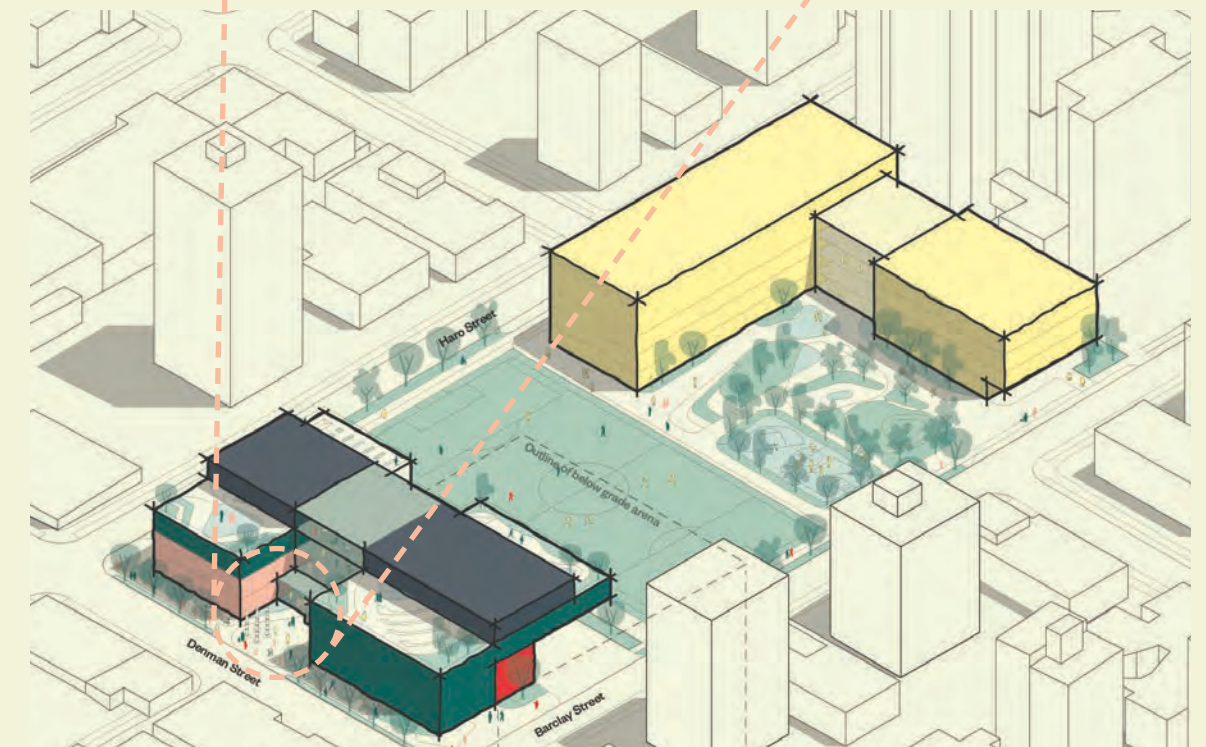
Strategy: locate Coast Salish cultural elements at entrance so guests are greeted upon entry and have cultural activities and programming visible for all to see.

Site opportunities:

- Ensure the presence and history of the local Nations is legible as the context for the site.
- Integrate protocol markers at the main entrance to the site. Four protocol markers could be located in the public plaza representing the three local Nations and the Urban Indigenous community. The design could encourage an invitation for multiple ways to engage with the markers including text and language, tactile elements, audio, web links or QR codes so that stories connected with the markers and context can be provided in many ways.
- Create a ceremonial entry that emphasizes the presence and history of the Nations on the site. Integrate Coast Salish art at the point of arrival and in conjunction with xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) protocols.
- Identify up to ten Coast Salish stories to be integrated into the symbolic and functional design of the site. Coast Salish design should be formally expressed at multiple scales.

Coast Salish Project Associates described Protocol Markers at main entry to communicate culturally important approach to sharing space as a community

Coast Salish Project Associates identified opportunity for a ceremonial entry that emphasizes the presence and history of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations



▲ Chrystal Sparrow sketch of ceremonial entry into facility

Landscape design could integrate symbols showcasing stories, histories, values and connections.

Strategy: weave Coast Salish art and architecture and ways of being, both symbolically and functionally.

Site opportunities:

- Expand upon the concept of “lay the blanket” and show the fabric of our land through representing Coast Salish weaving. Recognize that weaving holds stories, histories, values, laws, connections to each other and the environment. Weaving connects us to the past but weaves us all together as a collective fabric of our society. Consider developing weaving design and patterns that tell the vision of the project and express the project principles. Consider expressing this weaving throughout the project design in the form of pathways, artwork, lighting and detail elements.
- Embrace new thinking inspired by ancient Coast Salish wisdom on social health, well-being and connection to Nature.



▲ Portion of Angela George sketch illustrating the potential to integrate the fabric of our lands into design



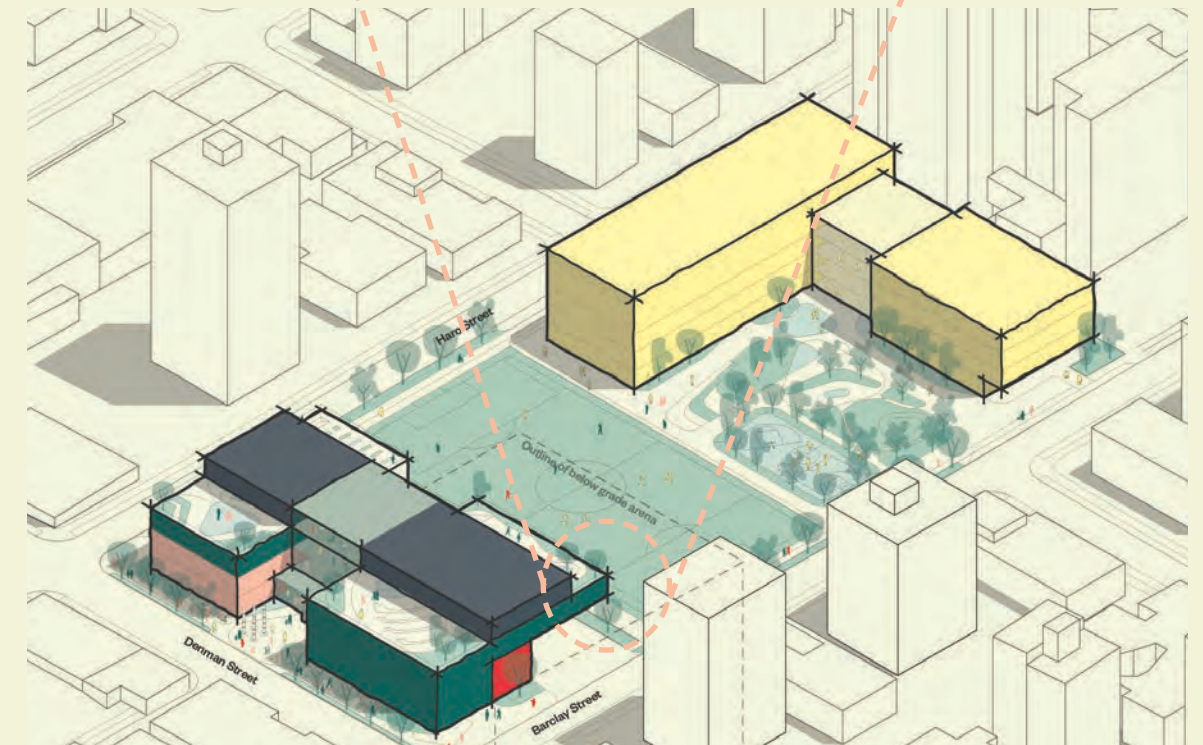
Strategy: provide connections to outdoors and nature throughout and at many scales. Blur the indoor and outdoor spaces.

Site opportunities:

- Consider integrating a Medicine Walk Pathway to showcase the cultural importance of native plants and the integration of Indigenous language. The Medicine Walk Pathway could provide a secondary access to the Indigenous Knowledge and Culture Space for those not comfortable entering a main entrance.
- Maximize opportunities to integrate urban ecology into the planning with the goal of developing a “living building.”

Medicine pathway could integrate culturally significant native plants

Educational signs can be posted to describe the plants importance and integrate Indigenous language

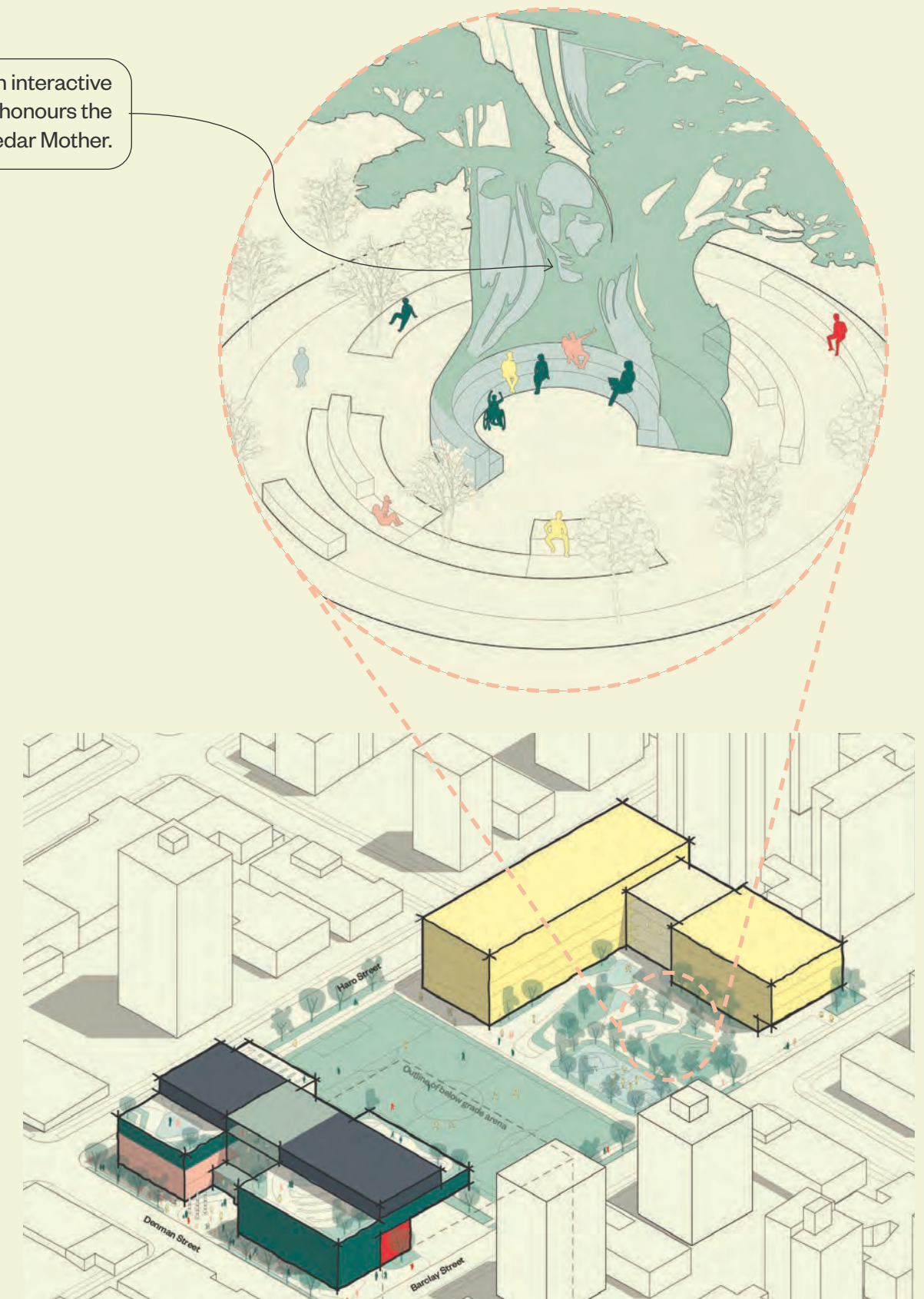


Coast Salish Project Associates proposed an interactive and immersive landscaping installation that honours the story of the Cedar Mother.

Strategy: the building should reflect the importance of nature, the water, and the sunset.

Site opportunities:

- Indoor and outdoor spaces should connect visitors to the land, water, and sunset by leveraging views.
“The setting sun [...] reminds us to uphold the integrity of our ancestors, conducting ourselves according to the laws of nature, giving thanks, striving to illuminate the warmth and light of the Sun” Sunset people – by Angela George
- Ensure the centre protects and celebrates the natural world and can withstand the effects of climate change.
- Push the boundaries of environmental and social sustainability.
- Honour the story of Cedar Mother and its role in sharing the importance of our connection to the land and environment. Consider integrating the Cedar Mother carving physically on the site in the form of a sculpture in association with outdoor education spaces. Within the area on the site students can learn about Cedar Mother, about how cedar is used in many ways from medicine, travel, art and tools. Cedar Mother's presence can emphasize cedar's symbol of its medicine in Coast Salish culture.
- Consider integrating cedar and other traditionally used materials throughout the design and programming. Cedar weaving design can be integrated throughout materials and planting. Workshops can be held to understand the importance of cedar and to learn traditional weaving techniques.

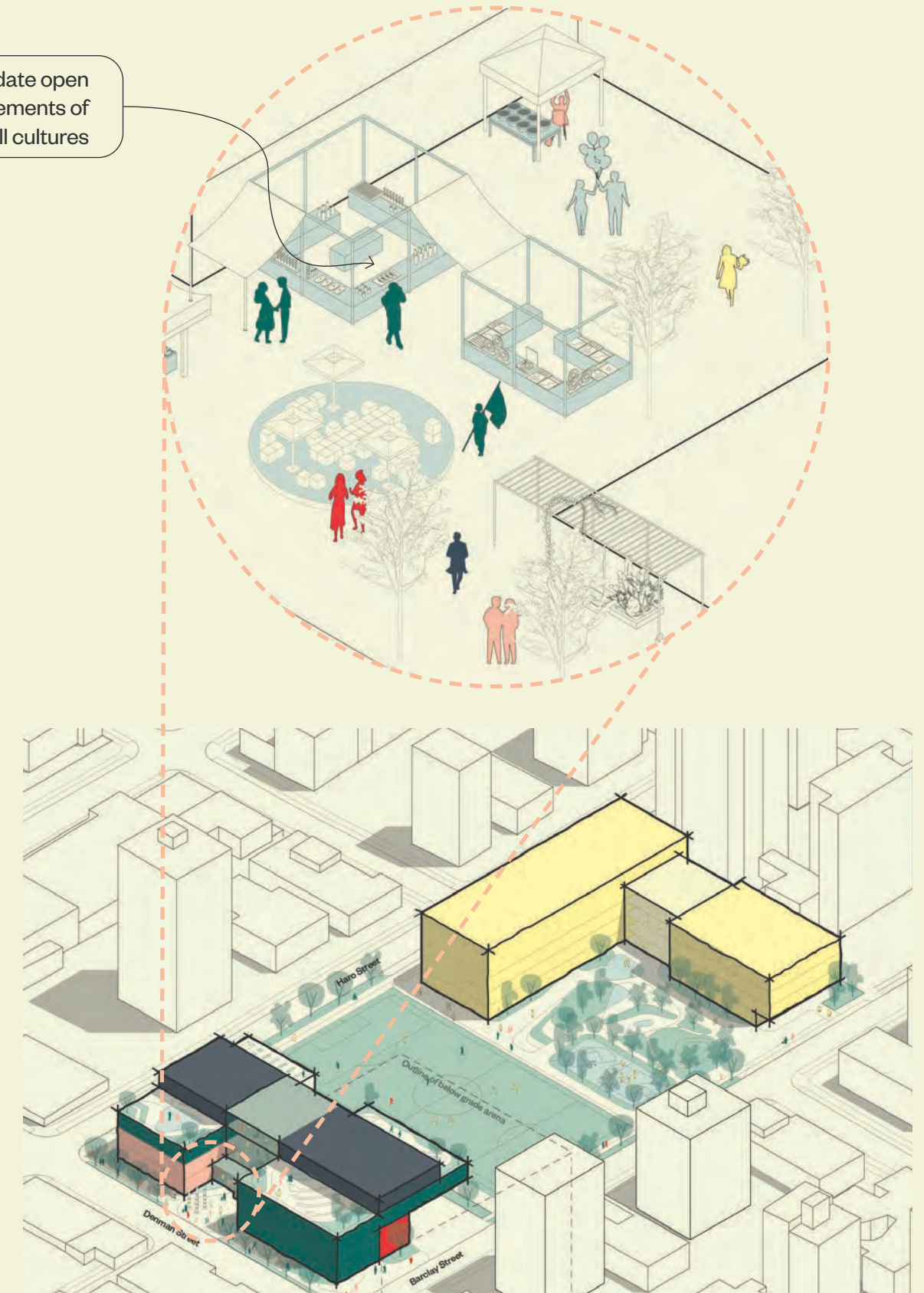


Strategy: offer educational spaces and programs in collaboration with local First Nations

Site opportunities:

- Indigenous Knowledge and Cultural Space could support programming offered through the secondary school, the broader WECH community and in collaboration with local Nations.
- Consider integrating art and stories in public spaces and buildings so that the history of land and people is visible.
- Consider showcasing all kinds of multicultural art – textiles – music – video.
- Ensure spaces are intergenerationally inclusive.
- Provide places for the community to connect together through growing, harvesting, making, sharing.

Plaza space can be designed to accommodate open markets and exhibits showcasing crafts and elements of all cultures



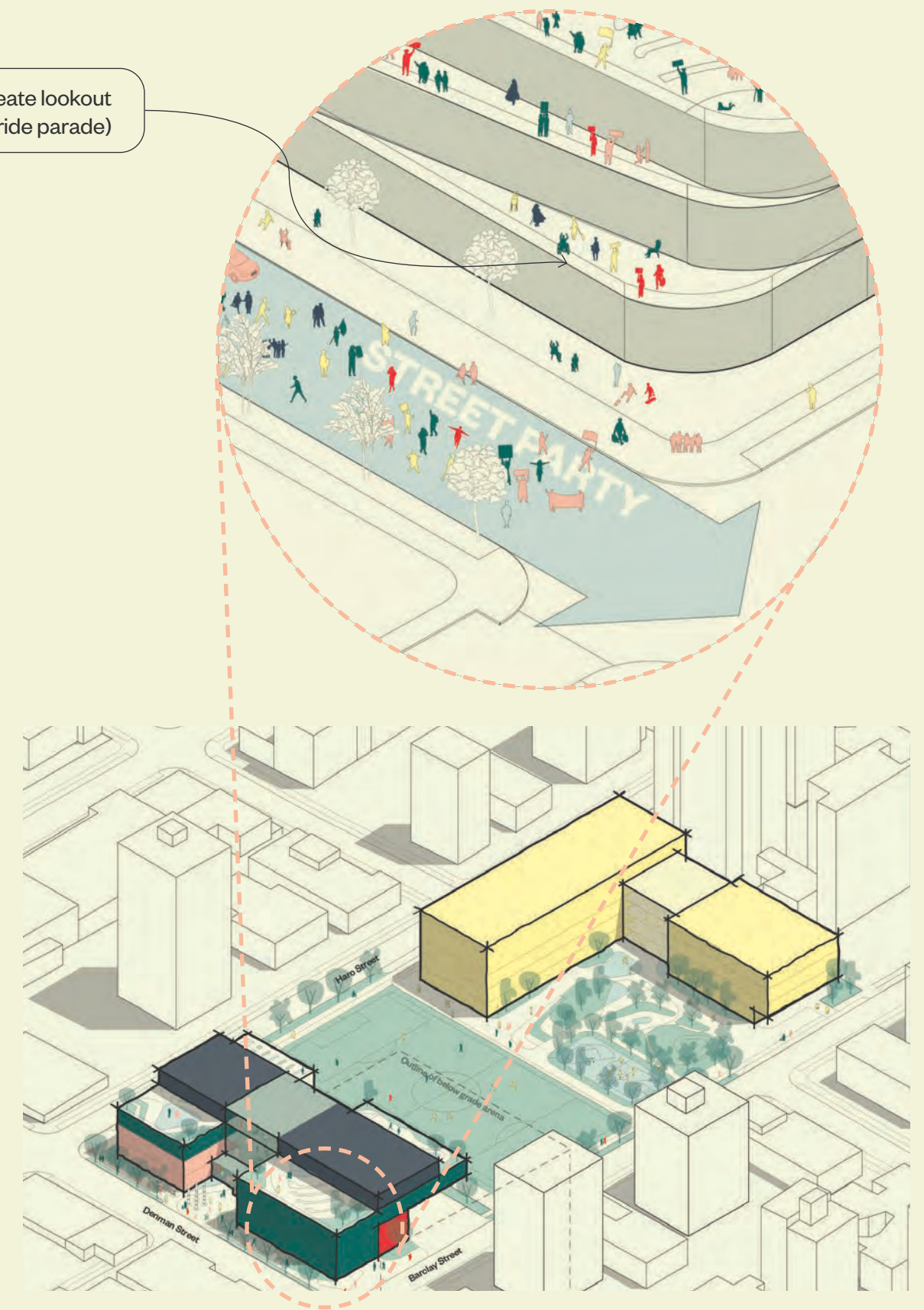
Strategy: recognize the history and role of the 2SLGBTQQIA+* community in shaping the neighbourhood, ensuring that Indigenous members of the community, including Two Spirit individuals, are welcome.

Site opportunity:

- Consider creating a safe visually recognizable landmark for the 2SLGBTQQIA+* community in shaping the neighborhood and consider how the built form interacts with celebrations like the pride parade.

* Two Spirit, lesbian, gay, bisexual, trans, queer, questioning, intersex, asexual, plus people who identify as part of sexual and gender diverse communities and use additional terminologies.

Terraced balconies can be shaped to create lookout points for community events (e.g. pride parade)



Considerations for future design and development processes

The Coast Salish Project Associates identified opportunities for involvement in future design phases beyond the renewal plan process. The following suggestions have been identified that would build upon the approach taken on the renewal plan to ensure Indigenous perspectives continue to be integrated in the future. These recommendations for future phases of work will be brought forward in government-to-government conversations with xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh).

Cultural continuity: ensure project planning integrates roles and appropriate equity to support the involvement of Coast Salish Project Associates in all future phases of the project.

Professional development opportunities: identify subject matter experts in language, art and culture, design and programming to continue to guide the project.

Allow for co-creation: ensure that future phases allow time and processes for future Coast Salish Project Associates to define and co-create the involvement they want to have on a project and the process.

Creative expression: there will be no expectation that artistic expression is required of the Coast Salish Project Associates in the future. They may choose to collaborate on creative expression or their role may be to identify design opportunities or to liaise with artists that are integrated.

Remove barriers: ensure that ongoing project management and systems are developed to remove barriers to Coast Salish Project Associates inclusion. This may include removing barriers to invoicing.

Senior Indigenous Advisor: ensure future project teams include someone that can act as the key liaison with Coast Salish Project Associates to ensure their involvement is being honoured, their time and voice is respected and a culturally safe space is provided.

Intergenerational Learning and Mentorship: ensure that the spirit of intergenerational learning and mentorship is honoured through future phases recognizing the importance of Indigenous Peoples connecting with Elders and Knowledge Keepers for this cultural knowledge transmission to happen. Continue to include a mentee/mentorship program to build cultural capacity in Coast Salish youth.

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3.0 Vision and Principles

3.1 Introduction

The work to develop the WECH Renewal Plan was broken into four phases and the first, the Vision and Principles Phase, created goals to guide future phases of work. Visioning began in early 2021 with the development of an engagement strategy, which focused on learning from xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations teachings, and West End community lived experiences.

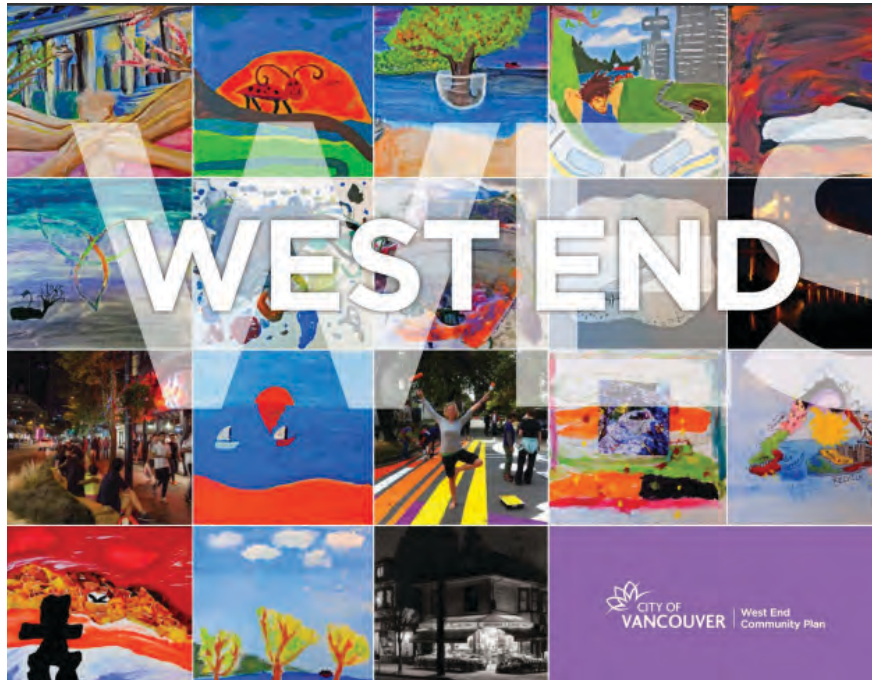
Building on existing strategies

The vision for the WECH Renewal Plan builds on a range of foundational existing work including:

- West End Community Plan (2013)
- Vancouver School District Long Range Facilities Plan
- Vancouver School District Education Plan 2021 and the forthcoming VSB Education Plan 2026
- Vancouver Public Library Strategic Plan 2020-2023
- VanPlay: Vancouver's Parks and Recreation Services Master Plan (2019)
- Making Space for Arts and Culture (2019)
- Vancouver Fire Rescue Service Needs Assessment Study (2018)
- Spaces to Thrive, the Vancouver Social Infrastructure Strategy (2021)

See [Section 2.2 Commitments of Project Partners](#) for existing partner strategies for reconciliation.

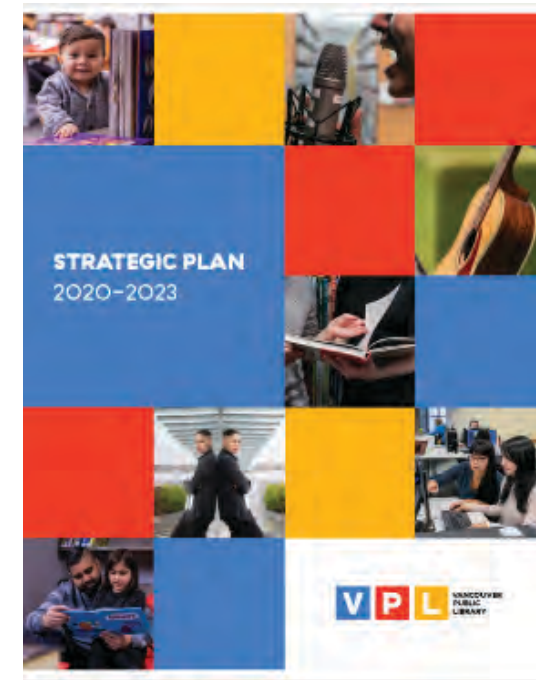




West End Community Plan

The West End Community Plan calls for significant growth of amenity spaces to accommodate the growing population for this dense and vibrant oceanside downtown neighbourhood, along with the document's main seven principles:

- Achieve a green, environmentally sustainable urban pattern.
- Support a range of affordable housing options to meet the diverse needs of the community.
- Foster a robust, resilient economy.
- Enhance culture, heritage and creativity in the city.
- Provide and support a range of sustainable transportation options.
- Protect and enhance public open spaces, parks and green linkages.
- Foster resilient, sustainable, safe and healthy communities.



Vancouver Public Library Strategic Plan 2020-2023

The Vancouver Public Library Strategic Plan recognizes the growing demand for more library space. The main goals identified in the plan are:

- Offer free access to collections, resources, programming and expertise to support lifelong learning, creativity and an informed community.
- Provide welcoming and accessible physical and digital spaces that enable Vancouver residents to engage with information, ideas and each other.
- Foster a connected community by providing opportunities for social interaction, sharing and informed civic dialogue.
- Ensure we are ready to deliver the services our community needs and VPL is recognized as vital to Vancouver.



Vancouver School District Long Range Facilities Plan

The Vancouver School District Long Range Facilities Plan calls for redevelopment of the King George Secondary School to accommodate increasing enrollment in a seismically safe school.

- Vancouver School District commits to continue to work in partnership with the City of Vancouver on the King George and West End Community Centre master planning process.
- King George is currently experiencing enrollment pressures and does not have capacity for all secondary students in the neighborhood.
- An expansion of King George was included in the VSB 2021-2022 Five-Year Capital Plan submission. To date, this project, within the capital plan request, has not been supported by the Ministry.
- Should the Vancouver School District receive capital funding from the province, a new school to accommodate a minimum of 1000 students is envisioned on this site.

The Vancouver School District has completed the [2026 Education Plan](#)



VanPlay: Vancouver Parks and Recreation Services Master Plan

VanPlay is Vancouver's Parks and Recreation Services Master Plan. Along with identifying the southeastern part of the West End as an initiative zone, having historically been underserved, it has the following goals:

- Grow and renew parks, community centres and other assets, to keep pace with population growth and evolving needs.
- Protect existing parks and recreation spaces from loss encroachment and densification.
- Prioritize the delivery of resources to where they are needed most.
- Focus on core responsibilities of the Park Board and be a supportive ally to partners.
- Adapt our parks and recreation amenities to a changing climate.
- Create a green network that will connect our parks, waterfront and recreation areas.
- Restore Vancouver's wild spaces and vital biodiversity.
- Foster a system of parks and recreation spaces that are safe and welcoming to all
- Seek truth as a foundation for reconciliation with xʷməθkʷəy̓əm (Musqueam),
- Skwxwú7mesh (Squamish) and səliwətaʔ (Tsleil-Waututh).
- Secure adequate and ongoing funding for the repair, renewal and replacement of our aging parks and recreation system.



Vancouver Citywide Community Centre Strategy 2022

Vancouver Park Board's Community Centre Strategy was developed to guide future investment into community centres and optimize the services provided by these highly valued public assets. The Principles, Criteria and prioritized list will be reviewed every 10 years as city-wide needs, values and the inputs used to undertake prioritization evolve. The Strategy outlines 17 optimal level of service targets organized into three categories:

- Foundational Service Targets- fundamental targets that all community centres should aspire to at all times and are independent of any need for capital reinvestment.
- Planning Service Targets: Anchor and support future planning and asset management processes.
- System Side Service Targets: targets for the overall quantity of community centre space within the system.



Making Space for Arts and Culture

Making Space for Arts and Culture is the Vancouver Cultural Infrastructure Plan. Along with setting cultural space designation in the renewed West End Community Centre as a priority, it outlines the following goals for its vision of securing, enhancing and developing affordable and accessible arts and culture spaces in Vancouver:

- Cultural Heritage, Equity, and Accessibility.
- Self-determined xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh), and Urban Indigenous Spaces.
- Remove Regulatory Barriers.
- Expand Tools to Prevent Displacement and Secure Spaces.
- Expand Community Partnerships.
- Increase Community Ownership and Support a Cultural Land Trust.



Spaces to Thrive: Vancouver Social Infrastructure Strategy

The vision of Spaces to Thrive is that Vancouver residents, especially those from equity deserving populations, can access spaces to thrive and help meet diverse needs in a dynamic and changing city. Priority populations include Indigenous, black and racialized people, 2SLGBTQQIA+ people, people experiencing homelessness, people with mental health challenges, and people with addictions. The strategy goals include:

- Co-located social facilities and community-serving spaces with civic buildings including civic centres, community centres, and libraries.
- Increased access to affordable, suitable and secure spaces for non-profits with limited capacity
- Supported Indigenous-led and Indigenous-serving spaces and program.
- Plan for new and expanded City-owned social facilities where needed, considering population growth, shifts in demand and existing facility capacity.



Vancouver Fire Rescue Services Strategic Plan

The Vancouver Fire Rescue Services Strategic Plan identifies the large number of high-rise buildings and lack of space for aerial vehicles in Firehall No. 6 in the West End as a unique challenge.

3.2 Creating a vision, together

A vision is the future we hope to create. This phase of renewal planning co-created a vision statement to declare the purpose and aspirations of the future West End Community Hub. Together, the vision and principles will help define space use needs for the WECH. With the support of the Coast Salish Project Associates, a reconciliation-focused framework was developed to offer important context to the vision and principles and support project partners' commitments to reconciliation.

The visioning engagement process focused on story, relationship, art and values. Hundreds of community members were inspired by Coast Salish art and stories, shared their own experiences of the West End, worked together to interpret those stories and developed directions for the new facilities, programs and spaces.

During fall 2021, the project partners held community engagement opportunities to create a vision and principles that followed four steps - inspire, gather, explore, shared vision:

FALL 2021 PROCESS TO CREATE A VISION:

1. Inspire

Participants were invited to connect with West End stories from artists and storytellers from the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), səliłwətał (Tsleil-Waututh) Nations as well as local community artists to deepen our connections to these lands.

2. Gather

Everyone was invited to share their experiences of the neighbourhood through an online survey and in person engagement opportunities.

3. Explore

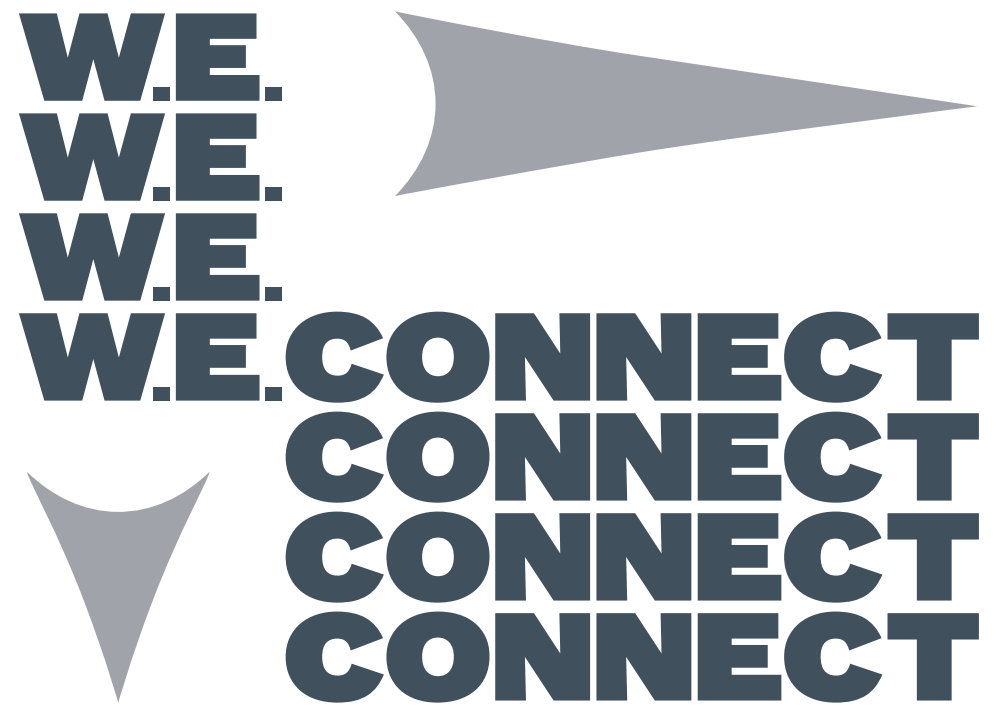
At workshops, participants explored community experiences and drew from local First Nations perspectives to help build a vision for the future West End Community Hub.

4. Shared vision

The draft vision and principles for the West End Community Hub, as developed by the local community, were shared at a December 2021 public online event and on the web.

3.3 Co-created engagement

This collaborative and co-created approach involved three Coast Salish artists, two artists with strong connections to the West End community, and collaboration with community groups active in the neighbourhood. During the visioning phase, these artists and community groups helped host workshops, identified important priorities for the project, gave input on the design of the engagement process and provided outreach for raising awareness of the project and promoting events.



▲ W.E. Connect Engagement branding co-created with Coast Salish Project Associates to incorporate Coast Salish design elements



▲ Artwork created by the Coast Salish Project Associates and Community artists



▲ From left to right: Angela George, Cory Douglas, Chrystal Sparrow, Afuwa, Ken Boesem

Chrystal Sparrow

x^wməθk^wəy^əm (Musqueam), artist, carver

For artist biography, [see section 2.6](#)



▲ Coast Salish Project Associate: Chrystal Sparrow

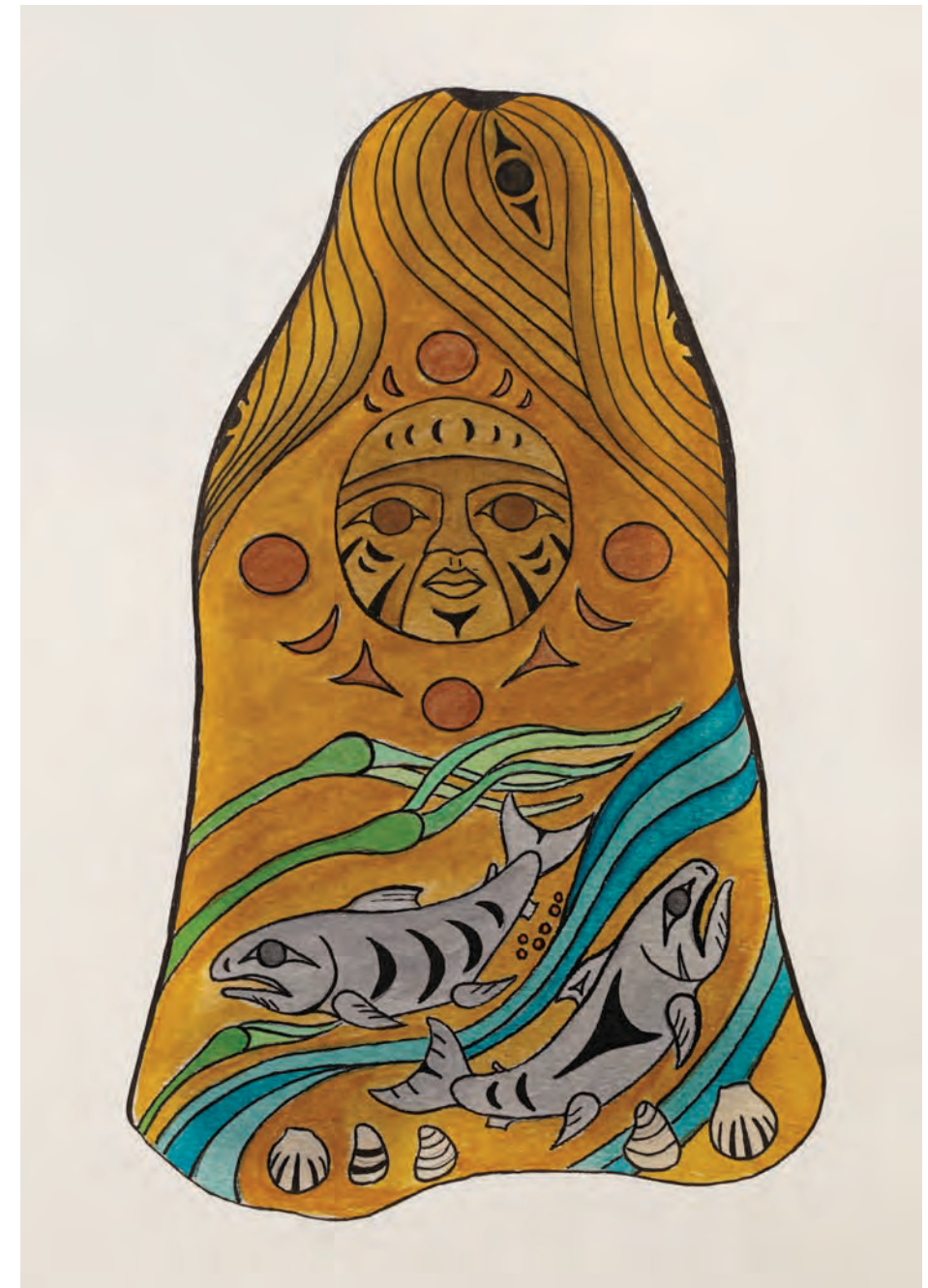
Cedar Mother

Chrystal Sparrow

Cedar Mother is a representation of land, animals, medicines, people and the Salish Sea. The Coast Salish Peoples of xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tseil-Waututh) have shared land, food, teachings and many of the uses of red cedar for thousands of years.

We used red cedar to build long houses spanning 100 feet to 200 feet in length, to construct canoes for travel, to make art and clothing and to bury our people in sacred places. In Stanley Park, the West End and throughout Metro Vancouver, our people once gathered clams from the inlets and harvested berries, medicines and cedar roots from the land.

My great grandmother Rose Sparrow and great aunt Jeri Sparrow collected red cedar roots from Stanley Park to make baskets and to use for various medicines. I have relatives that lived in Stanley Park and gathered shells from the inlets like English Bay. The West End community was a part of a larger area where our people gathered and once lived.



▲ Cedar Mother - by Chrystal Sparrow. Medium: Red cedar, acrylics, abalone and copper. Designed in watercolour. Dimensions: 12.7cm x 25.4cm (5in x 10in)

Cory Douglas

Skwxwú7mesh (Squamish), West End resident, Architectural and Civil Engineering Technologist, artist

For artist biography, [see section 2.6](#)



▲ Coast Salish Project Associate: Cory Douglas

Strength in Community

Cory Douglas

The Two Headed Snake, with the protagonists of a brother and sister who defeat the serpent, is a legend that is told by different First Nation communities up and down the coast. I've taken inspiration from the Skwxwú7mesh Nation legend. This story simply represents the challenging times we are facing today. We have an opportunity to look at this legend and pull inspiration from the duo's leadership and create something beautiful with our modern-day story, working together in harmony and building relationships in places perhaps not considered. Look beyond the limits of what is and expand the possible by utilizing the strength that every individual imbibes. This is a story of hope and resilience and becoming stronger as a community.



▲ Strength in Community - by Cory Douglas. Medium: Graphic design, digital

Angela George

Skwxwú7mesh (Squamish), Coast Salish Weaver and Artist, and səlilwətał (Tsleil-Waututh) mother, grandmother and community member

For artist biography, [see section 2.6](#)



▲ Coast Salish Project Associate: Angela George

Sunset People

Angela George

*Sunset People~ by Skwxwú7mesh (Squamish)
Weaver Angela George, in collaboration with Gabriel
George, səliłwətał (Tsleil-Waututh) Knowledge Holder*

Chief Dan George referred to his people of səliłwətał (Tsleil-Waututh) as the Sunset People. He composed a prayer song recognizing that we turn to the Sunset at the end of each day and give thanks to the sun for warming our children, for giving us light, for nurturing our lands. We hold our hands up in gratitude to the setting sun and ask it to return tomorrow. His grandson, Gabriel George shares this history which is reflected in this weaving. Woven upside down then inverted, it reflects knowledge of past generations woven into the present. The setting sun on the horizon, viewed over the ripples on the Burrard Inlet and Salish Sea, reminds us to uphold the integrity of our ancestors, conducting ourselves according to the laws of nature, giving thanks, striving to illuminate the warmth and light of the Sun.



▲ Sunset People - by Angela George. Medium: Coast Salish Weaving, sheep's wool. Dimensions: 45.7cm x 25.4cm (18in x 10in)

In addition to the Coast Salish artists and described above, two additional artists, each with strong ties to the West End community, shared their unique experiences of the West End through art and presentations at engagement events and information displays.

Afuwa

Multimedia artist, former West End resident

Afuwa was born in Guyana, on Karinya, Lokono and Akawaio lands, and makes art on x^wməθk^wəyəm (Musqueam), Sḵw̓xwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) territories (Vancouver), on the site known as Luk'Luk'i. Locally and internationally exhibited, her work encompasses language, the body and diasporic memory and has appeared in publications such as Room Magazine, PUBLIC, Asparagus, GUTS, The Capilano Review, The Feminist Wire, Briarpatch, West Coast Line, sub Terrain and in Performing Utopias in the Contemporary Americas (2017). Her multi-sensory painting/ installation Still Salt, Dark Stories is currently in the Vancouver Art Gallery's Vancouver Special exhibit, which runs until January 2022.



▲ Community Artist: Afuwa

Seraphim

Afuwa

The story of a place begins long before you arrive. My entry point was Joe Fortes (1863-1922), the Trinidadian-born local hero after whom the branch library is named. Joe's story led me to discover the lives of the residents of Stanley Park, outlined by Jean Barman in her excellent book *Stanley Park's Secret: The Forgotten Families of Whoi Whoi, Kanaka Ranch and Brockton Point (Harbour, 2005)*. Within these lives are themes that encircle us today: marginalization, resilience, resistance and bonds that form in times of upheaval. Through the window frame of my old apartment, these community stories entwine with local plants - extending across generations, asking us how we can be in place beyond now, beyond the future, and move consciously and with grace towards a practice of land back.



▲ Seraphim - by Afuwa. Medium: Birch panel, handmade paper, ink, paint, 23k gold leaf. Dimensions: 61cm x 91.4cm x 3.8cm (24in x 36in x 1.5in).

Ken Boesem

Writer, artist, pop culture historian, comic cartoonist, West End resident

BO artist/writer Ken Boesem's family first arrived in Vancouver in 1885, and he has been a settler here, making his home in various "nests" in the West End, since 1999.

Between 2005-2012, Boesem produced "The Village", a newspaper comic strip that featured a diverse and inclusive cast of West Enders living in shared community in the West End's queer Davie Street enclave.

Boesem had the privilege of working in various capacities from 2004-2017 at the West End's legendary community bookstore, Little Sister's Book & Art Emporium, helping to facilitate West End community building directly at street level.



▲ Community Artist: Ken Boesem

Community Nest

Ken Boesem

Through a personalized avian metaphor, artist/writer Ken Boesem's West End story reflects upon his own queerness, finding a home, and gratitude for his time as a guest in this territory. At the same time, it circles imagery of community building.

Like the West End's crows, who build their nests anew each season, West Enders like Boesem have repeatedly utilized the West End as a renewable source of incubation and growth, through multiple life changes.

Boesem symbolically posits the West End as a communal nest, creating a visual metaphor for the area as a safe place of incubation and growth. In this sense, we can conceive how the West End serves many as a place of individual gestation and rebirth, while also serving many disparate communities as a metaphorical "safety nest".



▲ Community Nest - by Ken Boesem. Medium: Acrylic and ink on canvas. Dimensions: 50.8cm x 76cm (20in x 30in)

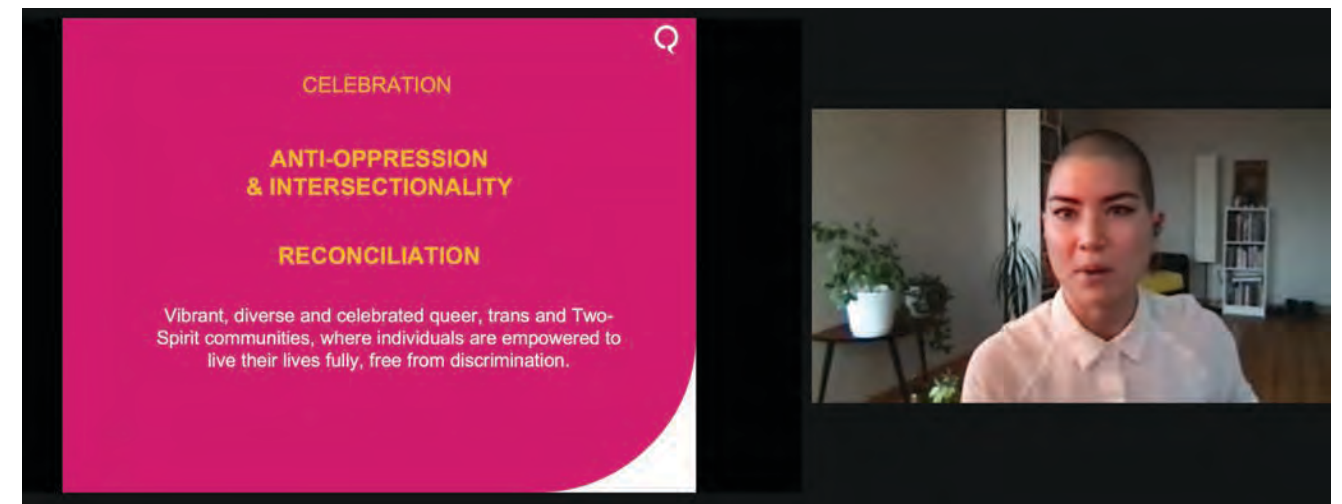
Collaboration with community groups

Project partners connected early on with West End community groups to learn about their priorities for the project, get input on the design of the engagement process and to encourage their active involvement in the events and activities.

4 West End community organizations helped host visioning workshops:

- West End Community Centre Association (WECCA), a project partner — contributed to the Arts and Culture Workshop and the Family Youth and Children Workshop
- QMUNITY — contributed to the Justice, Equity, Diversity, and Inclusion workshop
- West End Seniors Network (WESN) — contributed to the Seniors Workshop
- West End Arts Society (WE Arts) — contributed to the Arts and Culture Workshop and the Lifelong Learning and Public Spaces Workshop

In addition, Gordon Neighbourhood House hosted one of the self-paced engagement sites during the visioning phase and provided introductions for some of the one-on-one interviews with Indigenous persons. The West End Business Improvement Association (WEBIA) and the West End - Coal Harbour Community Policing Centre helped post promotional materials in the neighbourhood for each phase of engagement.



▲ **Top:** Online workshop co-hosted with QMUNITY

Bottom Left: In person workshop co-hosted with WE Arts conducting activities with children

Bottom Right: In person workshop with WESN co-hosting and presenting background context

The following groups met with project representatives, helped shape the visioning phase and gave input to contribute to the project vision:

Community groups:

- West End Community Centre Association (WECCA)
- Gordon Neighbourhood House
- QMUNITY
- West End Seniors' Network (WESN)
- West End Arts Society (WE Arts)
- West End Business Improvement Association (WE BIA)
- West End Act Now
- West End Families in Action (WEFA)
- West End - Coal Harbour Community Policing Centre

School groups:

- District Parents Advisory Committee (DPAC)
- King George Secondary School Student Council
- King George Secondary School Parent Advisory Council
- Lord Roberts Elementary School Parent Advisory Council
- Lord Roberts Annex Parent Advisory Council

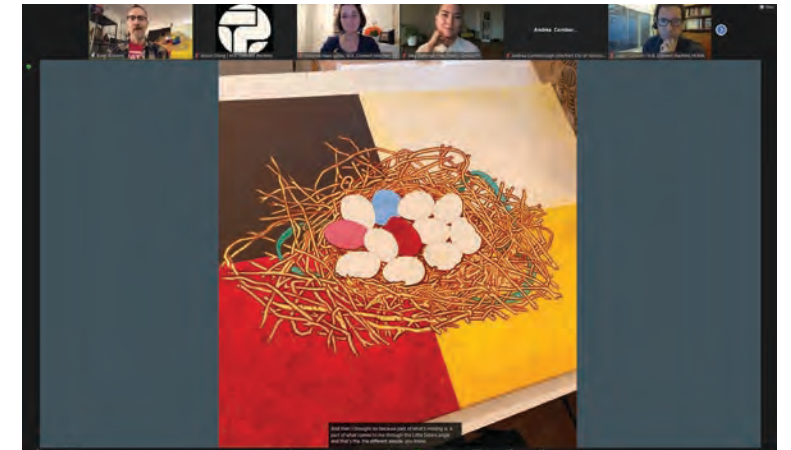


3.4 Public engagement opportunities

To be flexible and compliant with pandemic-related provincial health orders, and to ensure a wide reach within the diverse community of the West End, visioning activities were held both online and in person. Activities included structured workshops, informal pop-up events, self-paced engagement sites at busy areas in the neighbourhood and an online survey.

Engagement in this phase included the following opportunities:

- Coast Salish Chronicles of the West End launch event.
- West End Experiences Survey (online and physical version).
- Two general community visioning workshops (one online and one in-person).
- Six themed workshops (three online and three in-person).
 - Justice, Equity, Diversity and Inclusion Workshop (online).
 - Health and Wellness Workshop (online).
 - Arts and Culture Workshop (in-person).
 - Seniors Workshop (in-person).
 - Lifelong Learning and Public Spaces Workshop (online).
 - Children, Youth and Families Workshop (in-person).
- One-on-one interviews with Indigenous community members.
- Synthesis workshop.
- Seven pop-up events.
- Five self-paced engagement sites.
- W.E. Stories section of the Shape Your City project webpage, which invited members of the public to publicly comment on posts about eight stories from community members and the five works of art by the community artists and the Coast Salish Project Associates.



▲ In person and online visioning engagement workshops

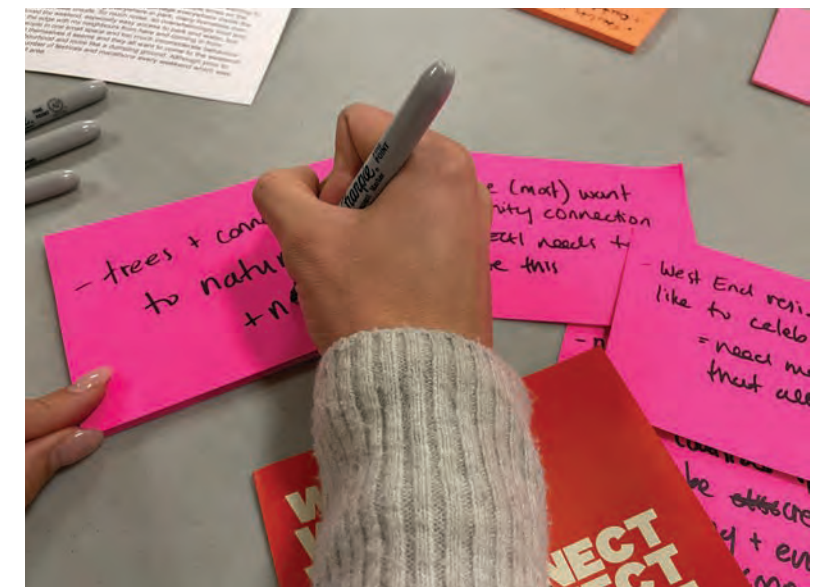
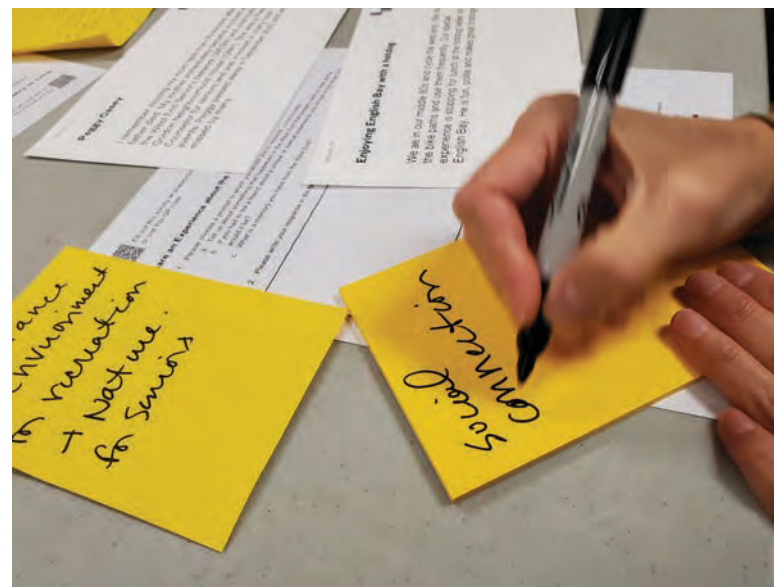
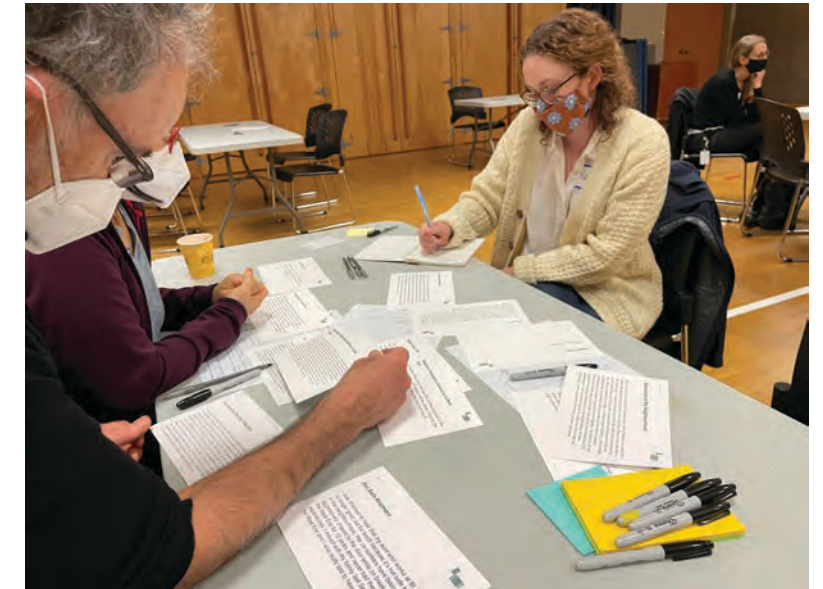
Stories about the West End

Hundreds of community members were inspired by Coast Salish art and stories, shared their own experiences of the West End, worked together to interpret those stories and developed directions for the new facilities, programs and spaces.

Community stories were gathered through a West End Experiences Survey. Respondents were asked to choose one of three prompts:

1. What is a memory you have from the West End?
2. If you had to tell a friend something unique or special about the West End, what would it be?
3. Tell us about something that happened in the West End that people need to hear about.

Stories gathered through the online and paper surveys - as well as those shared by W.E. Connect artists - were explored at workshops and turned into key ideas for the vision and principles for the WECH Renewal Plan. Workshop participants also identified stories that needed to be shared more broadly, and these were displayed throughout the community and online ([see Appendix A](#)).



▲ West End Experience Stories shared and synthesized by workshop participants

My second home

I have been privileged to live in a community that has a library and a community centre, that largely prior to the pandemic was my second home it was my gymnasium and my art studio with a fantastic pottery studio I took fitness classes and then could pop in to the studio for a few hours to work on a sculpture. On my way home, I might stop at the library and pick up a book to read. The pottery studio not only gave me a place to work, but also to learn and develop as an artist and a community to connect with. With internal workshops, but also public events and sales that allowed the community at large, to not only witness, but participate and benefit from having access to unique dinnerware/pots/art at affordable prices.



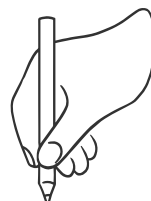
Memories of My Neighbourhood

I am a 66 yr old female. I have lived in the West end since 1980 where I raised my son, who also currently resides in the West End. I will share a couple of very fond memories I have of the Neighbourhood. One is the wonderful West End Community Centre which had and still has so many after school programs and activities for children of all ages and abilities. The Centre along with the VPL made sure that no child nor teen would ever have to stay in an apt in front of a TV. They are the heartbeat of our community! Another memory is the First Baptist Church bus coming through the West End every Sunday morning picking up folks that could not, for whatever reason, get to church. My son would hop the balcony rail when he would hear the tooting of the horn. Up until a few years ago, there were still seniors who remembered my son going to church. In closing, the West End was A safe, diverse, inclusive neighbourhood to raise a child.



Love and Recovery

I met my soulmate here. But that's not the important part of the story! What really matters is exactly where that happened - we met at an AA meeting. AA is not a dating service by any means, but our coming together was a byproduct of us both being sober, healthy, happy, and reinstated as contributing members of society. We people in recovery are very fortunate to have all sorts of anonymous 12-step meetings in the West End - AA, NA, AI-Anon, Nar-Anon, OA, and CMA are the few that I know of, and I would guess that there are many more! My hope for the future of this site is that there will be affordable spaces for 12-step meetings to rent out so they can continue to meet. Groups are slowly but surely being priced out of suitable meeting places due to the shameful, atrocious rents in this city, so a public site with affordable meeting rooms for rent would help alleviate this stress. God knows, we need as many recovery spaces as we can get in the city of Vancouver!



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▲ On this page - Stories gathered from members of the community during the fall 2021 engagement

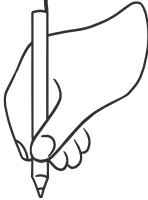
The ocean makes friends

On a morning before work, I took a walk to the beach. Just passed English Bay is my favourite cove where I often stop to sit. As I approach, to older people (60+) in wetsuits stood down the path. One of them, in surprise, pointed towards at the beach. A slightly younger couple (40s) on the stairs were also in wetsuits. It was clear they were strangers, but also fast friends. They chatted, pulled up their hoods, waddled into the ocean and swim towards the park



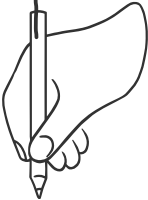
A life in the West End

I grew up in the West End. I went to Lord Roberts Elementary, and then King George. I learned to ice skate at the West End Rink, and took my first ballet class at the West End Community Centre. I spent many hours at both Joe Fortes Library and the upstairs library for King George. Now I'm raising a family in the West End and my daughter will be going to Kind George in little over a year.



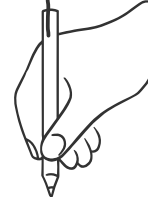
Gays and old Ladies

In 1972, when i first moved to the West End and was looking for an apartment to rent, my then partner and I looked longingly at a brick walk-up west of Denman.. we must have looked exactly what we were, as an elderly lady coming out of the building said to us, there is no point in applying for a place here. The only way anybody leaves here is a box. The building still stands the lady long gone.. but then the West End was know to be populated by gays and old ladies.



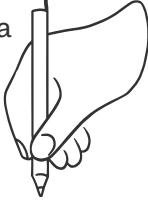
Living in the fun destination

I moved to the West End (near English Bay beach) from Yaletown. When I stepped out of my previous building in Yaletown, there were people on the sidewalks, but the always seemed to be in a hurry and headed somewhere else. In contrast, when I stepped out of my new building in the West End, there were people on the sideways, but this was their destination, and they were having fun. It was lovely to live where people came to have fun.



Busy Yet Quiet

Everyone thinks that the West End is so dense/crowded. And it is, but it also surprisingly peaceful when you walk along tree-lined residential streets. My favorite thing to do in the West End is to go for an early morning run along the Sea Wall/Stanley Park and then head to a coffee shop. People watching in the West End is the best.



▲ On this page - Stories gathered from members of the community during the fall 2021 engagement

Engagement participation

More than 300 people participated in W.E. Connect workshops. About a third attended in-person workshops, compared to two-thirds attending the online workshops.

In parallel with the workshops, one-on-one interviews were held with Indigenous persons to gather input on how Coast Salish and Indigenous knowledge could guide the renewal of the community hub.

An estimated 400 people were involved through seven pop-up engagement events at high-foot traffic community spots in the West End (including one inside King George Secondary School during their lunch break).

W.E. Connect workshops

310 total participants including:

132 In-person participants

- Community Visioning workshop #1
- Arts and Culture workshop
- Seniors workshop
- Families workshop
- Synthesis workshop

178 Online participants

- W.E. Connect: Coast Salish Chronicles of the West End
- Community Visioning workshop #2
- Justice, equity, diversity and inclusion (JEDI) workshop
- Health and Wellness workshop
- Lifelong Learning and Public Spaces Workshop

Pop-ups 7 pop-up events

400 estimated people engaged at these events
5 youth ambassadors

Interviews



7 one-on-one interviews with indigenous people

For five weeks, W.E. Connect installed self-paced engagement sites at the Vancouver Aquatic Centre, the West End Community Centre, the Joe Fortes Branch of the Vancouver Public Library, King George Secondary School and in the parklet outside Gordon Neighbourhood House.

The project partners team also presented to two parent advisory council meetings in the fall, one associated with King George Secondary School, and one with Lord Roberts Elementary School, one of the nearby feeder schools for King George Secondary.

The West End Experiences Survey gathered input from the West End community from September 27 to November 5 2021. A total of 375 stories were collected through the Shape Your City website.

For further details about who participated in the visioning phase, [please see Appendix A.](#)

Self-paced engagement 5 sites

- King George Secondary School
- West End Community Centre
- Joe Fortes Branch - Vancouver Public Library
- Gordon Neighbourhood House
- Vancouver Aquatics Centre

West End Experiences Survey

375 Surveys submitted

4 languages available

- English
- Korean
- Spanish
- Farsi

3.5 Framework, vision and principles

The following framework, vision and principles describe the future we hope to create with the West End Community Hub.

The framework offers important context to support the partners' commitments to reconciliation. The vision declares the purpose and aspirations of the future West End Community Hub. Together, the vision and principles will inform space use and design of the future site.



Framework

The West End of Vancouver is a culturally and historically rich location for Coast Salish Peoples. Through art and storytelling, xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səlilwətał (Tsleil-Waututh) perspectives guided the process of developing a vision and principles for the West End Community Hub.

The WECH project partners know that Vancouver’s identity is strengthened by connecting, learning and celebrating xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səlilwətał (Tsleil-Waututh) culture.

Given the importance of Coast Salish teachings to planning this community hub, and the commitments to reconciliation made by all project partners, the following framework offers important guidance for the WECH vision and principles while supporting neighbourhood aspirations.

The WECH Project Partners are committed to advancing reconciliation by:

- Reflecting Coast Salish culture and identity throughout the project,
- Working to understand and respect the protocols of xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səlilwətał (Tsleil-Waututh) Nations,
- Making visible the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səlilwətał (Tsleil-Waututh) Nations’ history, culture and spiritual connections in the West End, and
- Working to understand Coast Salish laws for environmental stewardship, and how these can be applied to WECH, so that the site can support Vancouverites to connect with their responsibility for the health of these lands and waters

Vision

The West End Community Hub celebrates Vancouver's connection to x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətaʔ (Tsleil-Waututh) cultures, and supports play, learning, creativity and wellness for all people.

Principles

The West End Community Hub will...

make visible and strengthen connections to Coast Salish people, history, and culture.

weave the fabric of our communities together, creating a safe, inclusive, accessible, equitable place that is welcoming to all.

be integrated, flexible, and responsive to changing community needs.

bring in sounds, sights, and experiences of the natural environment.

provide spaces and plant the seeds for creativity, innovation and co-learning across cultures and generations.

offer a mix of social spaces for celebrating, ceremony, spontaneous connections, or finding quiet.

grow community and individual resilience by using seven-generation thinking.

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4.0 Spaces and Activities

4.2 Space needs assessment

Community centres, libraries and schools often serve as the heartbeat of many neighbourhoods. However, these facilities also come with a significant cost to build and operate, and therefore need to be planned in such a way that maximizes benefits while ensuring financial viability. Activity needs and preferences within a community, a region and beyond are also highly dynamic – continually evolving based on demographic shifts, the growth or decline in the popularity of different activity types, market supply and a host of other factors. For example, in recent years many community facilities have adapted to fulfill non-traditional roles such as cooling, warming and clean air shelters during climate emergencies, facilitate public health services (e.g., testing and vaccination centres during pandemics), and ensure services and spaces adequately support vulnerable residents.

A needs assessment provides the opportunity to comprehensively explore space needs in a neighborhood and ensure that future facility planning is informed by well-rounded engagement and research. Typically (and in the case of the West End Community Hub project) a needs assessment identifies the types of activity spaces required to meet existing, emerging and projected activity needs and inform the future design of spaces.

As a diverse neighbourhood in a dynamic urban setting, robust community space planning was especially important given the wide-ranging interests, activities and services that will need to be accommodated in the future West End Community Hub. The research, engagement and analysis used to assess current and future space needs included:

- A comprehensive engagement process with a variety of different groups (refer to section 4.3).
- Review of current and historical facility use.
- Review of previous partner planning documents.
- Broader city-wide, regional and national trends in activity participation and space programming, population, demographics and growth projections.

The previously noted inputs guided a number of space recommendations which are summarized as follows:

- Maximize gymnasium and similar large span flexible indoor recreation spaces.
- Provide a mix of dedicated and multi-purpose visual and performing arts spaces.
- Consider arena needs in alignment with a city-wide strategy for expanded ice infrastructure.
- Ensure a balance of community programming within multi-purpose spaces that are adaptable/flexible.
- Include dedicated youth space and determine how youth programs within the community centre can be integrated coordinated with secondary school programs.
- Include seniors focused spaces and continue to refine specific amenity needs and space characteristics for seniors through key partner and stakeholder discussions.
- Include spaces reflecting Indigenous culture and connection to the land.
- Integrate indoor and outdoor spaces, and connect with the surrounding community.
- Provide spaces and infrastructure that helps advance food security.
- Consider all residents as space needs and components are further refined in the future.

4.3 Space needs assessment: engagement

The space needs assessment study included comprehensive engagement with the broader public in spring 2022. Engagement activities reached a wide cross-section of the community, and included opportunities for the general public and discussions with specific stakeholder and user groups, including people accessing low-barrier services. This engagement helped to identify the spaces desired in the future facility. The purpose of this engagement was to understand how people currently use the site and what they would like to do at the future community hub. Public engagement included:

- Meetings with King George Secondary School (KGSS) students and presentation to KGSS Parent Advisory Council.
- Meetings with arena users, recreation users, arts and culture groups, library users, community service groups, staff and programmers.
- 24 focus group sessions with representatives from community groups, on-site staff and volunteers to explore specific interests, current space use and future needs.
- Activities and Spaces at the Future West End Community Hub survey, which asked for ideas about spaces and activities for the future WECH, and which was completed or partially completed by over 2,120 people.
- Interviews with unhoused people at the Gathering Place Community Centre.
- Meeting with West End caregivers and newcomer residents at Gordon Neighbourhood House, and
- Interviews with unhoused people at the West End Community Centre warming centre.

The West End Community Centre Association also surveyed their membership between December 2021 and March 2022 to further understand how members interact with the current programs offered through the community centre and what they would like to see in the future. This survey had a total of 91 responses, which was reviewed alongside other engagement inputs.



▲ Community kitchen event

Community members shared their ideas about spaces and activities for the future WECH during the engagement conducted from February 2 to March 8, 2022. The purpose of this engagement was to understand how people currently use the site, and what they'd like to do at the future community hub. Questions included:

- What kinds of spaces and activities would you like to see at the site that currently houses the West End Community Centre, Joe Fortes Branch of the VPL and King George Secondary School (KGSS)?
- How do you currently use this site?

For the complete community engagement summary, [see Appendix B](#).

Engagement participation

Survey 1,449 participants completed the survey

Virtual open house 3,300 visits

Informative video 500 views

Focus groups

10 meetings with arena users, recreation users, arts and culture groups, library users, community service groups, staff, and programmers.

1 Focus group with West End caregivers and newcomer residents at Gordon Neighbourhood House

Interviews 41 unhoused people interviewed total

2 locations

at the Gathering Place Community Centre (36)

at the West End Community Centre warming centre (5)

School community



1 focus group with 30 King George Secondary School students



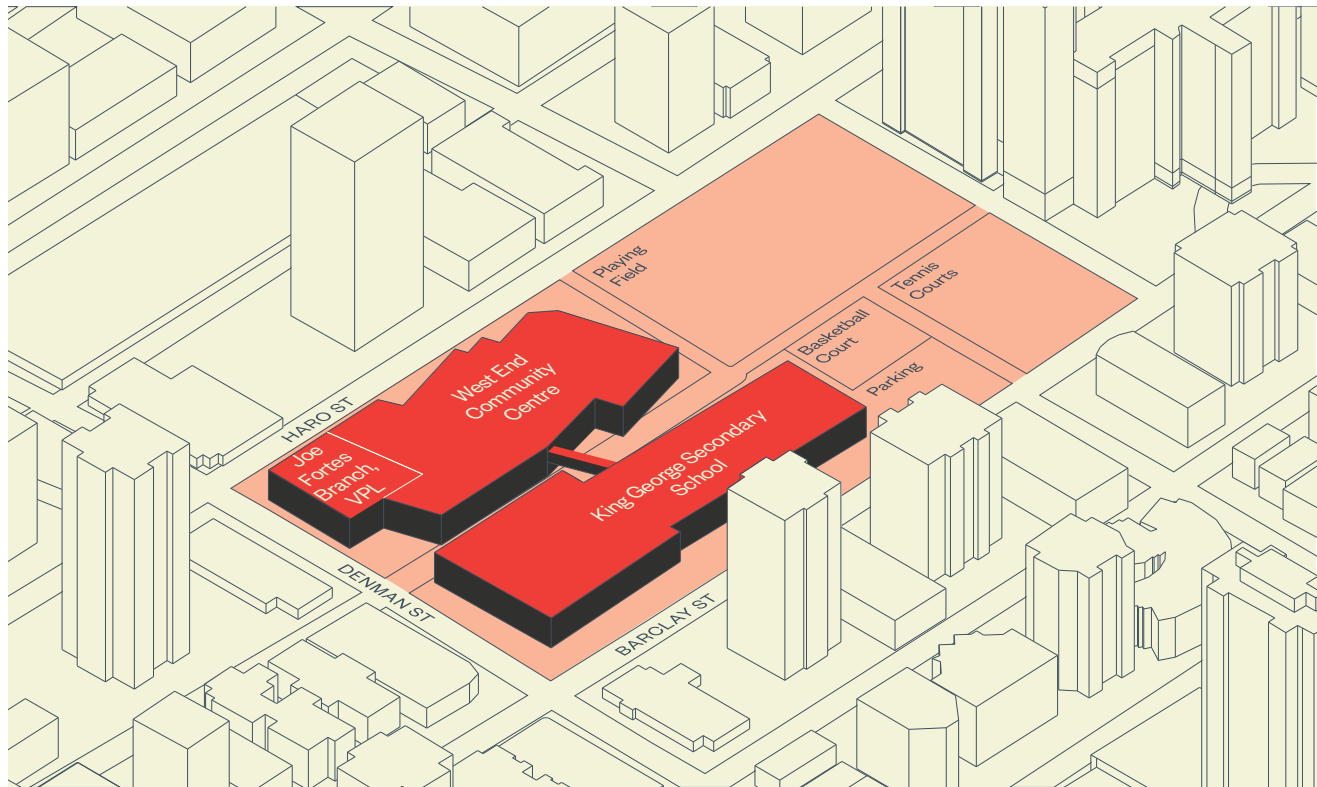
1 presentation to 15 parents at a King George Secondary School Parent Advisory Council meeting

What we heard

In the survey, participants were asked to share their hopes for spaces and activities at the future WECH, and describe how they use the current site.

What people value most about the current facilities

- Location of the site within Vancouver, as well as being along Denman Street.
- Co-location or connection between King George Secondary School, the West End Community Centre and the Joe Fortes Branch Library.
- Accessibility via transit is valued by nearly all users.
- People go to the West End Community Centre to access fitness and sports facilities and programs offered above all else.



▲ Site area identifying existing amenities

Limitations of the current facilities

In general, the age and condition of facilities



• King George Secondary School:

- Insufficient social and quiet space
- Limited choices of programs
- Lack of outdoor spaces
- Too small size of the school



• West End Community Centre:

- Lack of programs
- Scheduling conflicts for programming
- Overcrowded facilities
- Lack of space in programs
- Competition with other opportunities elsewhere



• Joe Fortes Branch Library:

- Lack of social services and spaces offered
- Lack of programs offered
- Limited size of the library collection
- Lack of social or quiet spaces
- Overcrowding



• Outdoor Spaces of the West End Community Hub

- Lack of access to outdoor sports amenities (i.e. sports field locked outside site operating hours)
- Lack of outdoor spaces for the gathering of small groups
- Lack of weather- and season-appropriate design in outdoor spaces

Focus group

Between January and March 2022, a series of focus group sessions were convened to explore specific interests, trends and future needs with representatives from community interest groups, volunteers and on-site staff. These were active workshops with the goal of refining key aspects of the community hub spaces such as their function, programs and activities, workloads and methods, zones and any other needs to allow for the proper functioning of each area in the hub. Participants for the sessions were identified by the project partners and were invited to the session(s) that best fit their area of interest and expertise. The attendees for the session included staff and user groups, volunteers, program and service providers and project partner representatives.

The Coast Salish Project Associates participated in all focus group sessions to help guide the development of the list of spaces and activities. Discussion was further supported by the Truth and Reconciliation Commission’s (TRC) Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

Through reviewing each focus area individually, the Coast Salish Project Associates developed recommendations and strategies to help ensure Indigenous cultures and connection to the land remained prominent considerations for the development of the list of spaces and activities. These collaborative focus group meetings ensure that Indigenous cultural elements and artwork can be thoughtfully integrated within the future design.

Saturdays at the Fitness Centre

My partner and I went to a community centre fitness class every Saturday morning for over three years. It had an extremely affordable drop-in rate which helped as we were students and just starting out in the city. The class was special in that people of all ages came to it to work out. The friends we made in the class led to waves on the sidewalk as we moved about the community during the week recognizing people as we ran our errands. Babies were born and brought to the class, news was shared, and brunch was had after the class. Covid hit and the class hasn’t been there since. We miss it, we miss our little Saturday community, and I hope that however the community centre shapes up that there continues to be accessible, and importantly, affordable options for community building.



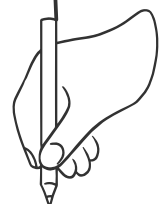
▲ Story gathered from members of the community during the fall 2021 Visioning workshop on the theme of reconciliation



▲ Examples of proposed activities and spaces

Stumbling across performative art on the beach

We took our friend, who was back from Toronto for a short visit, kayaking. Since he only had the evening left to spend with us, we did a short trip. We kayaked from Kits over to Second Beach. When we got there, there was a crowd of people on the beach, all gathered around a chair placed in the sand, facing towards the sea. We had no idea what they were there for. We beached our kayaks, had our picnic dinner, and just as we were finished, a man in a robe and airy pants came running down the beach to the crowd. They applauded, and he said a few things, including how he was late because he overshot the location on his way over. Then he did some ceremonial acts with a cedar branch and sang a little, I think, before sitting on the chair. It was interesting to see the performative art as people who didn't expect to see it. The meaning is a lot more personal, but also, like a lot of things you see in life without being privy to the explanation, I think it will weave itself into my memories as something memorable yet cryptic. Why did we see someone doing that thing on the side of the road that one time, or why was that woman yelling at that old man with the cane? etc.



▲ Story gathered from members of the community during the fall 2021 Visioning workshop on the theme of reconciliation

Hopes for the future West End Community Hub

Participants were also asked to share the spaces and activities they’d like to see in the future community hub. Key themes from participants included:

Incorporating Indigenous design

- Ensure that Indigenous design and Indigenous knowledge are incorporated into the building.
- Many ideas were suggested to advance reconciliation, including having more Indigenous staff members, programs led by Indigenous persons, cross-cultural programming, dedicated space for reconciliation-focused programming, as well as hosting Indigenous events, games and tournaments.

King George Secondary School

- Expand on programs for athletics and the arts.
- Provide a wider range of courses and programs.
- Provide more services for students with special needs.
- Improve outdoor facilities for students.
- Expand and update school equipment and facilities, including more social and quiet spaces.

Social services

- Provide services and programs that meet the unique needs of unhoused people, LGBTQ2SAI+* people and newcomers.
 - Maintain and expand childcare services.
 - Provide access to low-barrier services.
- * Two Spirit, lesbian, gay, bisexual, trans, queer, questioning, intersex, asexual, plus people who identify as part of sexual and gender diverse communities and use additional terminologies.

Arts and culture

- Maintain and expand arts and culture programs and facilities, including pottery and photography.

Sports, fitness and arena



- Near unanimous support for a fitness centre and fitness and wellness classes.
- Provide drop-in or casual sports. There is less interest in sports activities and sports-specific facilities (i.e. for rock climbing or gymnastics).
- Strong support for the ice rink, including drop-in programming.
- Interest in aquatics programming. Aquatics spaces and activities are not planned for the WECH site. However, this feedback will be considered as the Park Board redevelops the Vancouver Aquatic Centre in the West End (1050 Beach Ave.).

Outdoor spaces and activities



- Include trees and plants in the outdoor landscape.
- Offer open space adjacent to the site facilities.
- Provide access to programmed outdoor space for community use off-hours.

Social and community spaces



- Offer seniors activities and programming for parents with young children.
- Offer support for newcomers, 2SLGBTQQIA+ people and unhoused people.
- Offer tool and equipment borrowing.
- Include places to study, read and hang out.
- Offer places to gather for celebrations, ceremonies or special events.
- Little interest in providing on-site affordable food purchasing options.

Joe Fortes Branch of the VPL



- Continue traditional uses for accessing print materials.
- Continue to provide Internet access and more computers.
- Ensure space for work and study, as well as for casual seating.
- Mixed levels of support for devoting early learning space for children at the library.
- Consider providing collaborative study tables and breakout meeting rooms, as well as maker space for crafts or digital creation.

Firehall



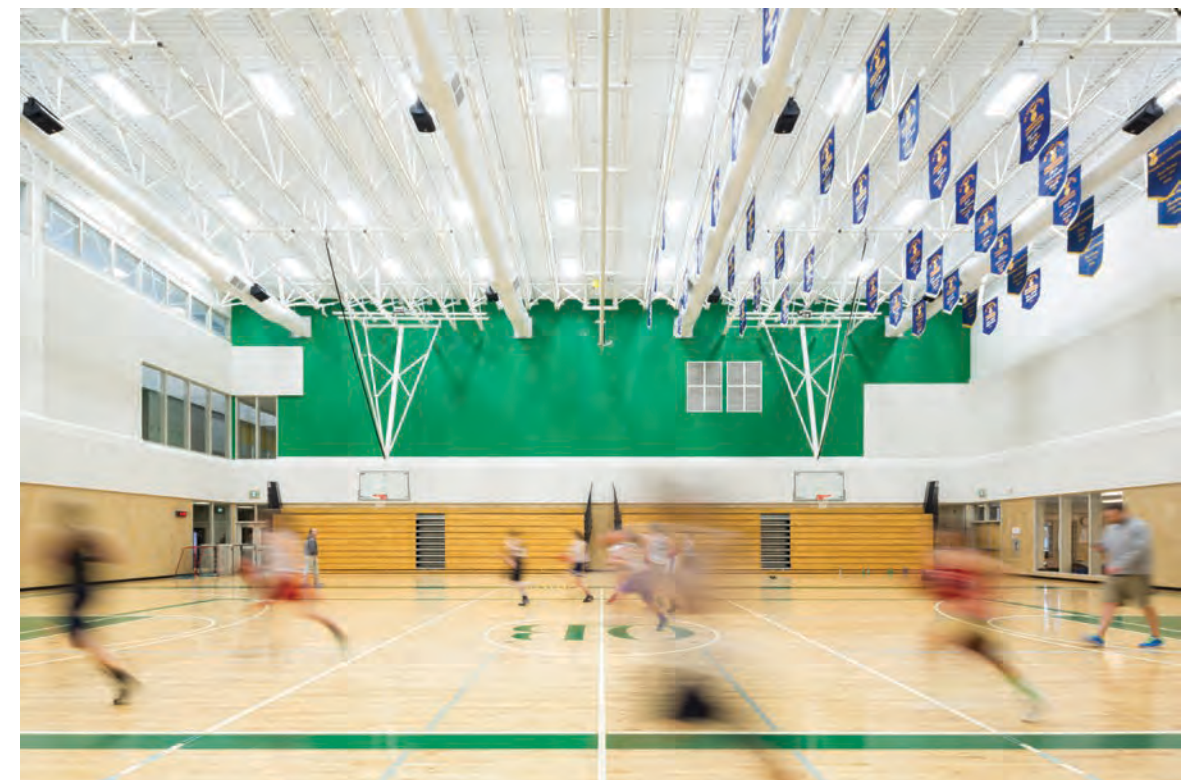
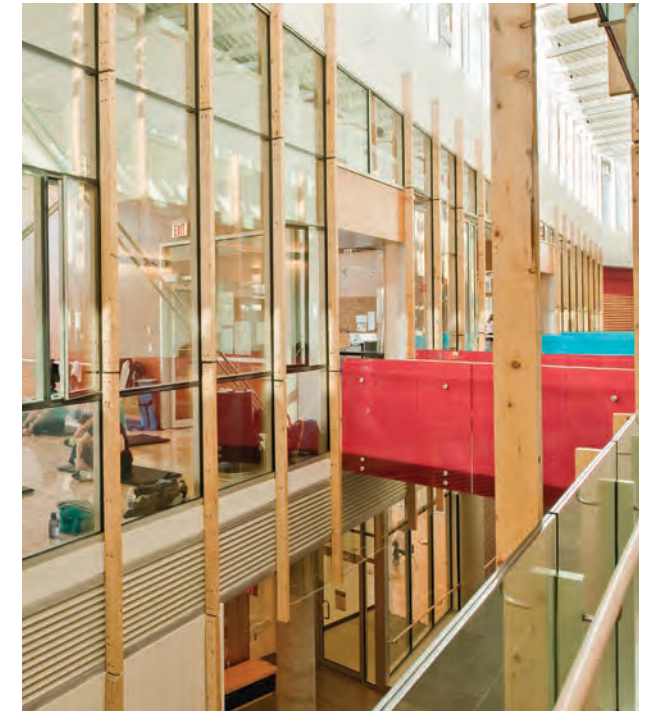
- Spaces and activities for fire services in the future WECH were not a topic of the winter 2022 public input activities.
- The need to relocate and expand Firehall No.6 was identified as part of a City-wide risk profile and resource analysis that the Vancouver Fire Rescue Services commissioned by subject matter experts in 2018 and that further informed VFRS Strategic Plan 2019-2021.
- VFRS City-wide assessment found that most growth in emergency incidents has occurred downtown and long-term strategic recommendations include planning new firehall locations and expanding downtown capacity to overcome challenges such as a densely populated West End with an abundance of high-rise buildings.

4.4 List of spaces and activities

A list of spaces and activities was developed based on findings from the space needs assessment and the insights gathered during community engagement and focus group sessions. This functional space list catalogues the activities that might take place in the future development and the facilities required to accommodate them and ensures a continuation of the project vision and principles.

The functional list of spaces and activities below translates the information gathered into a tangible plan that supports the creation of site development scenarios in the next phase of work by outlining the size of every space, the desired relationship between spaces, and functional and operational requirements.

The following pages list the spaces and activities that are proposed as part of the WECH Renewal Plan.



▲ Examples of proposed activities and spaces

4.5 Spaces and activities

Community centre and arena

We heard that it's important for the spaces in the future community centre to be accessible, inclusive and aligned with current and anticipated community needs.

VanPlay is the decision-making guide for the Vancouver Board of Parks and Recreation. VanPlay identified the need for five new ice sheets throughout the City by 2040 and the Vancouver Board of Parks and Recreation is considering the WECH site for a regulation-size ice arena.

Indigenous Culture and Knowledge spaces will be integrated into the future community centre and library to make visible and strengthen connections to Coast Salish Peoples, history and culture, while ensuring these spaces are welcoming to all.

Project partners understand the importance of community access to outdoor spaces. The West End Community Plan sets out a commitment to deliver on several community benefits in the neighbourhood. This includes improvements to outdoor spaces that are currently underway across the West End such as: West End Waterfront Plan, Bute Greenway, Georgia Gateway Complete Street and public space improvements to Davie, Denman and Robson streets.



▲ Example of spaces and activities for the new West End Community Hub

What's being proposed:

- Public entrance plaza.
- Outdoor natural play space, event and informal gathering spaces
- Lobby, which could be the main reception point and social space for the community hub, a large community gathering place and the main area connecting different services together.
- Gymnasium that will serve as both a sports facility and multipurpose space that is dedicated for full-time community use, designed to be divisible and adjustable to allow for different activities. Additional gymnasium spaces will be located in the new secondary school.
- Fitness centre, studio and change facilities.
- Mix of multipurpose rooms that provide flexibility and can be reconfigured to meet a variety of community needs.
- Space for warming/cooling shelter.
- Community and teaching kitchen.
- Mix of dedicated arts and culture spaces, which may include music, pottery, photography and a performing arts space.
- Non-profit program space to deliver low-barrier programs.
- Dedicated youth spaces that can primarily be used after school, including drop-in, informal and structured social and recreational activities for young persons.
- Seniors-focused spaces that provide affordable, inclusive and accessible opportunities for older adults to participate in a variety of active living and creative pursuits.
- Expanded licensed childcare space.
- Before and after school space.
- NHL Regulation-size ice arena that accommodates league games and practices, figure skating, short track speed skating and sledge hockey, community leisure activities and also accommodates community events if the ice is removed during the summer months.
- Administrative offices, building services and back-of-house spaces, which include the office and support space for programming and operation of the community hub.

Indigenous Knowledge and culture spaces

The WECH project aims to advance reconciliation with Indigenous Peoples while supporting neighbourhood aspirations.

An Indigenous Knowledge and Culture Hub is made possible by re-framing spaces that might be included in a typical library or community centre through the lens of reconciliation. This leads to an innovative grouping of programs and spaces that together create an opportunity to make visible and strengthen connections to Coast Salish Peoples, history and culture while ensuring these spaces are welcoming for all.

What's being proposed

Based on community feedback, proposed spaces and activities for the Indigenous Knowledge and Culture Spaces include:

- Indigenous library collections
- Indigenous focused audio and learning exhibits
- Cultural display spaces
- Elder-in-residence space
- Recording booths to support language revitalization
- Indigenous cultural practice studio
- Multipurpose room dedicated to cultural exchange
- Outdoor Coast Salish medicinal garden
- Outdoor program space

The future King George Secondary School

The Vancouver School Board has identified King George Secondary School in its annual capital plan to request funding for future expansion. Pending approval and funding from the Ministry of Education and Childcare, the proposed expansion will provide a new seismically safe 1,000 to 1,200 student capacity secondary school, which would respond to the growing youth population in the school catchment area.

What's being proposed

The future King George Secondary School spaces and activities include:

- Instructional spaces established in alignment with provincial standards
- Space for administration, health and counseling services established by the province
- Outdoor sport field
- Outdoor education space

In addition to the required curriculum, the school will offer a wide range of electives in the liberal arts (math, language arts, science and humanities), performing and visual arts, physical and health education and applied skills, design and technology.

The new school will be designed to support student programming choice with spaces to support the delivery of exceptional and varied educational programs as well as facilitate co-curricular and extra-curricular involvement of students and staff and the school community. The Vancouver School Board is committed to exploring opportunities with partners to develop additional education spaces such as:

- Enhanced performing arts space available to both the school community and broader community.
- Additional space with dedicated access for an adult learning centre or to meet other emerging educational programming needs.

The Vancouver School Board owns the majority of the land on site and the priority for outdoor space is to deliver educational programming and school sponsored extracurricular events. Project partners will explore potential opportunities to offer community programming that does not conflict with school priorities.

Library

With the growing downtown and West End population, a revitalized Joe Fortes branch of the Vancouver Public Library will help meet the need for an inspiring place to study, work, relax and connect with others. This space will also make visible and strengthen connections to Coast Salish Peoples.

What's being proposed

Based on community feedback, proposed spaces and activities for the library include:

- Service hub for all ages and to foster intergenerational activities
- Children's area with early learning space and hands-on exploration
- Teen zone
- Adult collection and space
- Collaborative work and study space
- Casual seating and lounge space
- Booths for technology use (e.g., videoconferencing)
- Public computers (desktop or lendable laptops)
- Meeting rooms with digital screen for small and large groups
- Multipurpose rooms for library programming and community use
- Inspiration Lab (digital creation space) with creative software and recording booths
- Indigenous collection and space
- Staff work area.

Firehall No. 6 Relocation

Firehall No. 6 is currently located in a heritage building at 1001 Nicola Street at Nelson Street and will be relocated to the WECH site. As the West End community grows, additional fire crew and trucks are needed to ensure enhanced fire-safety response and efficiency in the neighbourhood.

Priorities for the relocated Firehall No.6

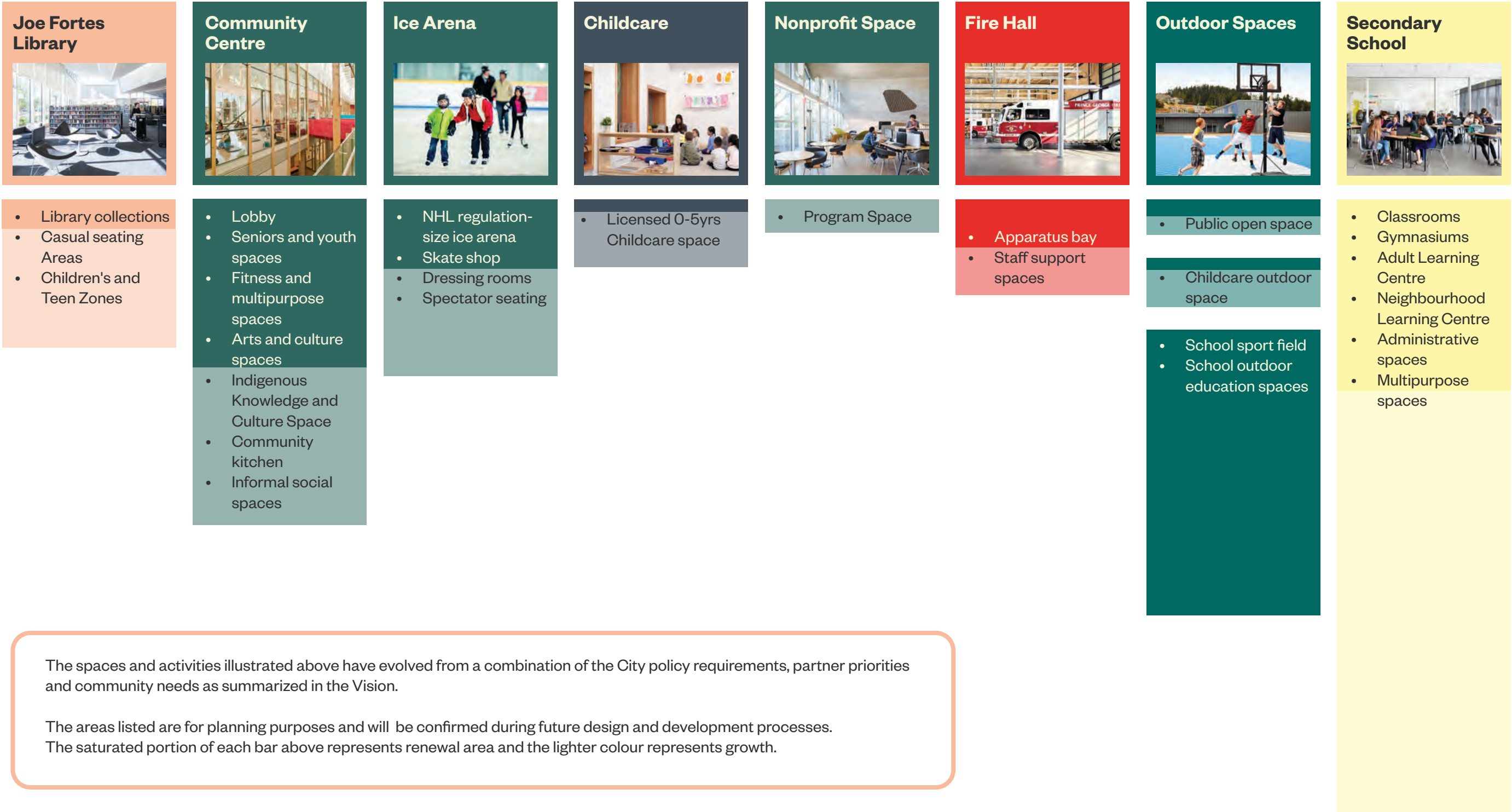
In addition to standard firehall building requirements, the relocated Firehall No. 6 will include:

- Four-bay fire vehicle space, including space for a ladder truck
- Community spaces for outreach programs, including emergency preparedness

Firehall No. 6 also provides specialized response to fires within Stanley Park. A larger building will allow for more specialized equipment on site, enhancing service to the park.

The number of high-rise buildings are increasing in the West End and a ladder truck is required for incidents at these buildings. The existing heritage building on Nicola cannot accommodate this type of equipment and the neighbourhood currently receives this service from another Firehall at Haro and Thurlow streets.

Spaces and activities program



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5.0 Site development scenarios

5.1 Introduction

Three site development scenarios were created to realize the WECH vision and principles and to support the desired spaces and activities. All three site development scenarios included the same interior spaces and activities and similar outdoor spaces. Each scenario responds to valuable community feedback, planning research and project partner priorities. The primary difference among the scenarios is the location of spaces and activities on the site.



5.2 Site scenarios development: key considerations

The following considerations were key for the development of the West End Community Hub Renewal Plan. Should any of these aspects change in the future, additional studies may be needed to adapt the renewal plan accordingly.

Phasing development

It is important for project partners to continue to deliver amenities and services to a growing community while new facilities are built. The renewal plan will take place over multiple phases of design and construction. All scenarios proposed for the renewal plan maintain continuity of service for the existing King George Secondary School and minimize disruption to community and library services. Phasing is dependent on available funding.

Funding the renewal

Renewing and expanding community amenities and services on this site are an important part of the commitments by partners to support a growing West End neighbourhood. The creation of the WECH Renewal Plan was funded by the City’s 2019-2022 Capital Plan. The VSB has initiated a capital funding request for expansion and seismic upgrades of King George Secondary, with the goal of a renewed and expanded school to accommodate a minimum forecasted 1,000 – 1,200 students.

The WECH site is heavily constrained within a dense urban neighborhood. Existing buildings offering important educational and community functions take up a large portion of the site and efforts have been made to develop plans that minimize disruption to existing services during future redevelopment. Given the scale and complexity of this future project, implementation of the Renewal Plan will require significant investment on the part of both the City of Vancouver and Vancouver School Board. Renewal will likely take place as over several capital plans and will not start until funding is secured.



Land allocation

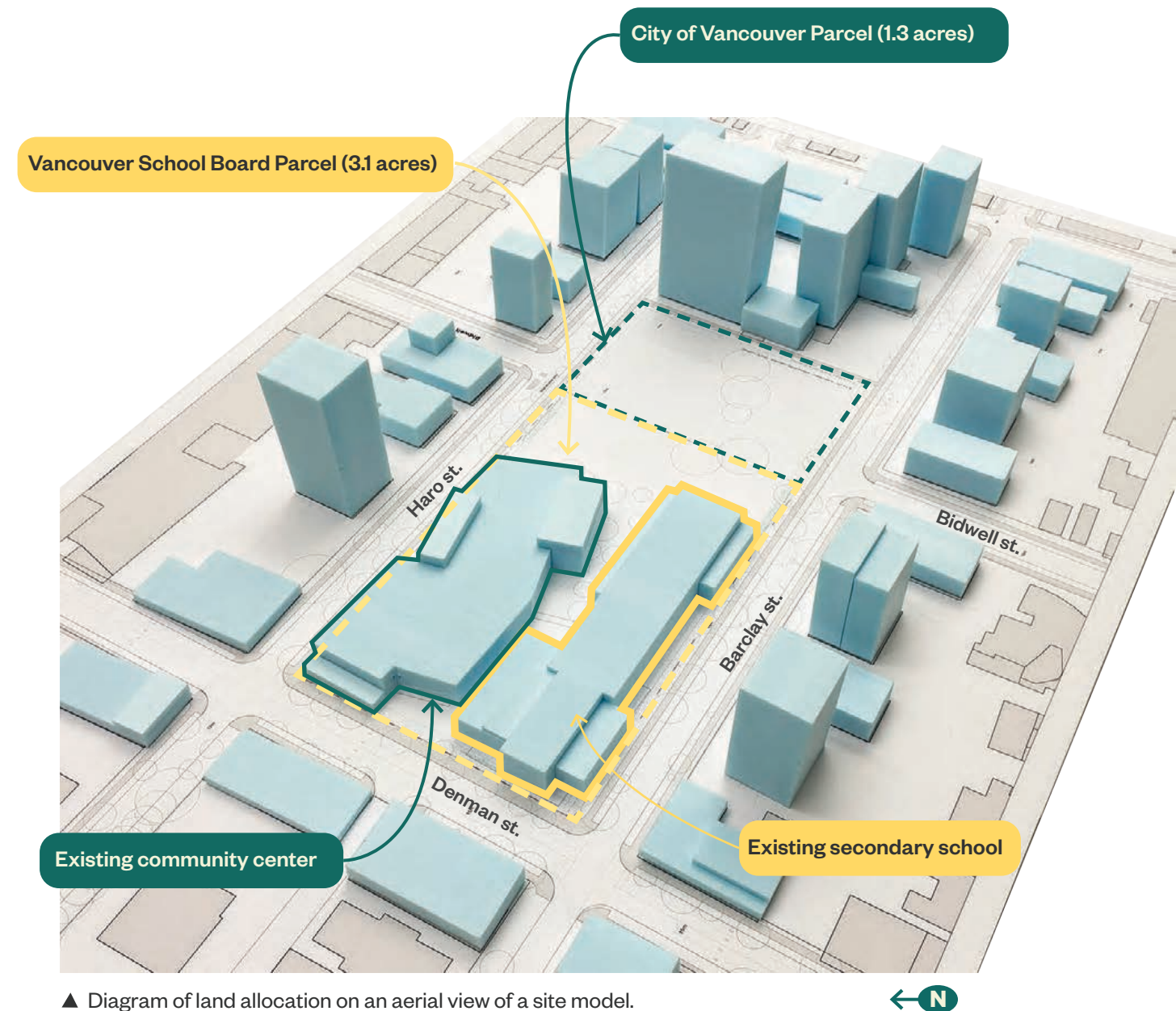
The WECH site is currently divided in two legal parcels of 1.3 and 3.1 acres, which are owned by the City of Vancouver and the Vancouver School Board, respectively. The requirement to deliver the associated school and community spaces and activities within their respective parcel is a core element for all three site development scenarios. The proportion and total area of land ownership will remain the same after the renewal and the internal property lines will be redrawn accordingly during future design stages.

City of Vancouver Parcel (1.3 acres)

Within this parcel all three site development scenarios deliver a community centre, library, public plaza and associated outdoor spaces, childcare with associated outdoor play space, Indigenous Knowledge and Culture Space, Firehall No. 6, and an underground parkade. The location and shape of this parcel differs for each scenario.

Vancouver School Board Parcel (3.1 acres)

Within this parcel all three site development scenarios delivery the secondary school activities and spaces required to meet provincial education standards and enrollment growth to 1,000 - 1,200 students. This parcel will also contain a playing field, sport courts and outdoor education areas. The location and shape of this parcel differs in each scenario. In all scenarios, the community ice arena will be located underground below part of the school playing field, within the VSB parcel, and accessed through the community centre.



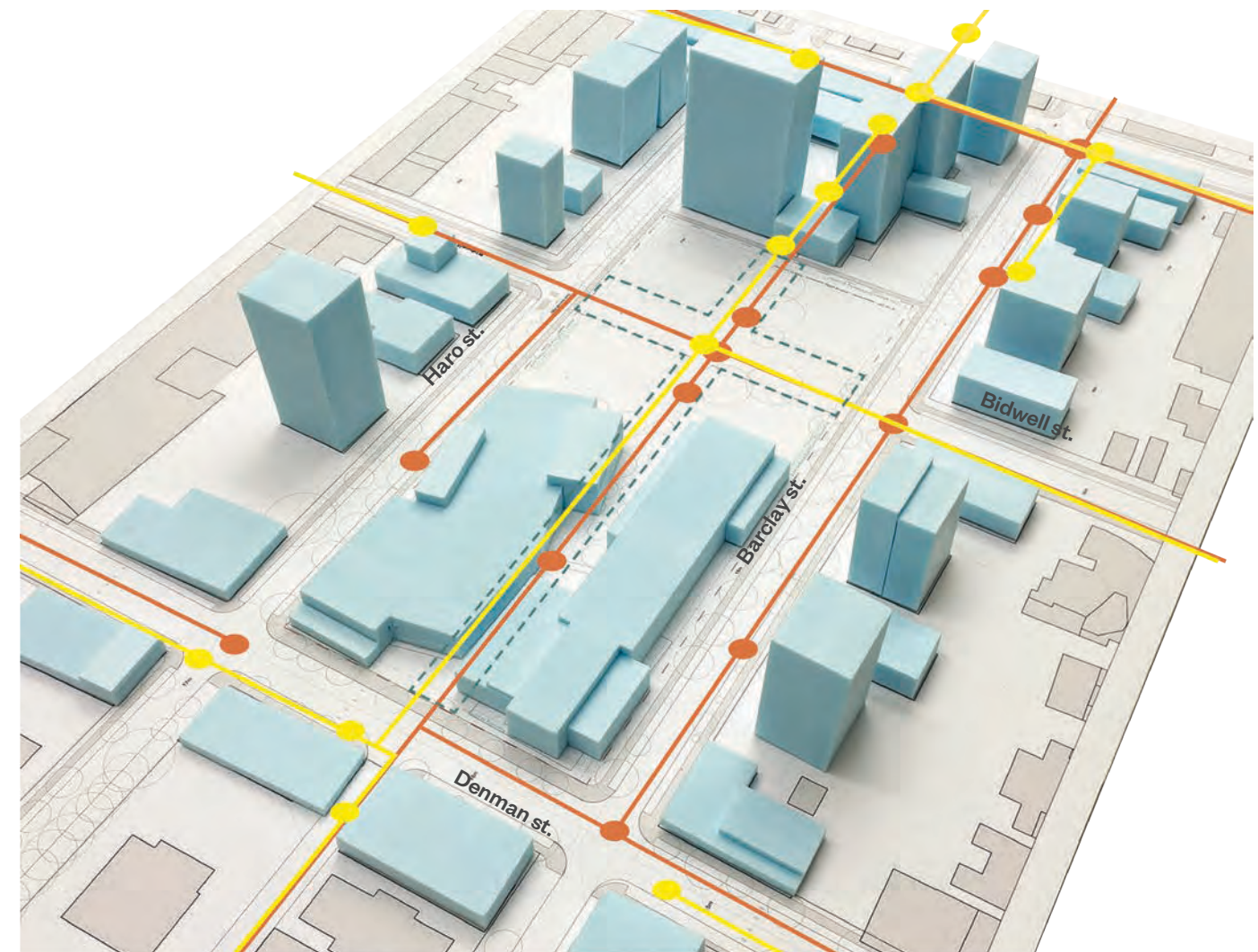
▲ Diagram of land allocation on an aerial view of a site model.

5.3 Site development scenarios: site considerations

The creation of the three site development scenarios began with an analysis of the existing site conditions. The following findings considerations were identified:

Existing underground servicing and statutory rights-of-way

There are a number of existing underground utility systems running in both the north-south and east-west directions across the site. These utility services are currently captured within statutory rights-of-way. This significantly limits where future buildings can be placed. All three scenarios anticipate the relocation of underground services and the removal of the statutory rights-of-way to allow for the redevelopment of the expanded secondary school and community facilities. Details to be determined during future design phases.



Existing storm main Existing sanitary main Existing Right-of-ways ← N

▲ Right-of-ways diagram on an aerial view of a site model.

Planning considerations

All three site development scenarios are compatible with current applicable RM-5A zoning bylaws, district schedule, policies and guidelines. The following items will be reviewed in detail during future design phases.

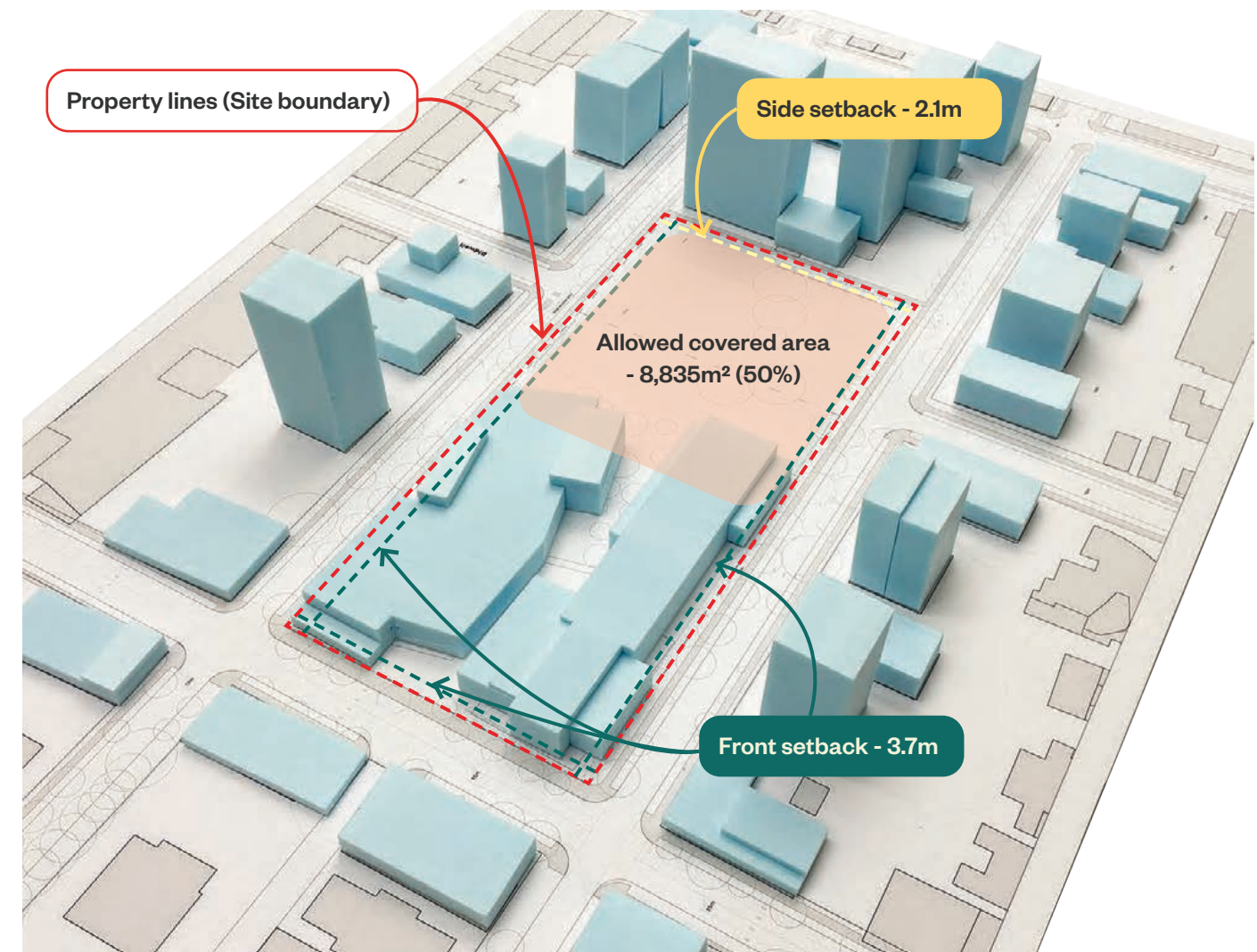
Site setbacks

The building placement for all three site development scenarios follows City planning guidelines set forth by the RM-5A zoning district schedule. The zoning district schedule is a planning tool used by the City to manage and regulate land use within a specific area. It sets standards for building size, placement, height and relationship to property lines. Adhering to zoning by-law helps ensure that development is in line with the needs and expectations of the community.

For the WECH site, placement of all future buildings will adhere to zoning by-law and maintain the required minimum front setback of 3.7 metres to Denman Street and side and rear setbacks of 2.1 metres to Haro and Barclay Streets and the residential development immediately to the east of the site. These setbacks are important and allow all scenarios to retain an attractive streetscape and a harmonious relationship with the surrounding neighborhood.

Site coverage

All three site development scenarios prioritize the preservation of as much open and inviting green space as possible.



▲ Setbacks and coverage diagram on an aerial view of a site model.



Building height

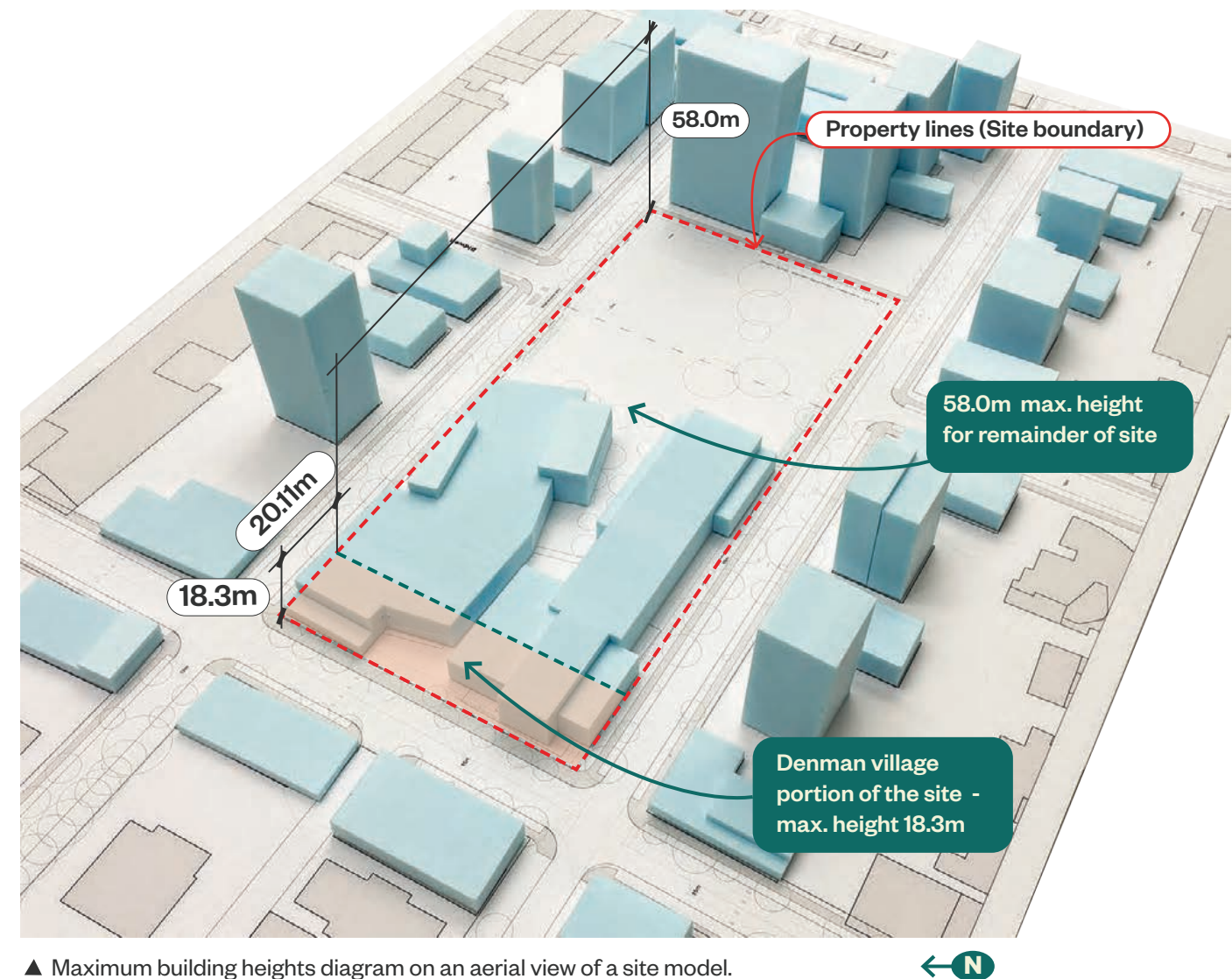
The renewal plan will maintain the character of the existing neighborhood and comply with the zoning height regulations. The typical maximum height allowed for the site is 18.3 metres with a potential increase of up to 58 metres with the approval of the City's director of planning.

West End Community Plan policies

A portion of the site is planned to strengthen the low-scale, pedestrian-friendly frontage of the Denman village identified in the [West End Community Plan](#).

The building will conform to the policies set out in the community plan by retaining a maximum height of 18.3 metres to a depth of 20.11 metres along Denman Street. This will help maintain a sense of openness at street level. The activities and spaces that front onto Denman will also provide visual interest, a comfortable atmosphere with large windows and community focused spaces.

The community plan also called for an expanded public plaza on this site and the renewal plan responds with people-focused features like a generous paved and planted buffer between the street and the buildings, trees and planting that offer shade and enhance the aesthetic appeal of the streetscape, and outdoor furnishings that contribute to a comfortable and well-serviced walking environment.



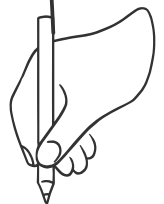
▲ Maximum building heights diagram on an aerial view of a site model.

Adjacencies, exposure and existing site conditions

- There are two existing buildings on the site, the West End Community Centre, Ice Arena and Joe Fortes Library, and the King George Secondary School. There is also an existing non-regulation size playing field, two tennis courts, a basketball court, a surface parking lot and paved exterior pathways.
- The site is bordered by Denman Street to the west, a bustling commercial street that draws considerable foot traffic.
- The north side of the site faces Haro Street, a designated AAA network bike path and greenway.
- The south side of the site faces Barclay Street.
- The eastern edge of the site occurs mid-block between Bidwell and Cardero Streets and borders a neighboring residential development.
- An east-west pedestrian path is maintained through the site connecting to Bidwell Street.
- Like most of the downtown peninsula, the WECH site is oriented approximately 45° from solar north.
- Winds primarily arrive from the east and flow westward across the site.

The Under Bridge Garden.

The I remember when I used to bike by the north end of the Burrard Bridge and see a man pulling out the ivy that was covering the ground everywhere. I stopped to talk to him (Jason) and he told me just wait and see I am going to take it all the ivy out and build a garden. It took several years and a couple of neighbours to do it. The police used to hassle him telling him he couldn't be doing that. People started donating plants and money to get this big project realized. The garden flourished with the volunteer help and the city added it to its list of community gardens they supported with compost. It kept expanding and expanding down to the seawall. Someone came along and asked if they could have a memorial garden for a family member who died and that person's favourite flower was the Hanging Datura where at night it gives off a heavenly scent. If the Datura don't make it though a hard winter the family brings in more so they are always kept going. It's pretty incredible what happened there over 15 years. The city even installed a water tap there. Jason moved to the Island but his legacy flourishes and cared for by two people.



▲ Story gathered from members of the community during the fall 2021 engagement

5.5 Exterior spaces and activities principles

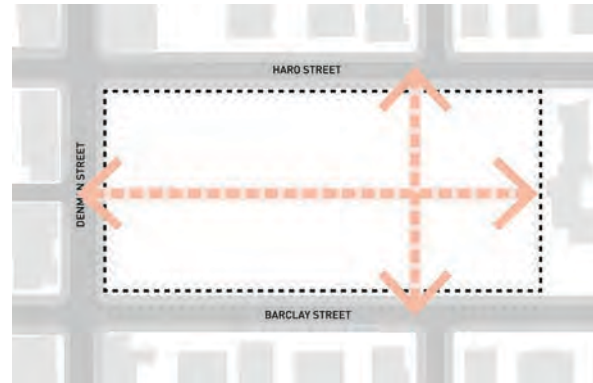
The design recommendations for outdoor spaces at the future West End Community Hub are rooted in the vision, principles and strategies developed through community engagement and in collaboration with Coast Salish Project Associates. Outdoor spaces will help ground the WECH site in the rich cultural, social and ecological context of the West End within xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) lands. Outdoor spaces are planned to balance a variety of important community uses, make space for connections of all kinds, and welcome community members and visitors to the West End with open arms.



▲ Above: Entrance of the Squamish Lil'wat Cultural Centre in Whistler

▲ Below: Activated street during Vancouver's Pride Parade in the West End

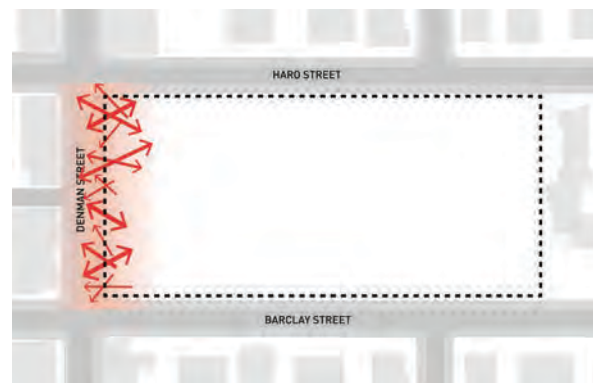
Exterior spaces principles



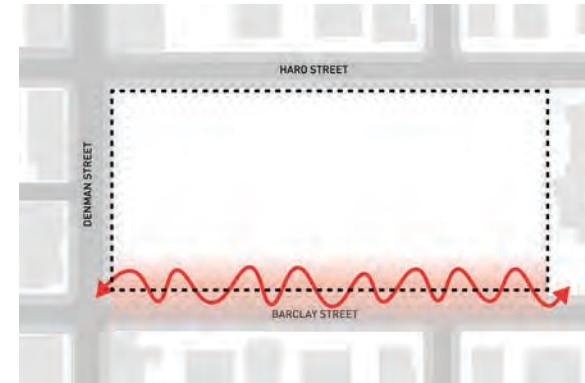
1. Maintain and enhance pedestrian circulation within the site in balance with VSB programming needs and student safety considerations.



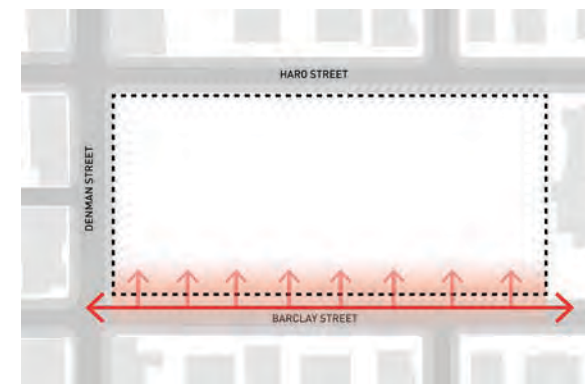
3. Integrate with and support existing and future amenities along Haro Street, including the Haro Street Greenway.



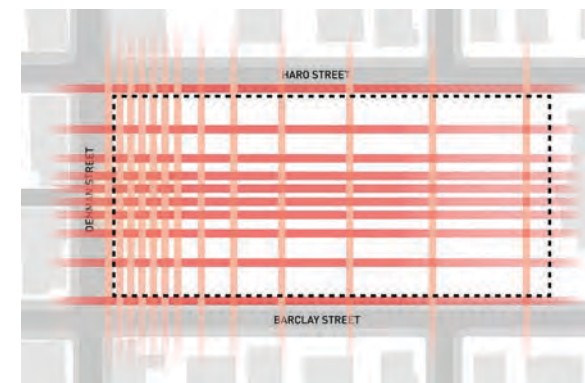
5. Provide pedestrian connection and visibility to and from Denman Street.



2. Create an active and open connection to Barclay Street.

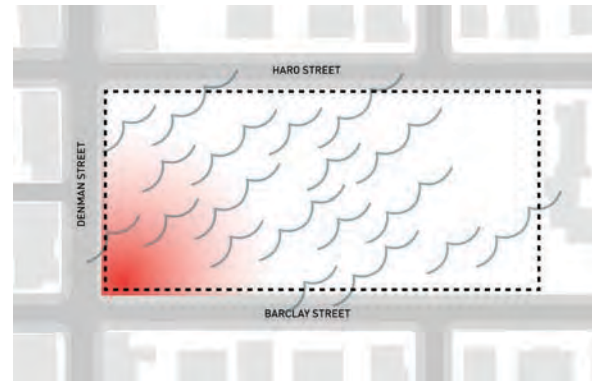


4. Locate vehicle access points along Barclay Street wherever possible.

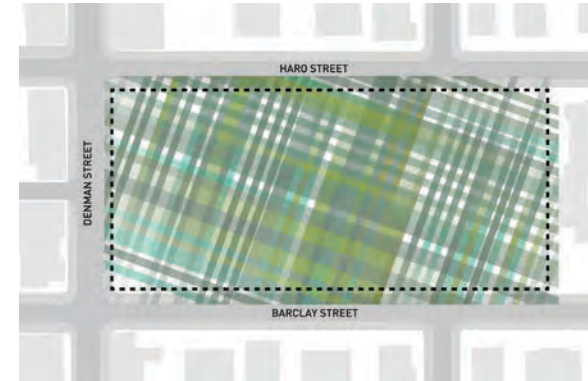


6. Focus the entrance experience around a welcome from local Nations and weave cultural stories into the fabric of the site.

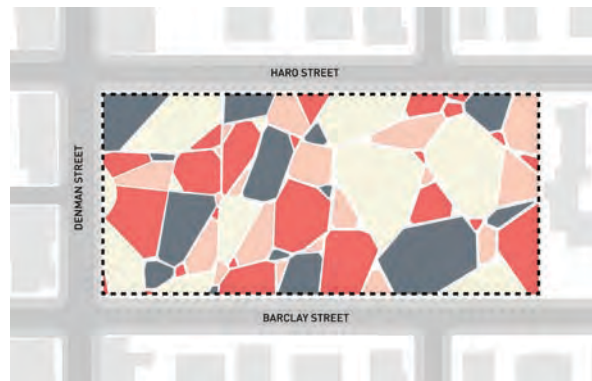
Exterior spaces principles



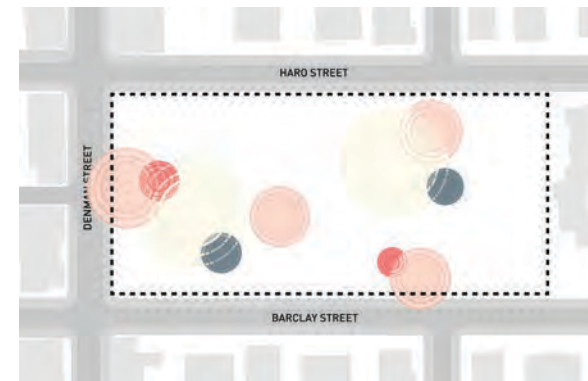
7. Celebrate the connection to the ocean and the sunset.



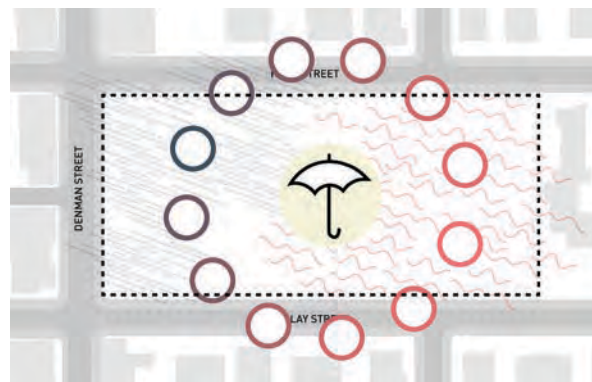
8. Embed connection to nature at grade and all upper levels. Blur the line between earth and building, and the boundary between indoor and outdoor.



9. Provide a diversity of spaces, from intimate to large, to welcome everyone.



10. Provide a diversity of spaces, from intimate to large, to welcome everyone.



11. Maximize winter sun, shade from summer sun, and protect from wind and precipitation.



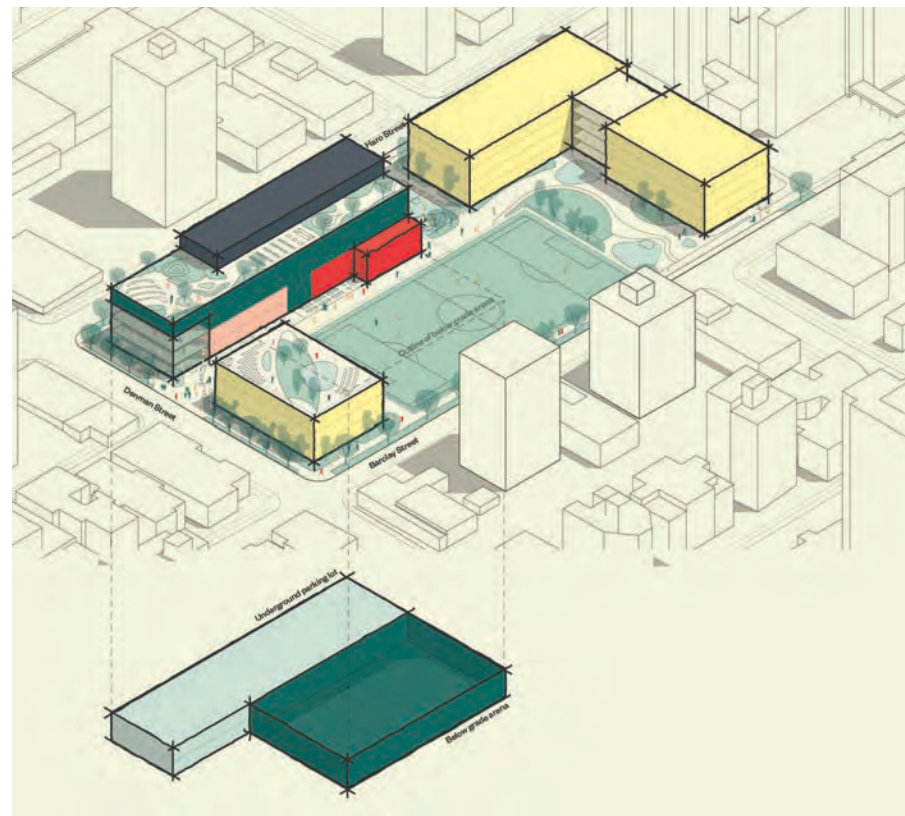
12. Provide a landscape rich with local natural history, cultural uses, and habitat value.

5.6 Site development scenarios

Three site development scenarios were created to explore how the West End Community Hub could take shape on the site. Each development scenario responds to valuable community feedback, planning research and project partner priorities. All three of the following scenarios include the same indoor and outdoor spaces and activities. The primary difference between each scenario is where these spaces and activities are located.

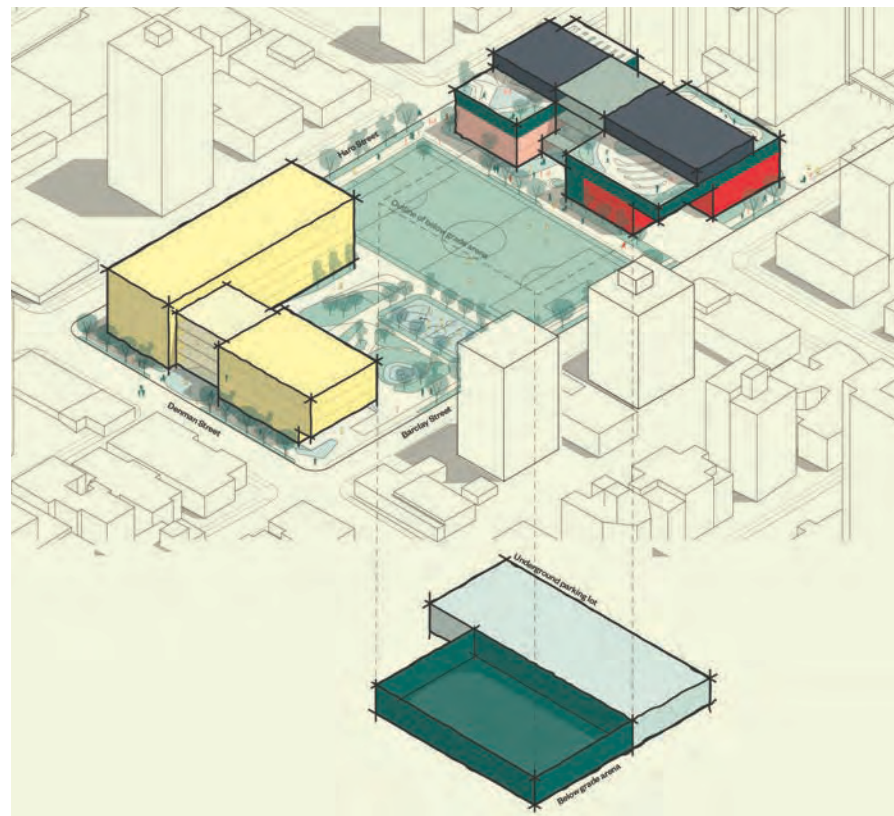
Scenario A

Community uses on Denman and Haro, Education uses on Barclay



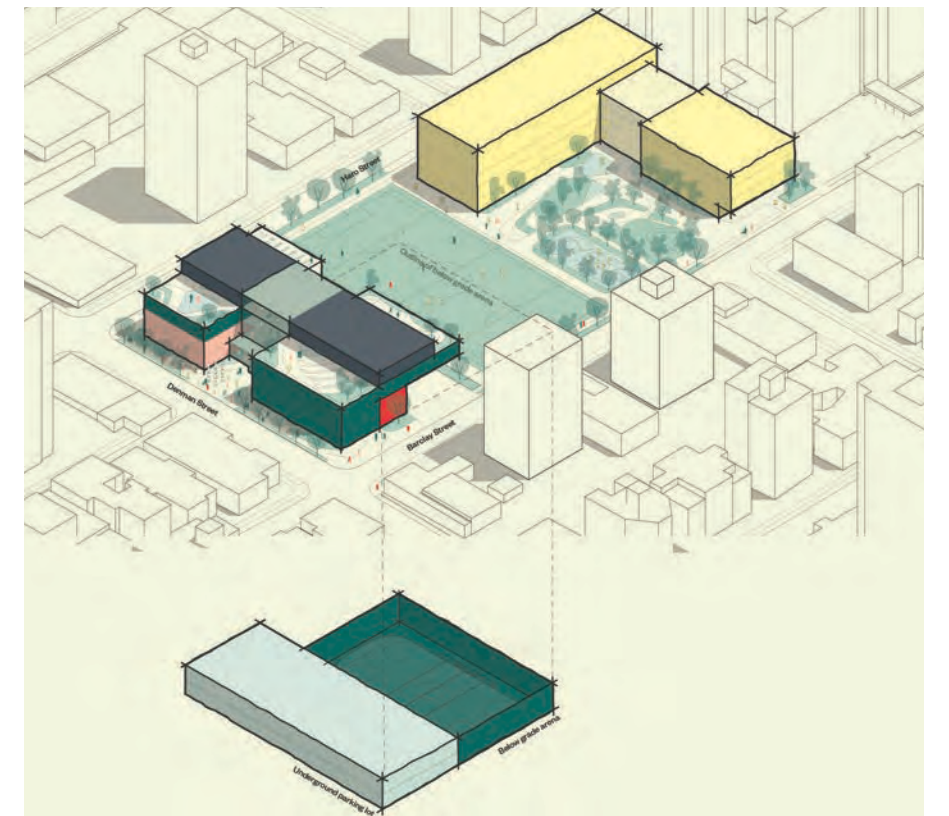
Scenario B

Community uses on Barclay, Education uses on Denman



Scenario C

Community uses on Denman, Education uses on Barclay



The images above represent three-dimensional test-fits of the types of spaces and activities proposed for the future WECH site and do not represent the design of the site's future buildings.

Spring time in the West End

I've lived in the West End for 14 years since I was in my late 20s. What I love most about living in the West End is watching the trees and plants bloom and blossom again every spring. How Barclay becomes filled in with tree cover each April and May. How the rhododendron garden blooms in April. How the cherry blossoms explode in May. This is one of the most special experiences of the West End for me.



▲ Story gathered from members of the community during the fall 2021 engagement

Families form the fabric of the West End in many ways.

My son wasn't able to get into the annex as it was full and he was 30th on the waitlist! So 5 years later we transferred from the francophone system to Lord Roberts. The diversity of the kids and families in the school is amazing. People from all over the world and Canada. Lots of families that have lived in the West End for a long time and some for just a little while but it's amazing that there are over 600 kids just in elementary school plus the annex. I don't think people realize how many families live in the West End and how much that makes up the fabric of the West End. So many rent or are in coops and with being in the city we all rely on the city/parks/school facilities for all the day to day needs of kids and families. Having local schools with the capacity for our kids that are safe and not over 100 years old would be amazing. Also we all walk and shop, work and explore the West End daily. Helping keep the area safe and vibrant for all. Also so many kids at the school have diverse abilities and special needs that any community hubs need to include space for all. I love the West End for its diversity, safety and walkability. It's the only place I've stayed more than 10 years because it's so open to all.



▲ Story gathered from members of the community during the fall 2021 engagement

Scenario A

Community and education uses on Denman, Education uses on Barclay.



1. Community Centre

An expanded community centre brings activity to the corner of Denman and Haro Street.

A new Indigenous Knowledge and Culture Space is integrated into the library and community centre, making visible and strengthening connections to Coast Salish Peoples, history and culture.



2. Community plaza

An expanded plaza located along Denman Street creates opportunities for socializing, public markets and activities. It also extends into the heart of the site, connecting to outdoor spaces, as well as community centre and library spaces.



3. Social space

The social space created within an expanded lobby connects to Denman Street and includes a shared front desk for community centre and library programs and services.



4. Library

An expanded two-storey library maintains a connection to Denman and Haro Street.



5. Children's space (including childcare spaces)

Children's activities will take place throughout the Community Centre and a licensed childcare facility will be located on the uppermost floor with south-facing outdoor play areas



6. Regulation-size ice arena

An arena is located underground, allowing for a regulation-size ice sheet on the site, as well as expanded spectator seating.



7. Secondary school

A seismically safe 1,000-1,200 student capacity secondary school is located on the east side of the site next to residential buildings. An additional portion of school programming will be located on Denman Street.



8. Secondary school sport field and outdoor education spaces

The proposed placement of the buildings create a large open space at the centre of the site that will allow the School to provide a sport field and outdoor education spaces.



9. Relocated Firehall No. 6

A relocated Firehall No. 6 is integrated into the future community centre, connecting to Haro Street.

**Children's space
(including childcare
spaces)**



**Community
centre**



**Indigenous
Knowledge and
Culture Spaces**



**Lobby and social
space**



Library



Community plaza



Secondary school



**Secondary school
outdoor education
spaces**



Firehall No. 6



**Secondary school
sport field**



**Secondary school
spaces**



**Regulation-size
ice arena**

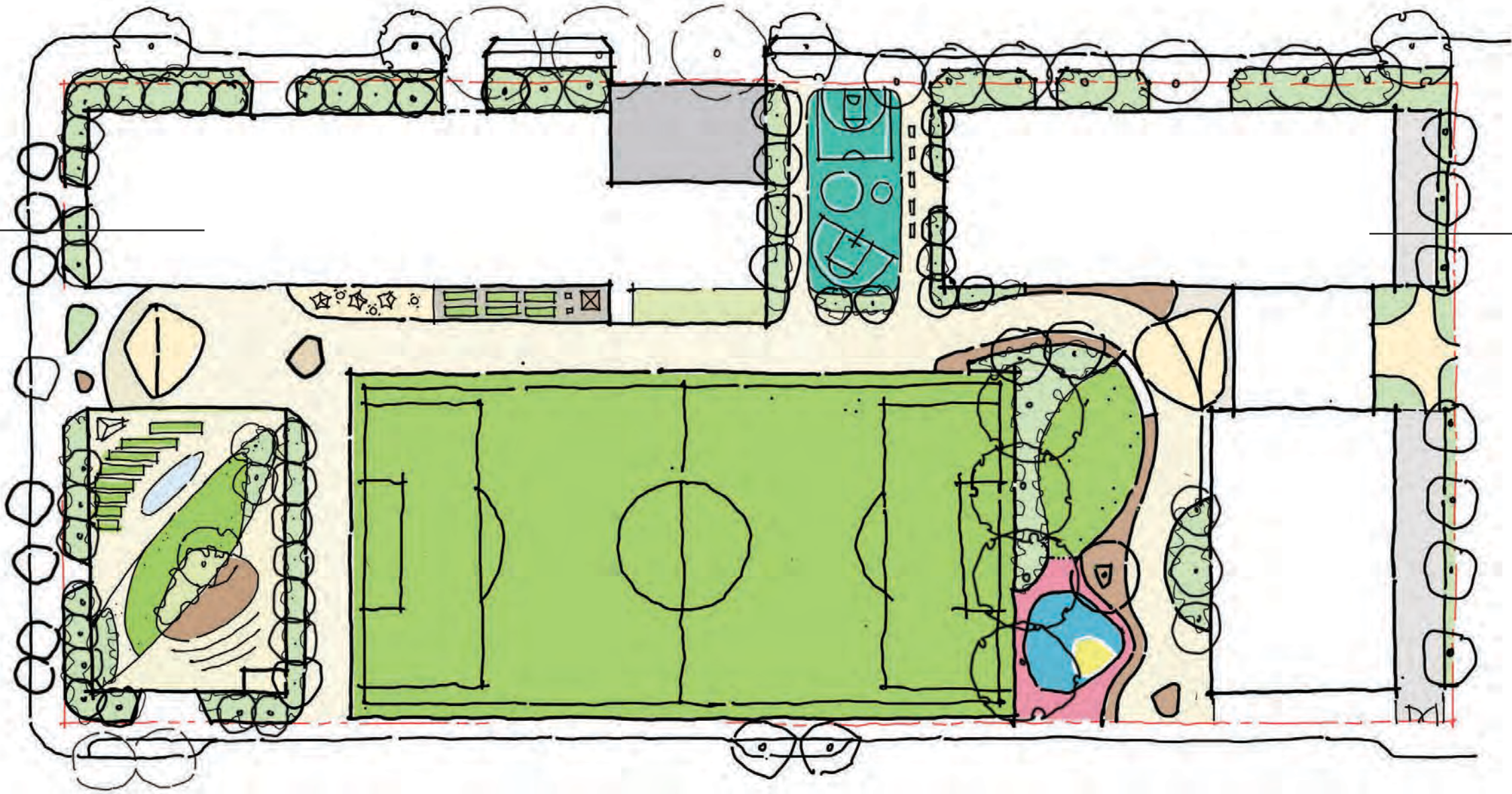


This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings.

The arena and parkade are located underground. The spaces have been visually moved down for clarity.

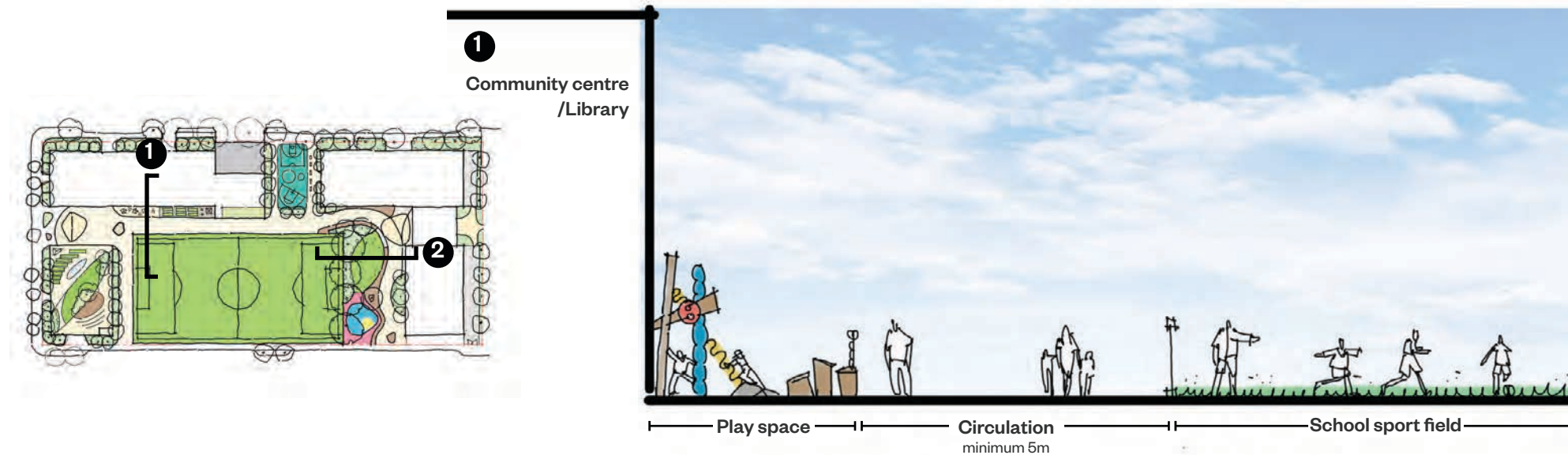
Scenario A - Landscape site plan

- Community Centre
- Firehall No. 6
- Library
- Regulation-size ice arena
- Children's space (including childcare spaces)
- Indigenous Knowledge and Culture Spaces



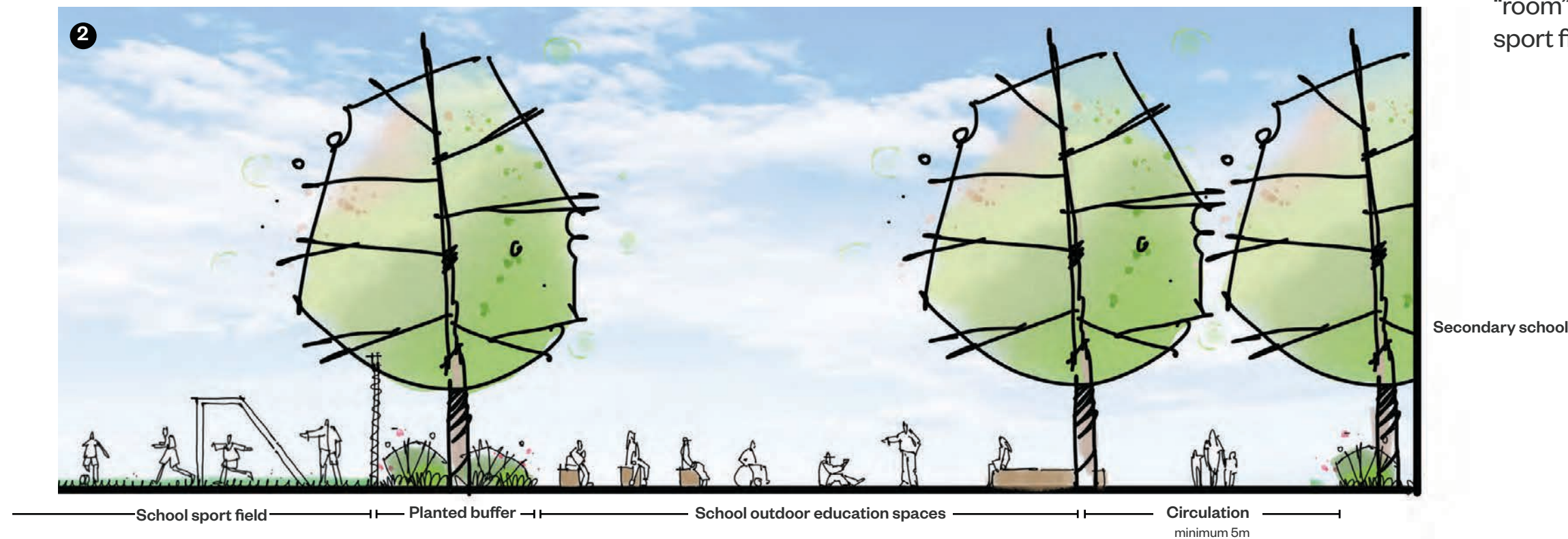
Secondary School

Scenario A - Landscape site sections



Section 1 illustrates the relationship between West End Community Centre program, circulation, and the school sport field. The proximity and relative size of the play space would benefit from a fencing approach emphasizing playfulness and interactiveness.

Section 2 illustrates the relationship between the school sport field, the school outdoor education area, and King George Secondary School. This scenario provides ample opportunity for trees and planting buffer, creating a comfortable outdoor “room” next to the openness of the school sport field.



Scenario B

Community uses on Barclay, Education uses on Denman



1. Community centre

An expanded community centre brings activity to Haro Street with a Bidwell Street pedestrian connection to Robson Street.

A new Indigenous Knowledge and Culture Space is integrated into the library and community centre, making visible and strengthening connections to Coast Salish Peoples, history and culture.



2. Community plaza

A new plaza is located along the Haro Street greenway creating opportunities for socializing, public markets and activities. It also connects to the community centre and library spaces.



3. Social Space

The social space created within an expanded lobby connects to Haro Street, opening up into the centre of the site and includes a shared front desk for community centre and library programs and services.



4. Library

An expanded two-storey library connects to Haro Street and the outdoor spaces in the heart of the site.



5. Children's space (including childcare spaces)

Children's activities will take place throughout the Community Centre and a licensed childcare facility will be located on the uppermost floor with East and West-facing outdoor play areas.



6. Regulation-size ice arena

An arena is located underground allowing for a regulation-size ice sheet on the site, as well as expanded spectator seating.



7. Secondary school

A seismically safe 1,000-1,200 student capacity secondary school is located along Denman Street between Haro and Barclay Street.



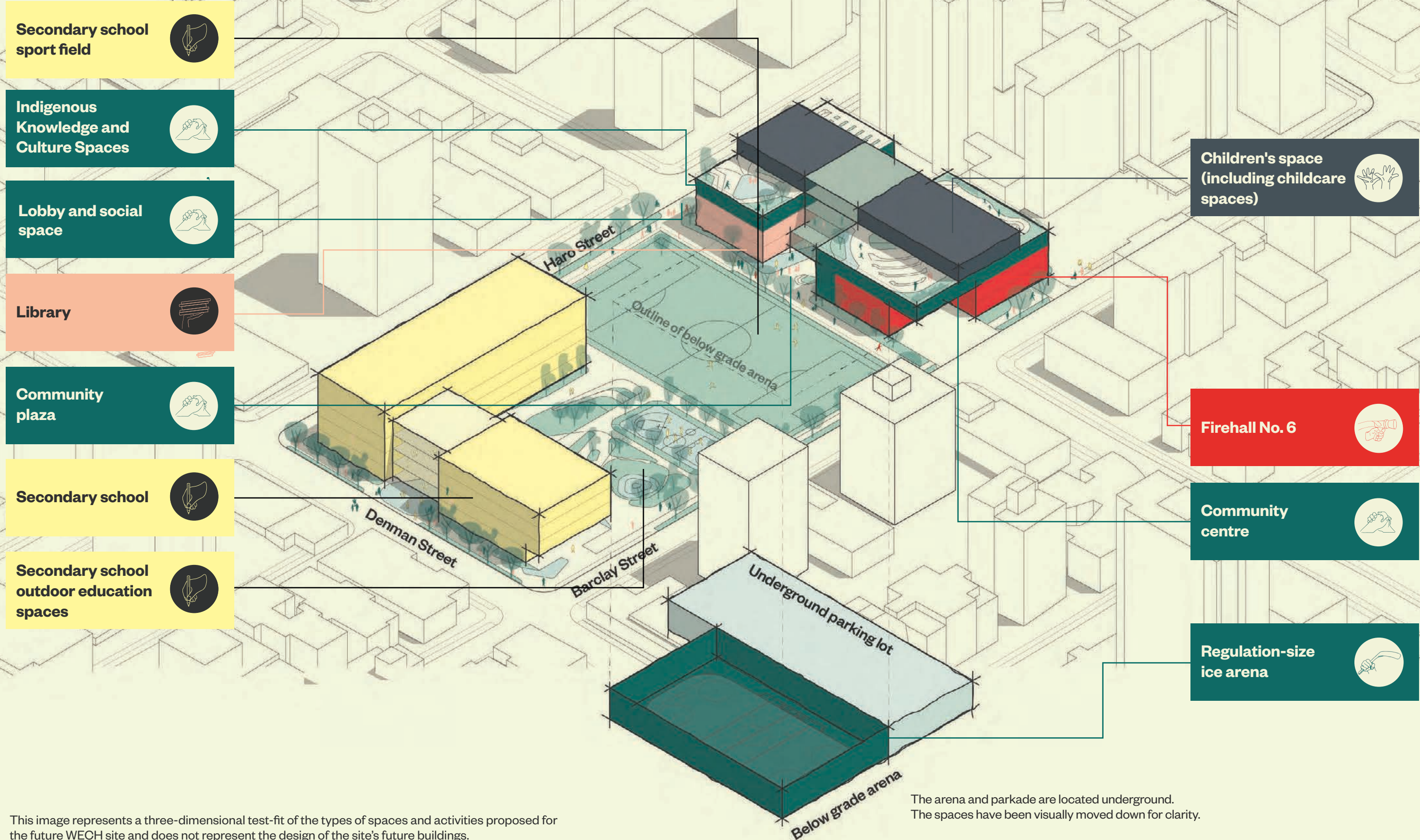
8. Secondary school sport field and outdoor education spaces

The proposed placement of the buildings create a large open space at the centre of the site that will allow the School to provide a sport field and outdoor education spaces.



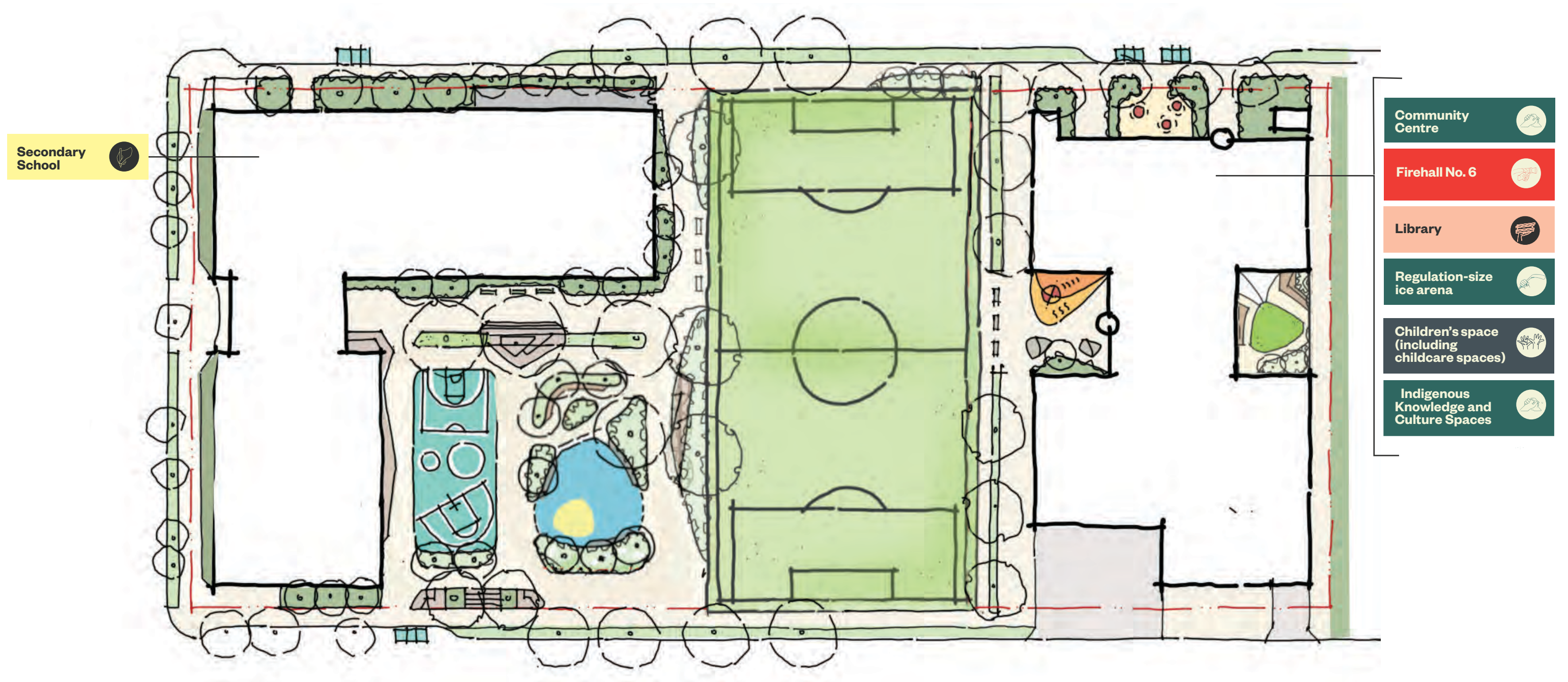
9. Relocated Firehall No. 6

A relocated Firehall No. 6 is integrated into the future community centre connecting to Barclay Street.

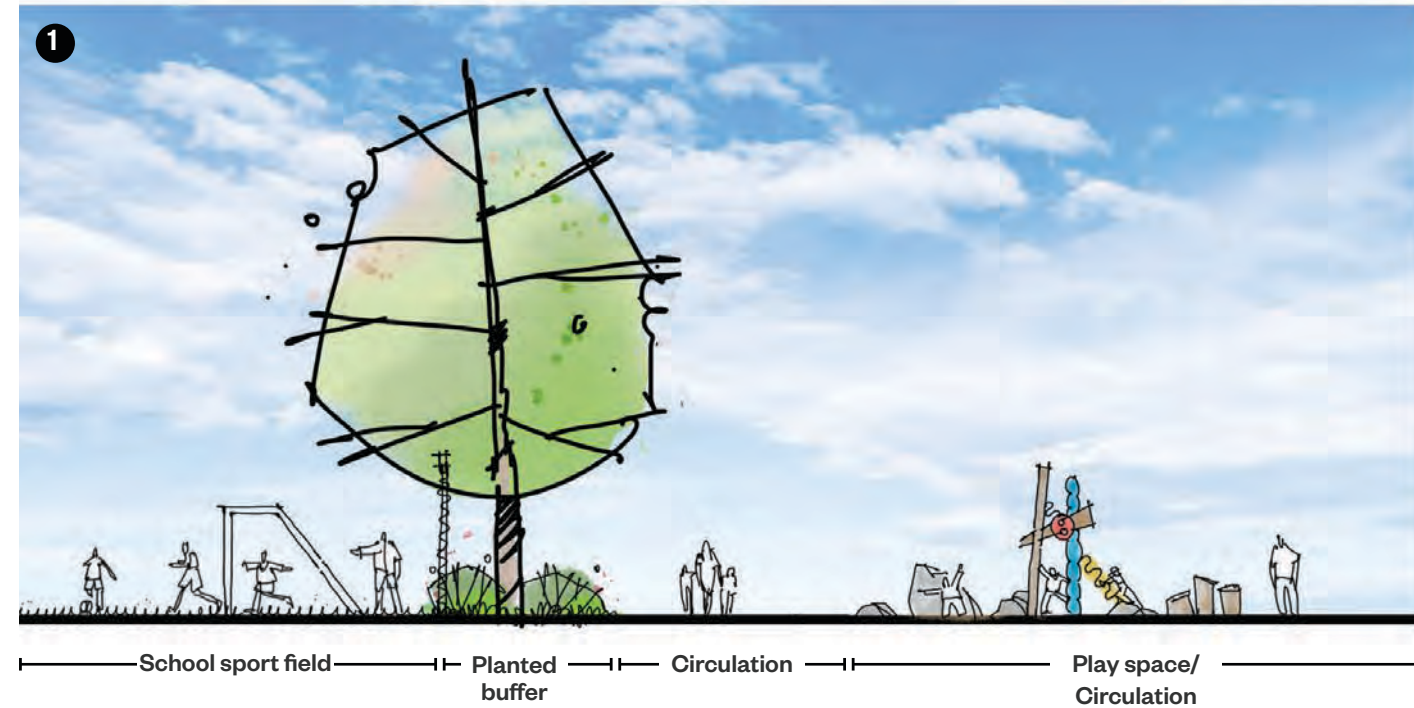
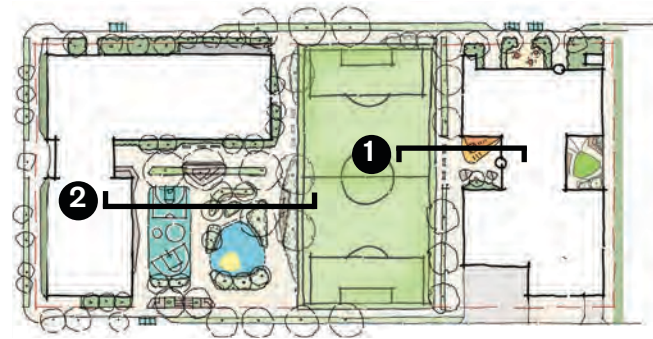


This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings.

Scenario B - Landscape site plan

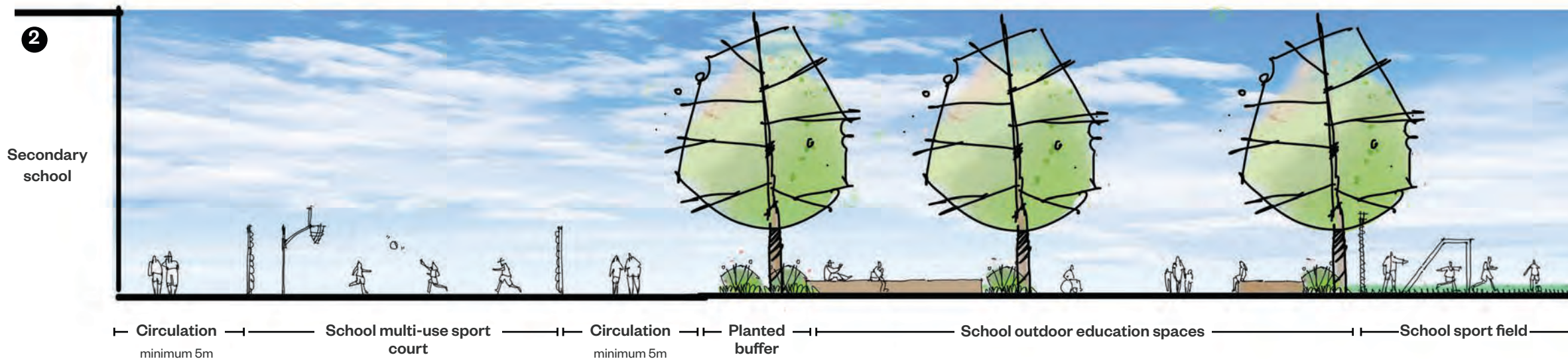


Scenario B - Landscape site sections



Community centre
/Library

Section 1 illustrates the space adjacent to the main entrance of the West End Community Centre and Joe Fortes Library. The planted buffer provides a parklike edge and softens the impact of the fencing around the playing field. Together, the building and planting create a comfortably sheltered space for an entry plaza and play space.



Section 2 shows the relationship between several adjacent programs. The outdoor education area is contained by generous planting and tree cover, while the circulation route adjacent to King George Secondary is relatively exposed. This area would benefit from a fencing approach that emphasizes visual connection to the multi-use sport court, and provides seating for spectators or informal socializing.

Scenario C

Community uses on Denman, Education uses on Barclay



1. Community centre

An expanded community centre brings activity along Denman Street between Haro and Barclay Streets.

A new Indigenous Knowledge and Culture Space is integrated into the library and community centre, making visible and strengthening connections to Coast Salish Peoples, history and culture.



2. Community plaza

An expanded plaza located along Denman Street and close to the building's main entrance, creates opportunities for socializing, public markets and activities.



3. Social space

The social space created within an expanded lobby connects to Haro Street, opening up into the centre of the site and includes a shared front desk for community centre and library programs and services.



4. Library

An expanded two-storey library maintains a connection to Denman Street.



5. Children's space (including childcare spaces)

Children's activities will take place throughout the Community Centre and a licensed childcare facility will be located on the uppermost floor with East and West-facing outdoor play areas.



6. Regulation-size ice arena

An arena is located underground allowing for a regulation-size ice sheet on the site, as well as expanded spectator seating.



7. Secondary school

A seismically safe 1,000-1,200 student capacity secondary school is located on the east side of the site connected to the residential areas of the neighbourhood.



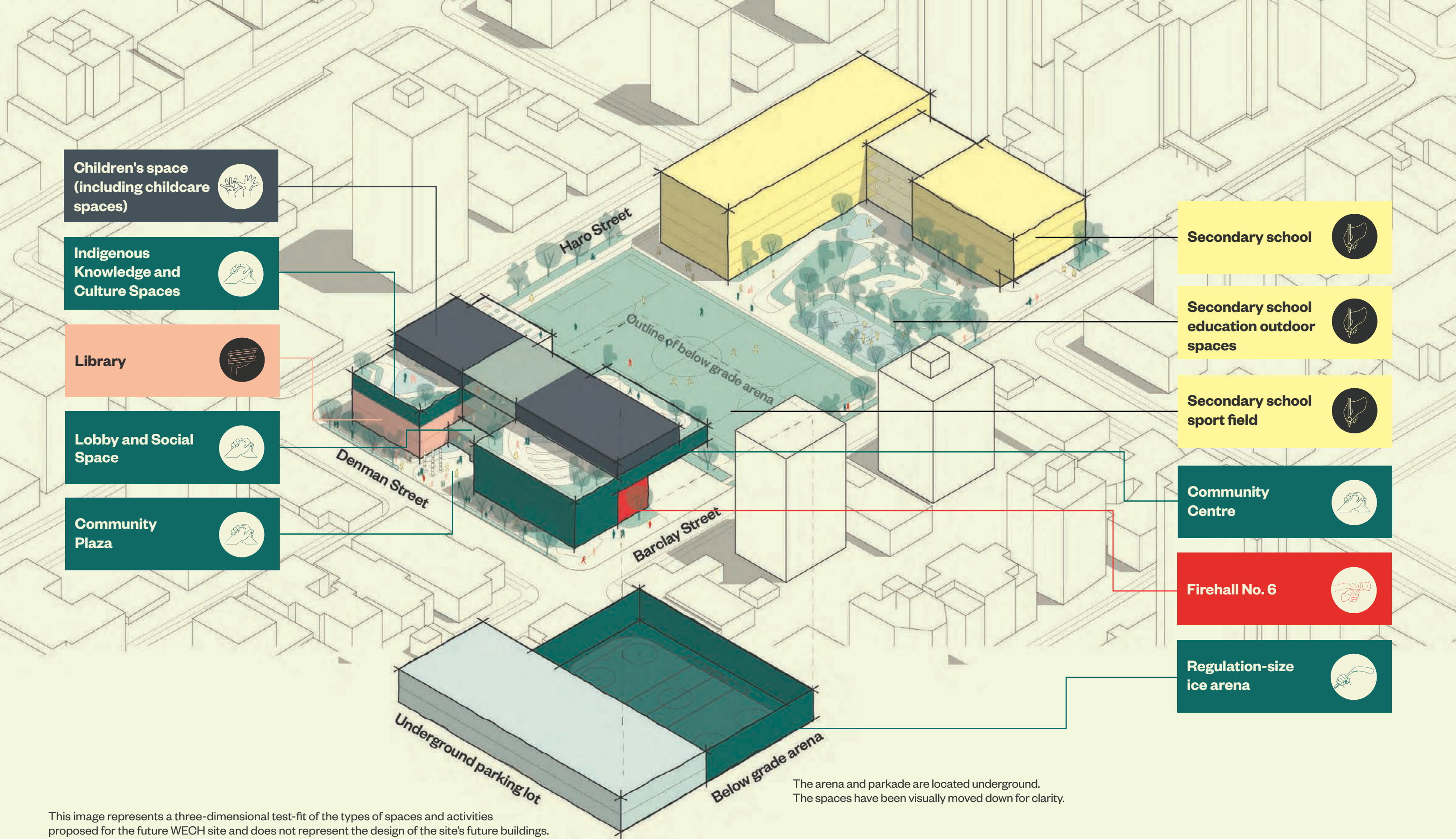
8. Secondary school sport field and outdoor education spaces

The proposed placement of the buildings create a large open space at the centre of the site that will allow the School to provide a sport field and outdoor education spaces.



9. Relocated Firehall No. 6

A relocated Firehall No. 6 is integrated into the future community centre connecting to Barclay Street.



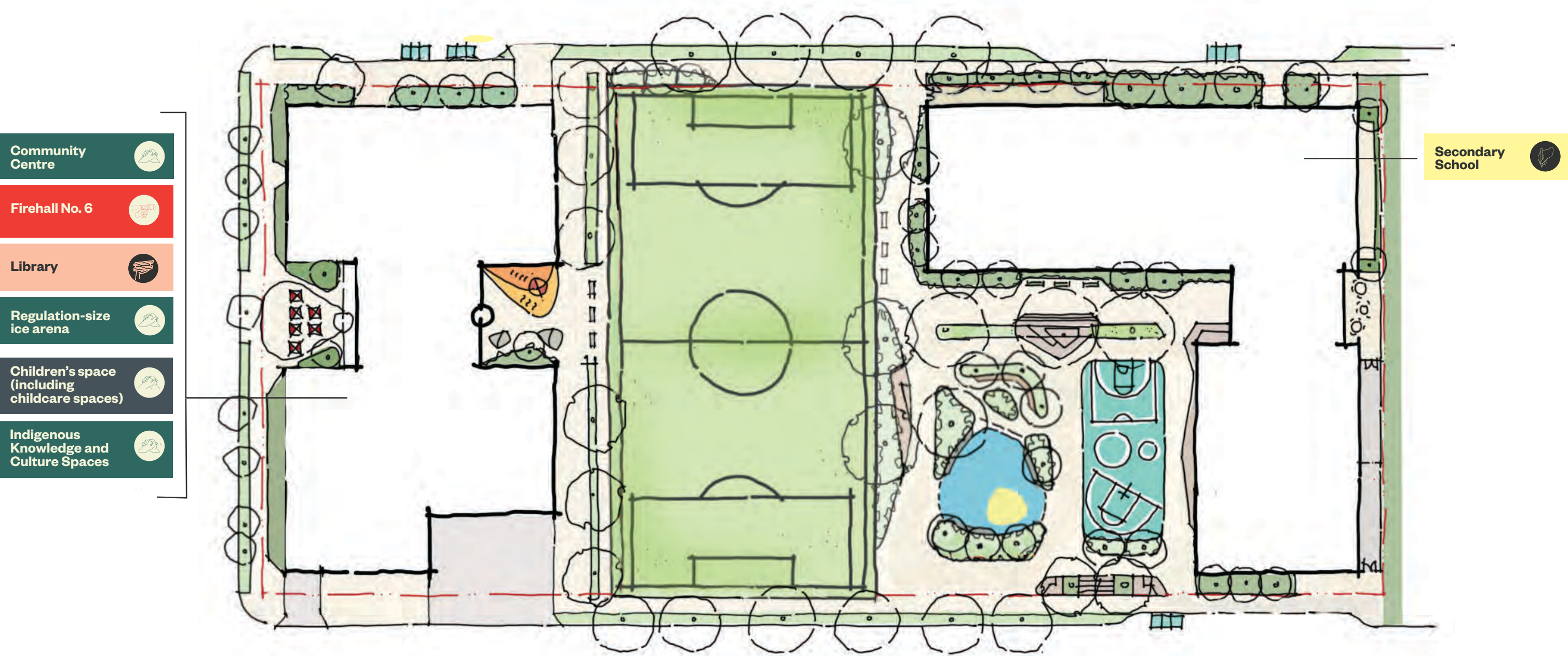
This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WEOH site and does not represent the design of the site's future buildings.

The arena and parkade are located underground.
The spaces have been visually moved down for clarity.

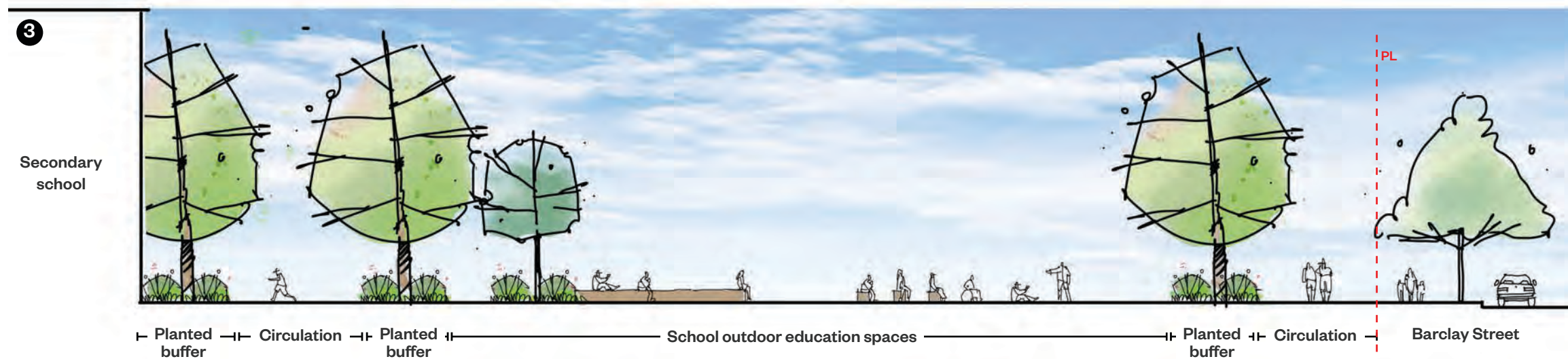
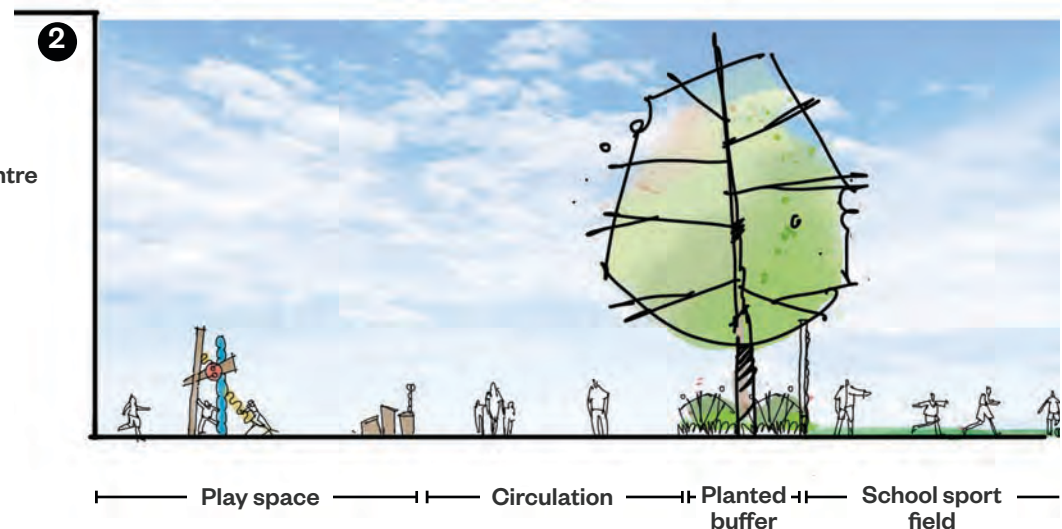
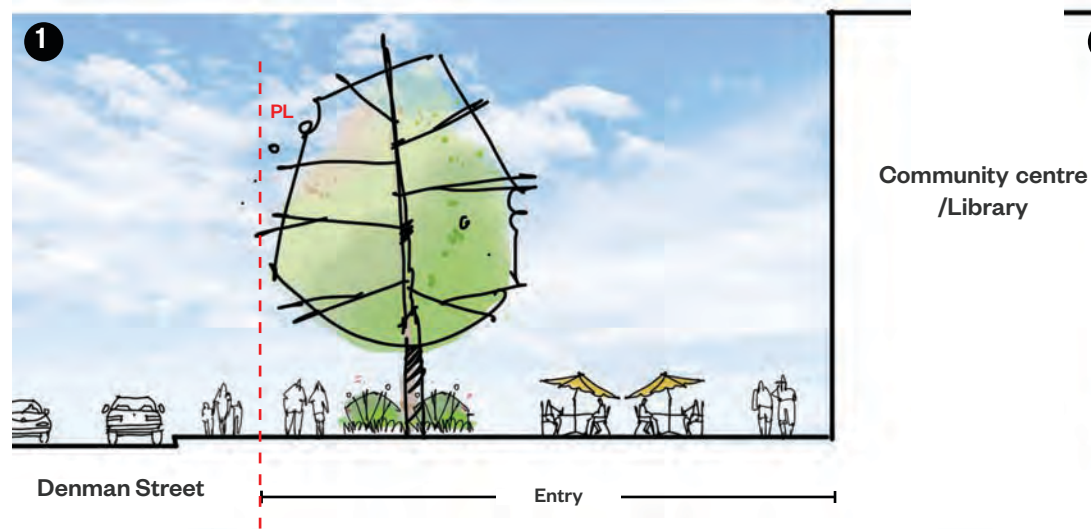
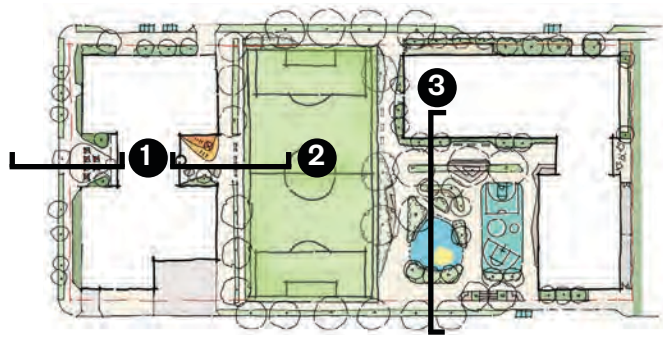
Scenario C - Landscape site plan

The ground level entry plaza fronting onto Denman creates a public open space along a busy high street that has an otherwise constrained pedestrian edge. A second public space, for quieter gathering or natural play, faces toward the secondary school sport field and outdoor education spaces at the centre of the site.

Outdoor spaces associated with the West End Community Centre and Joe Fortes Library, are located on upper levels that face both onto Denman Street affording a visual connection to street life and onto the central open space for views of the school fields and surrounding neighborhood.



Scenario C - Landscape site sections



Section 1 illustrates the relationship between the West End Community Centre / Joe Fortes Library and the Denman Street frontage, providing an opening into an entry plaza from a relatively narrow sidewalk condition.

Section 2 illustrates the between the play space, north/south circulation, and the playing field. Similar to Scenario B, the relationship between the buildings and the planted buffer provides the feeling of an outdoor room for the play space.

Section 3 demonstrates the relationship between King George Secondary and its associated programs with Barclay Street. This street frontage provides a visually permeable, green, parklike edge.

School sport field

5.4 Spaces and activities considerations

Throughout the creation of the three site development scenarios, project partners identified important priorities and considerations that helped determine the location of spaces on the site. The diagrams in this section describe key priorities and objectives of each partner organization. The objectives and planning considerations illustrated in this section formed a key part of both the development and evaluation of each of the three scenarios to arrive at a preferred option. For a description of the spaces and activities included in the renewal plan, [refer to section 4.4.](#)

Playground Connections

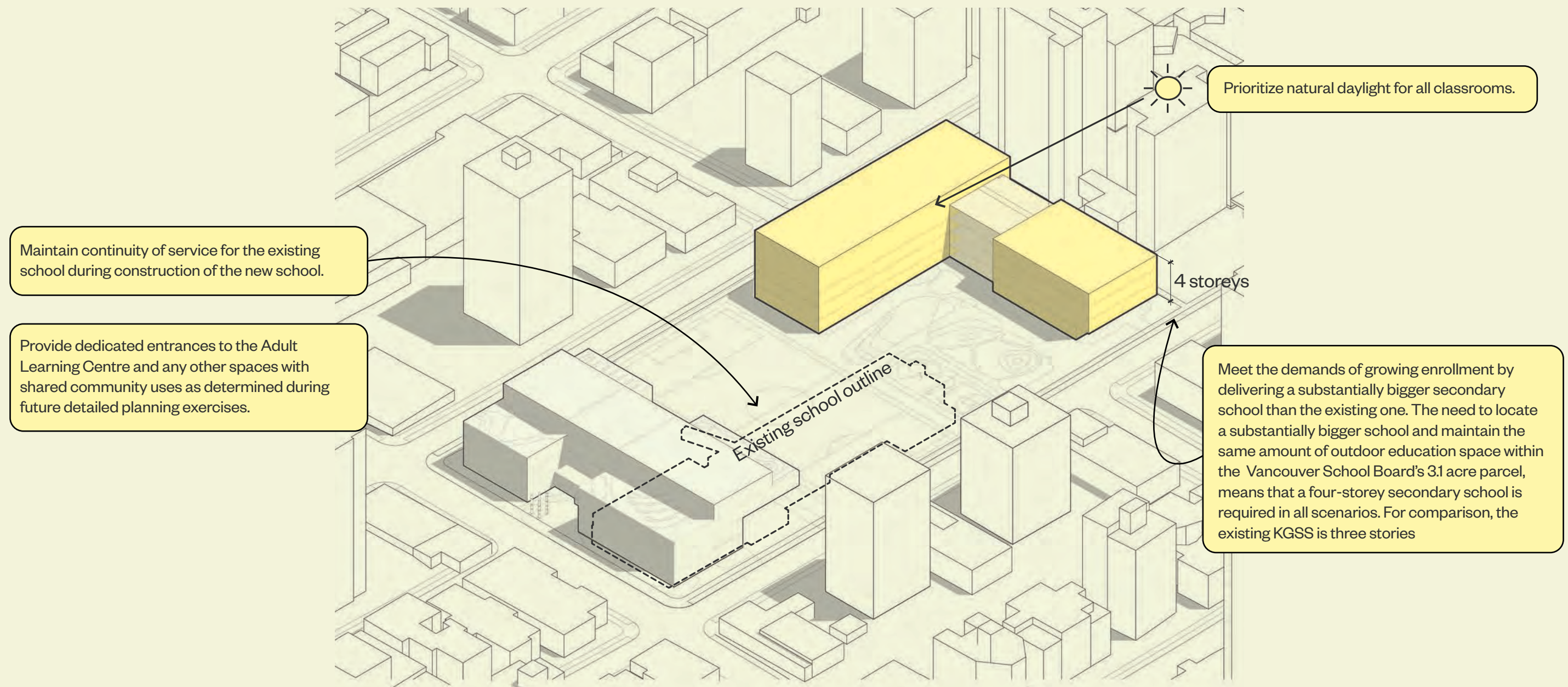
My oldest child was born in the West End, we moved out of the neighbourhood when he was four and the first thing I noticed when we went to our local playground was that for the first time everyone was 'like me' - it was unsettling, I realize I missed the diversity at the playgrounds downtown at the West End and the beaches etc. We moved back and had another child, I enjoyed meeting so many different families when we were out and about in the West End. Ive met new friends and folks with different stories in a uniquely West End way



▲ Story gathered from members of the community during the fall 2021 engagement



Secondary school



▲ Spaces and activities considerations influences

This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings.



Library

Provide direct access to a service loading space for multiple daily deliveries.

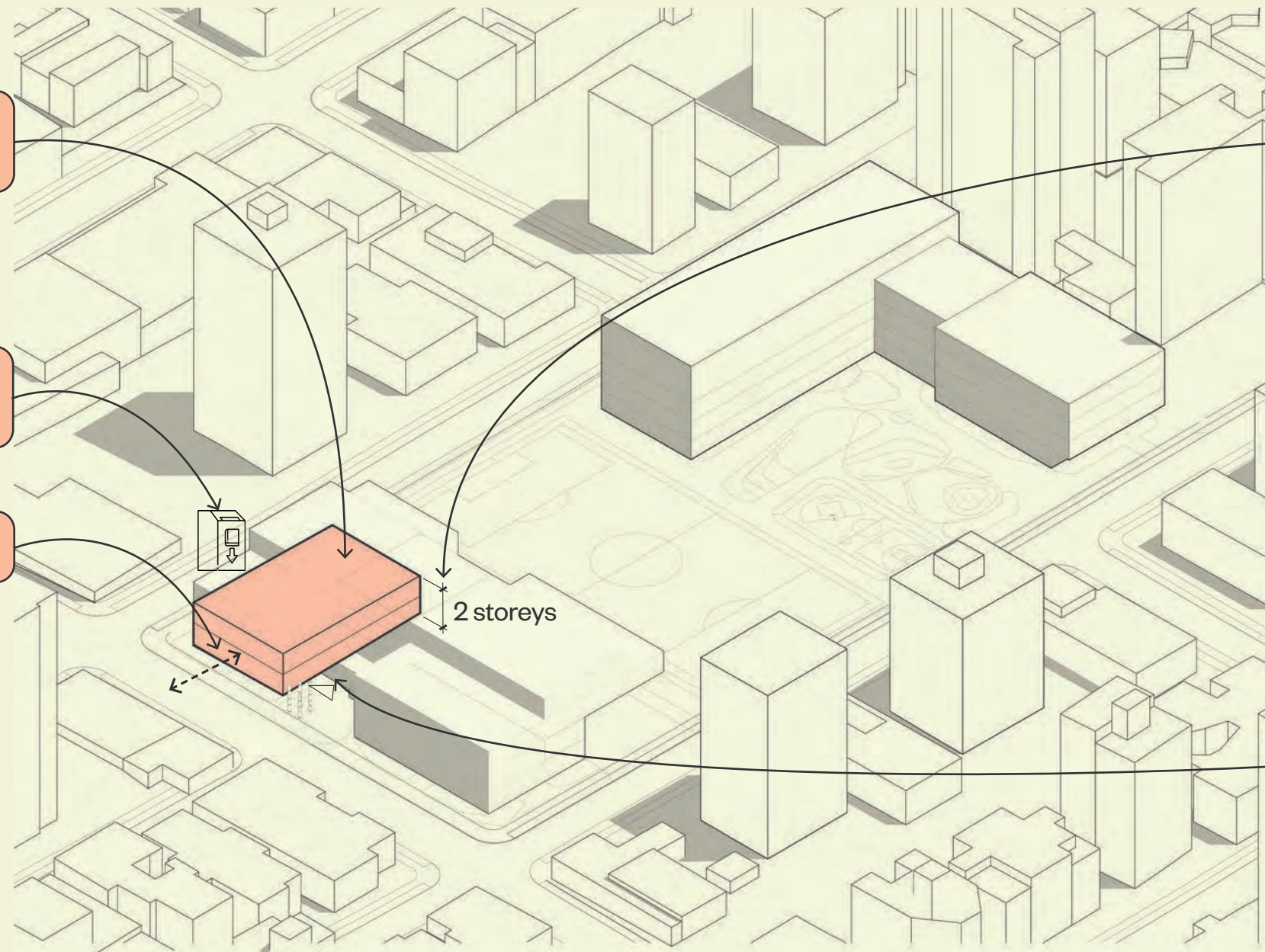
Allow direct outdoor access to a book-drop at street level.

Make the library visible from Denman Street.

Deliver a significant expansion for the future Joe Fortes Library. Given site constraints, the library will be built over two floors with spaces of roughly equal size on each level.

Delivers a significant expansion for the future Joe Fortes Library.

Locate the library entrance close to the main entrance of the building.



▲ Spaces and activities considerations influences

This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings.

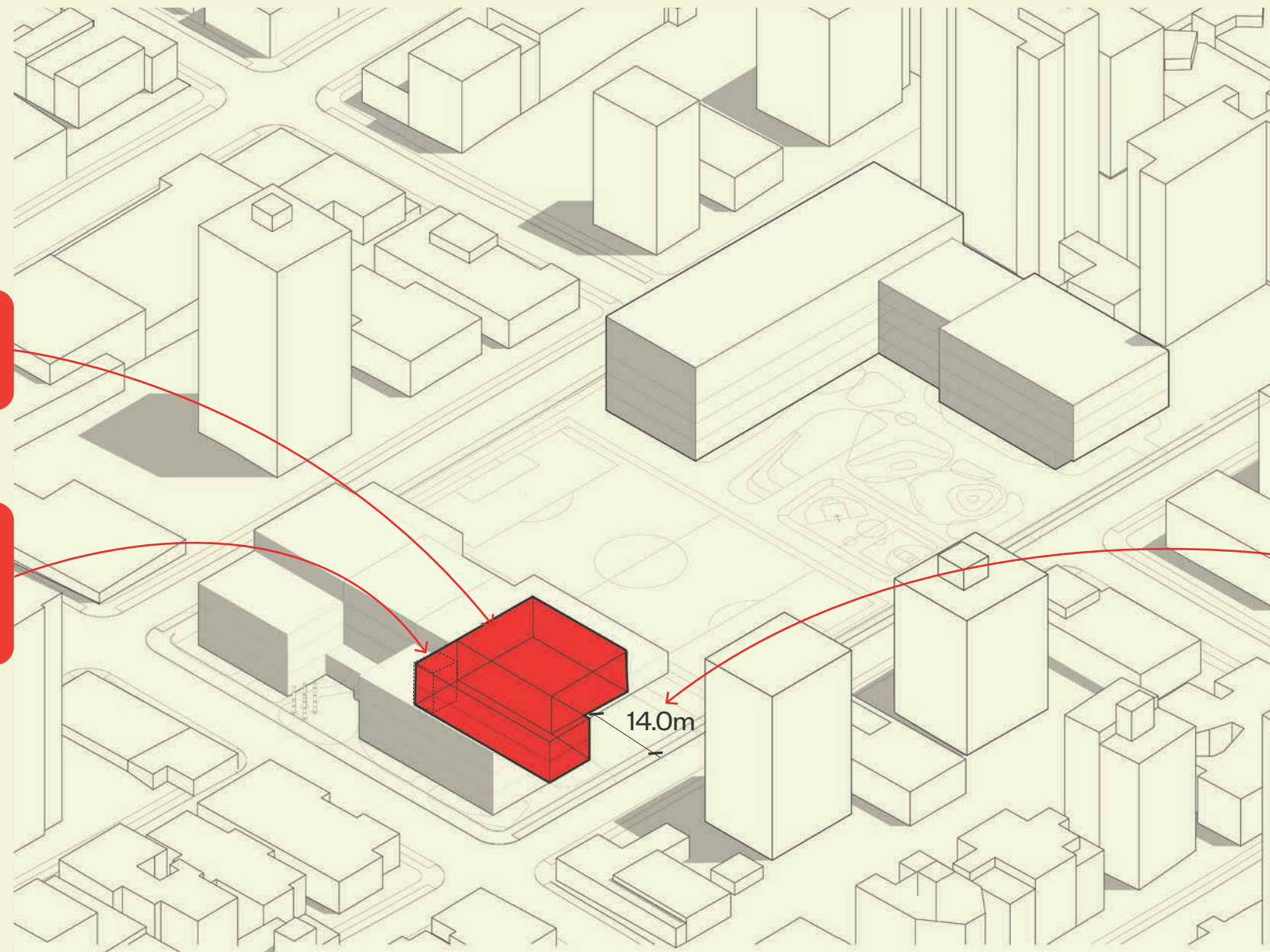


Firehall No. 6

Deliver a two-storey firehall allowing an efficient layout between staff support spaces and the double-height truck bays.

Deliver a half height hose drying tower that can fit within a two-storey firehall, allowing other community spaces to be located above the firehall.

Maintain a minimum 14-metre long driveway in front of the firehall. To allow optimal response times for emergencies, the driveway should be located away from Denman street and face onto either Haro or Barclay streets.



▲ Spaces and activities considerations influences

This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings.



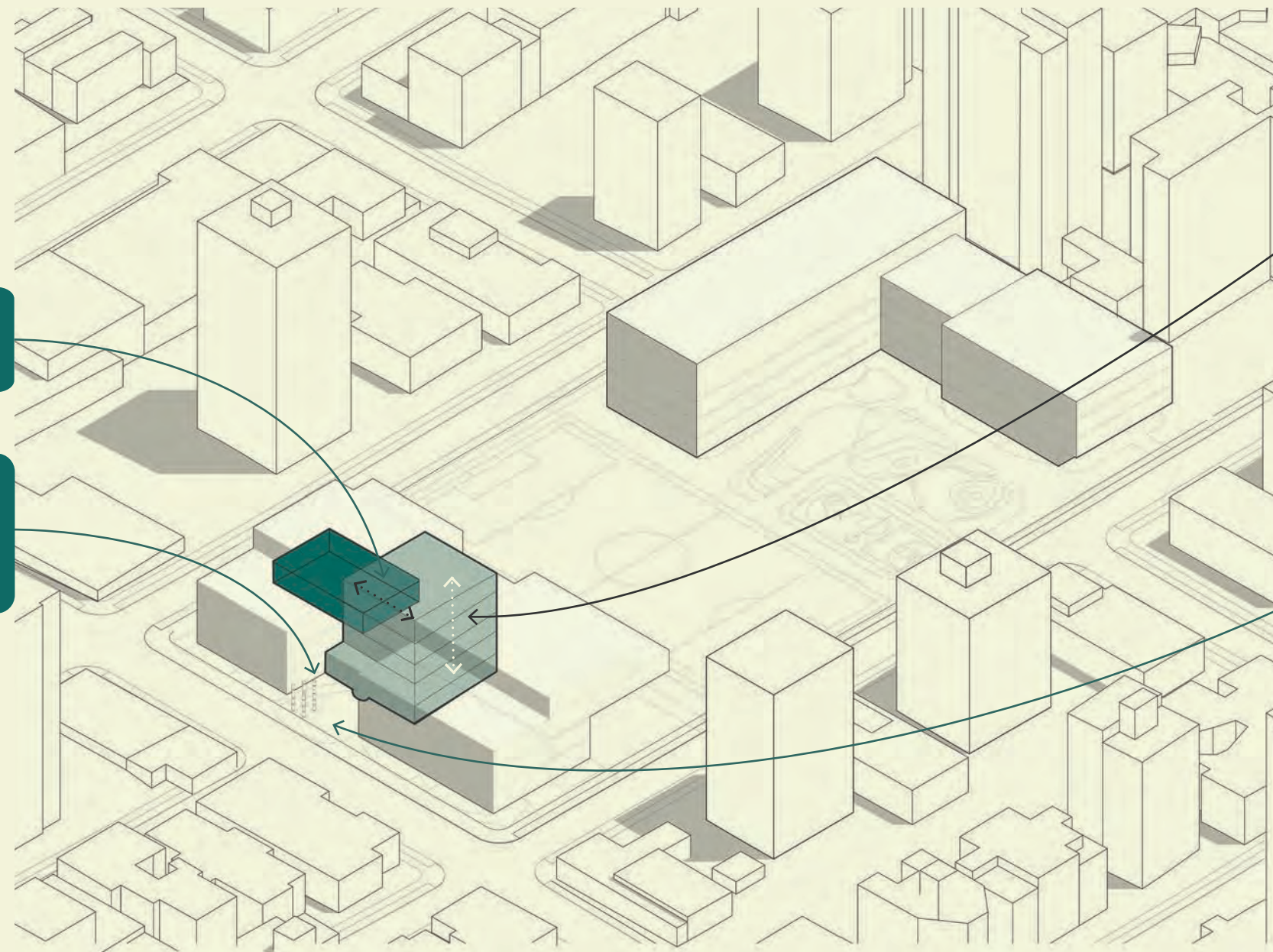
Lobby and Indigenous Knowledge and Culture space

Create visual connections between the main entrance lobby and the Indigenous Knowledge and Culture Space.

Create a distinct grouping of community centre and library spaces to form a central place for Indigenous cultural expression, ceremony and events within the building.

Create vertical connections over multiple levels as well as access, visibility and natural light to any underground spaces such as the ice arena.

Locate the main entrance and lobby next to the public plaza and as close to Denman Street as possible.

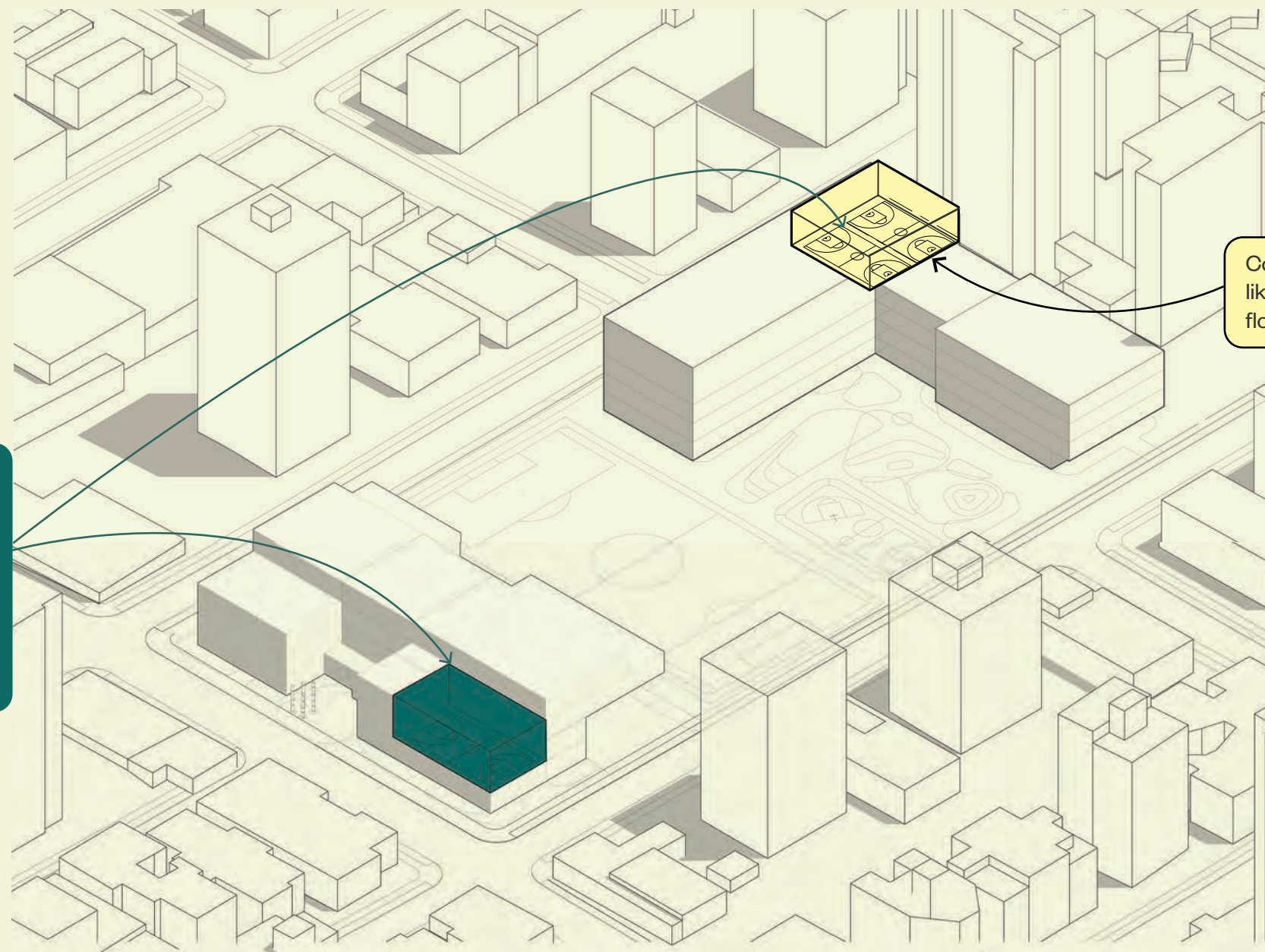


▲ Spaces and activities considerations influences

This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings.



Gymnasium and fitness spaces



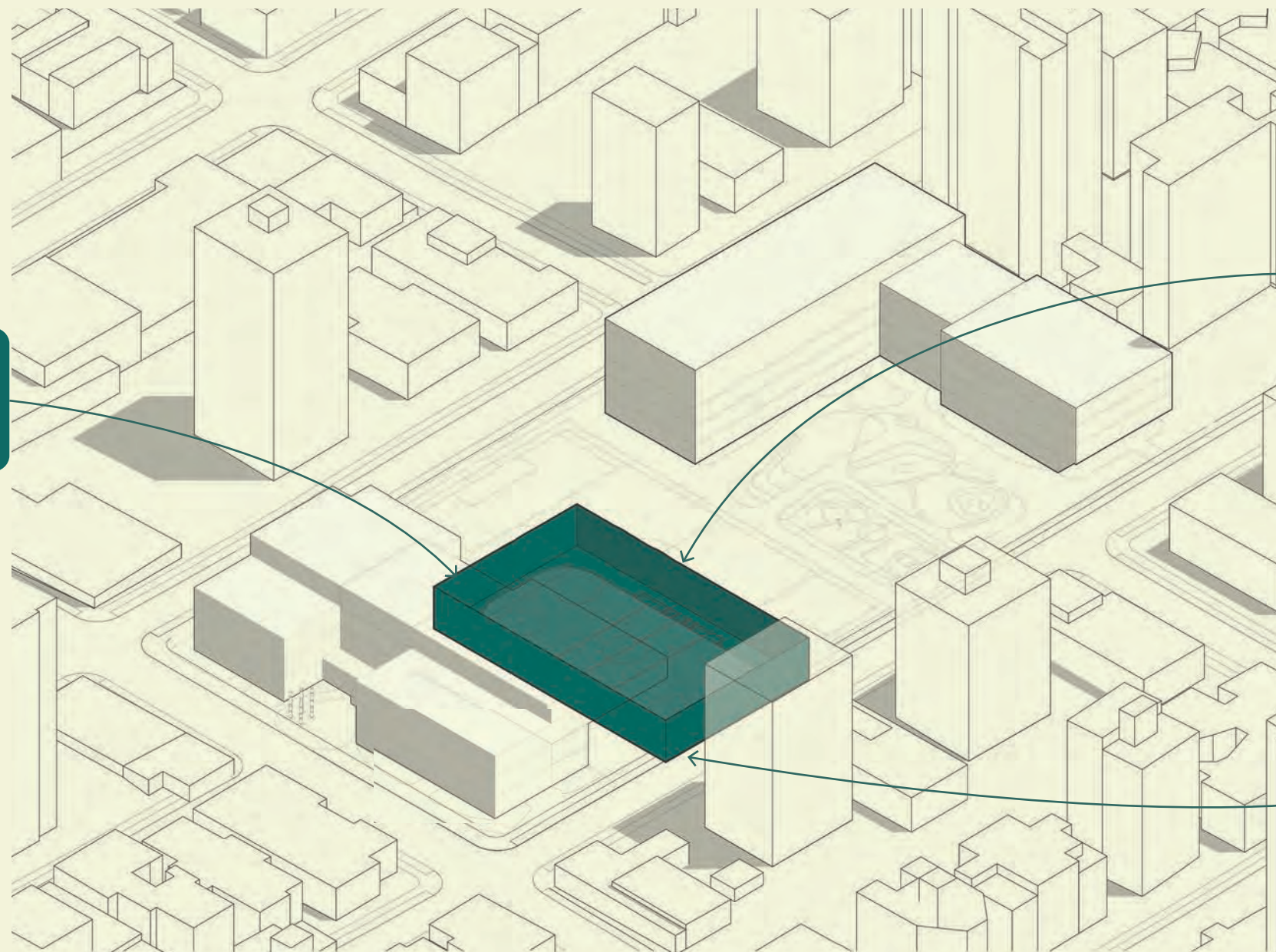
Active areas like gymnasium and fitness spaces should be carefully located to avoid noise disruption to any sound-sensitive spaces around them.

Gymnasium and fitness spaces cannot be located above or adjacent to any performing arts spaces.

Consider locating school double height spaces like the gymnasium on the top floor to conserve floor space on lower levels.

▲ Spaces and activities considerations influences

This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings



If the current standard ammonia refrigeration system is included in the future, the building design will have to accommodate a safe exhaust stack.

The ice resurfer (Zamboni) needs a loading area with an overhead roll-up door.

Provide convenient loading access and emergency exit to the exterior from the refrigeration plant.

In all scenarios, locating the ice arena below ground and beyond the footprint of the building above is the best option for fitting all of the community serving spaces within the City's 1.3 acre parcel while also meeting the functional needs of an ice arena. Detailed arena requirements will be studied further during future design phases.

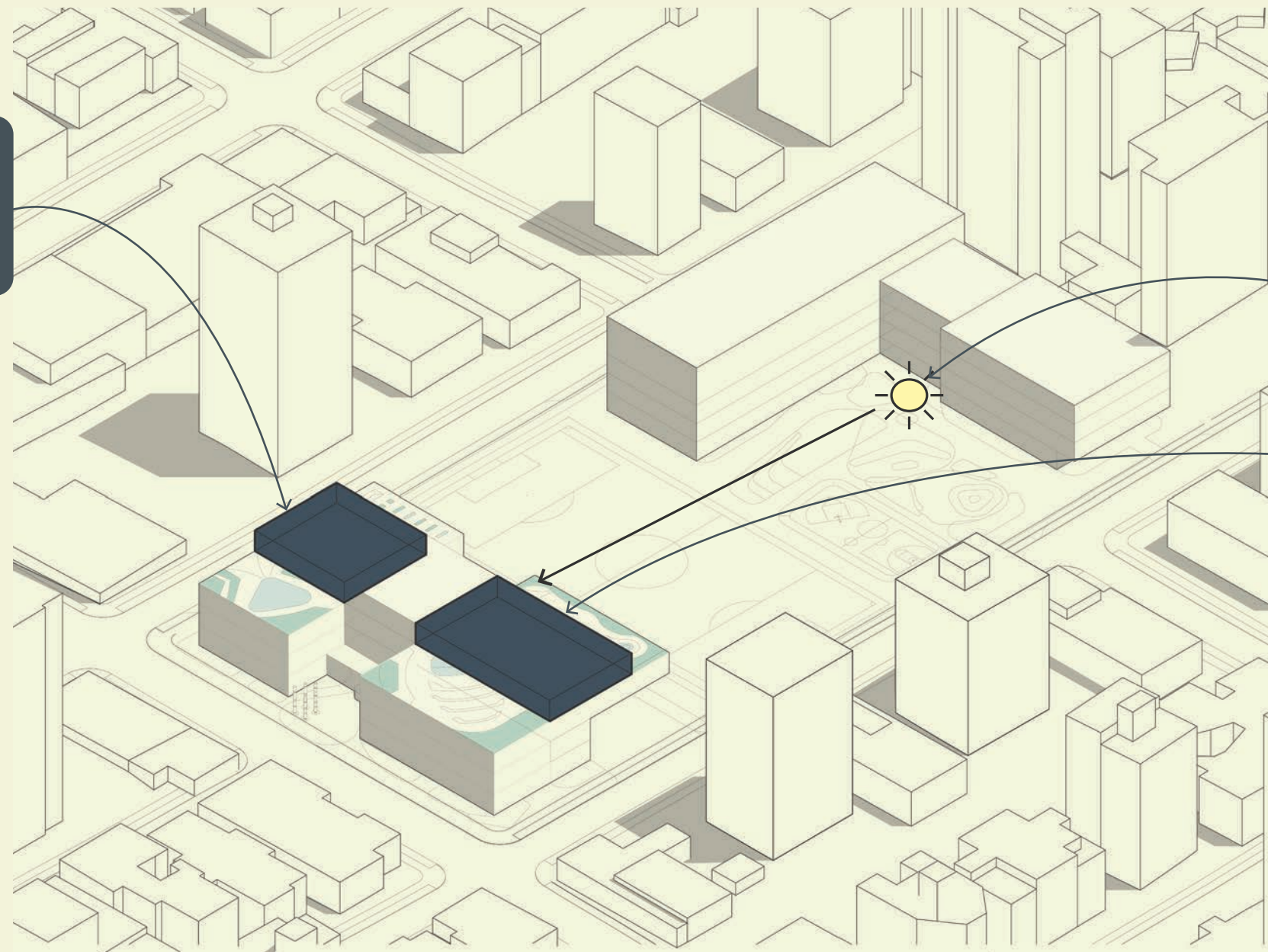
▲ Spaces and activities considerations influences

This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings



Childcare spaces

The childcare will be located on the roof to provide direct connection to a large secure outdoor play space, a portion of which will be covered. Provide an easily accessible childcare pick-up/drop-off location.



Locate the childcare to allow for enough natural light throughout the day.

The childcare program spaces should be located next to each other for connection and operational efficiency.

▲ Spaces and activities considerations influences

This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings.

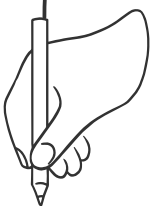
5.7 Public engagement overview

During spring 2023, community members were invited to share their feedback on the strengths and challenges of three potential site development scenarios for the future community hub. Between May 17 and June 19 2023, engagement opportunities included:

- An online survey hosted on shapeyourcity.ca/weconnect, including translated versions in Korean, Spanish and Farsi.
- Two open houses and three pop-up events with information boards, physical scale models and opportunities to share feedback and talk to project partners.
- Paper surveys, information leaflets and binders with detailed information about the scenarios, including large-print material, were distributed by the West End Seniors' Network and translated surveys and leaflets were available in Korean, Spanish and Farsi.
- School community engagement including a presentation to the Parent Advisory Council (PAC) from King George Secondary School (KGSS) and another to the PACs of its surrounding elementary schools and two workshops with an urban studies class at KGSS.
- Self-paced engagement materials were located in the display case of the West End Community Centre with information boards and physical scale models.
- Large-print informational posters were installed on the Denman-facing windows at the Joe Fortes branch library.

Nature in abundance

In general I have had many experiences with nature which are remarkable in that this is within a large urban area. For example a simple walk around the lagoon might yield views of an eagle patiently waiting to feast on something nearby, turtles basking in the sun or fish lurking beneath the surface, a heron fishing for small fish treats, a beaver if you are lucky and many small rodents and birds and other waterfowl. Oh I forgot the river otters playfully munching along the edge. Simply wonderful for young and old!



▲ Story gathered from members of the community during the fall 2021 engagement

Engagement participation

Survey 390 participants

Open Houses 175 participants

Pop-ups 250 visitors

School community



17 students in the high secondary school's urban studies class



16 high school parents



34 local elementary school parents and principals.



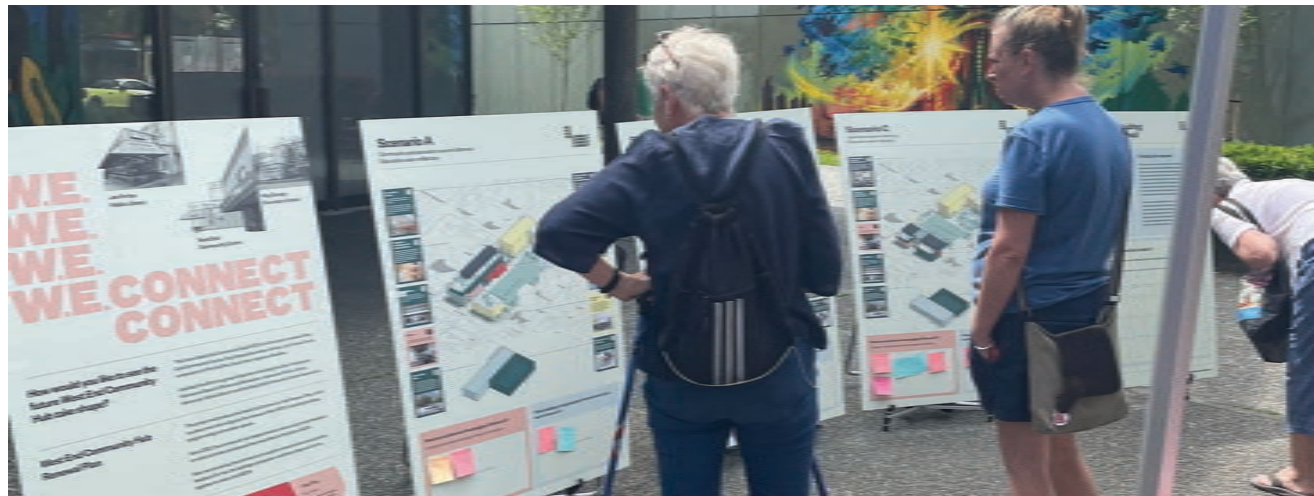
▲ Self-paced boards at the West End Community Centre, Open house and pop-up events at West End Community Centre plaza and King George Secondary School

What we heard from the community

The online survey asked participants to identify strengths for each scenario from provided lists, with an option to share additional strengths and challenges. At the open houses and pop-ups, as well as in the online survey's challenges section, participants expressed any ideas they wanted to share. Results of this input are provided on the following pages.



▲ Open house at West End Community Centre, Urban Studies workshop at King George Secondary School, and pop-up events held in the plaza outside West End Community Centre and King George Secondary School

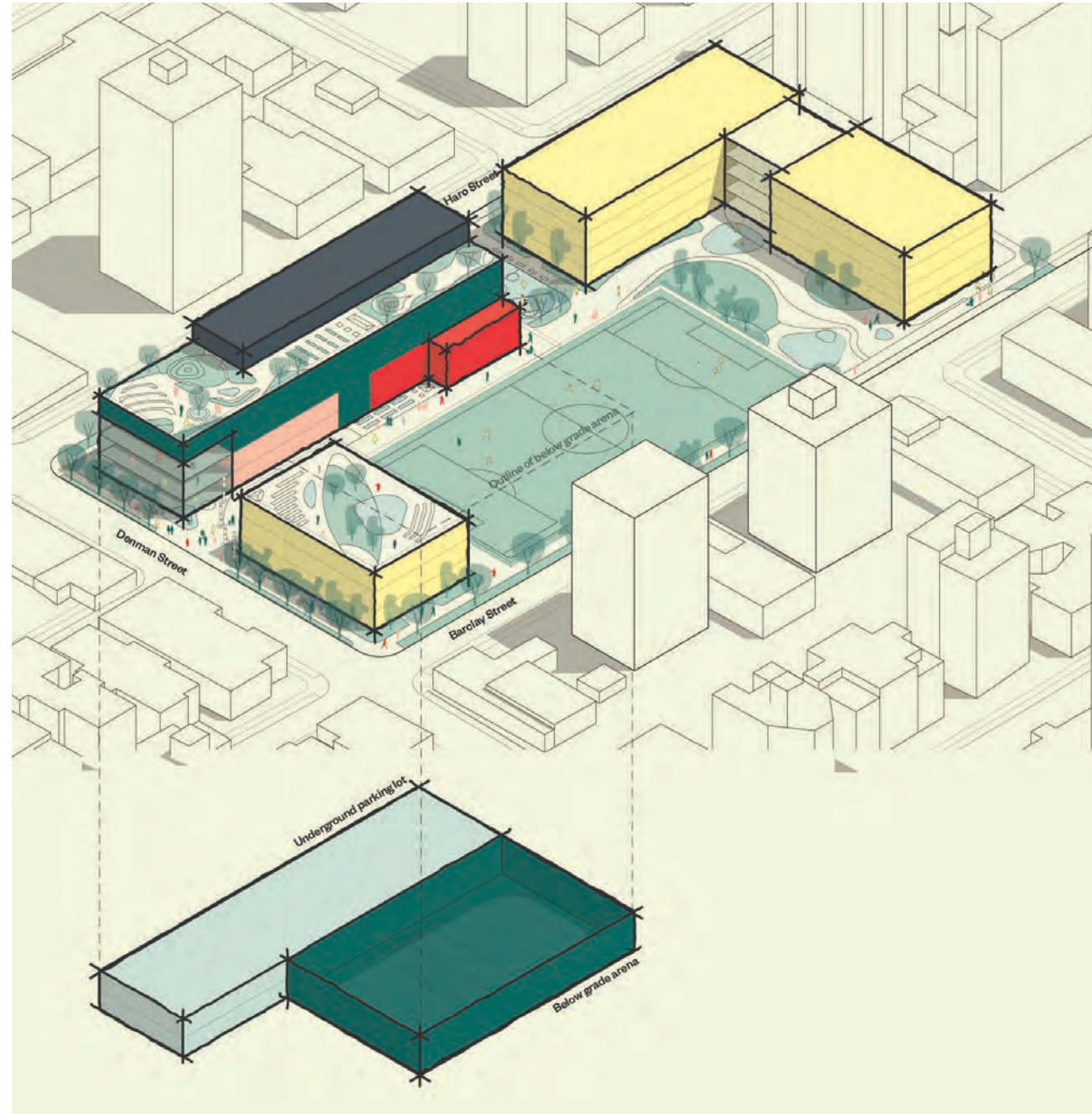


▲ Open houses and pop-ups held at West End Community Centre and King George Secondary School

▲ Open house at King George Secondary, Urban Studies class workshop at King George Secondary, and self-paced information boards at West End Community Centre

Scenario A feedback:

Community uses on Denman, Education uses on Barclay and Denman



This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings.

Strengths of Scenario A

When asked about the strengths of Scenario A, about half of all survey respondents selected the following options:

- *Denman Street location of an expanded community plaza*
- *Denman location of the library*
- *Denman location of the community centre*
- *Denman connection to the community centre lobby or social space*

Pop-up and open house comments about the strengths of Scenario A were mainly about the Denman-facing aspects of this scenario:

Atrium facing onto Denman Street, which would act as a combined entrance for the library and community centre, as it could:

- Allow for easy accessibility for patrons of the future community hub, whether it be for the library, community centre, or childcare facilities

Expanded community plaza located on Denman Street, as it could:

- Create public space in a high profile location and help integrate the various uses of the site

Challenges and opportunities for improvement for Scenario A

All participants (survey, open house, and pop-up) provided their feedback about challenges and opportunities for improvement through open-ended comments. The main themes about challenges or areas to improve Scenario A were:

Separation of school buildings between the east side of site and along Denman, as it could:

- Lead to logistical constraints due to the lengthier time for travel between the buildings
- Divide the school community if used for a special program or unique classes
- Be awkward or inconvenient to travel between buildings
- Raise safety considerations due to increased school access points

Haro Street location of Firehall No. 6, as it could:

- Interfere with other Haro Street users, which is a traffic-calmed and designated cycling street
- Impede fire truck maneuverability and efficiency
- Create challenges for merging onto connecting key roads, Denman Street and Robson Street
- Not align with the site's community-oriented objectives
- Disrupt patrons of the community hub, especially the library and childcare facility

Denman Street location of a part of the school, as it could:

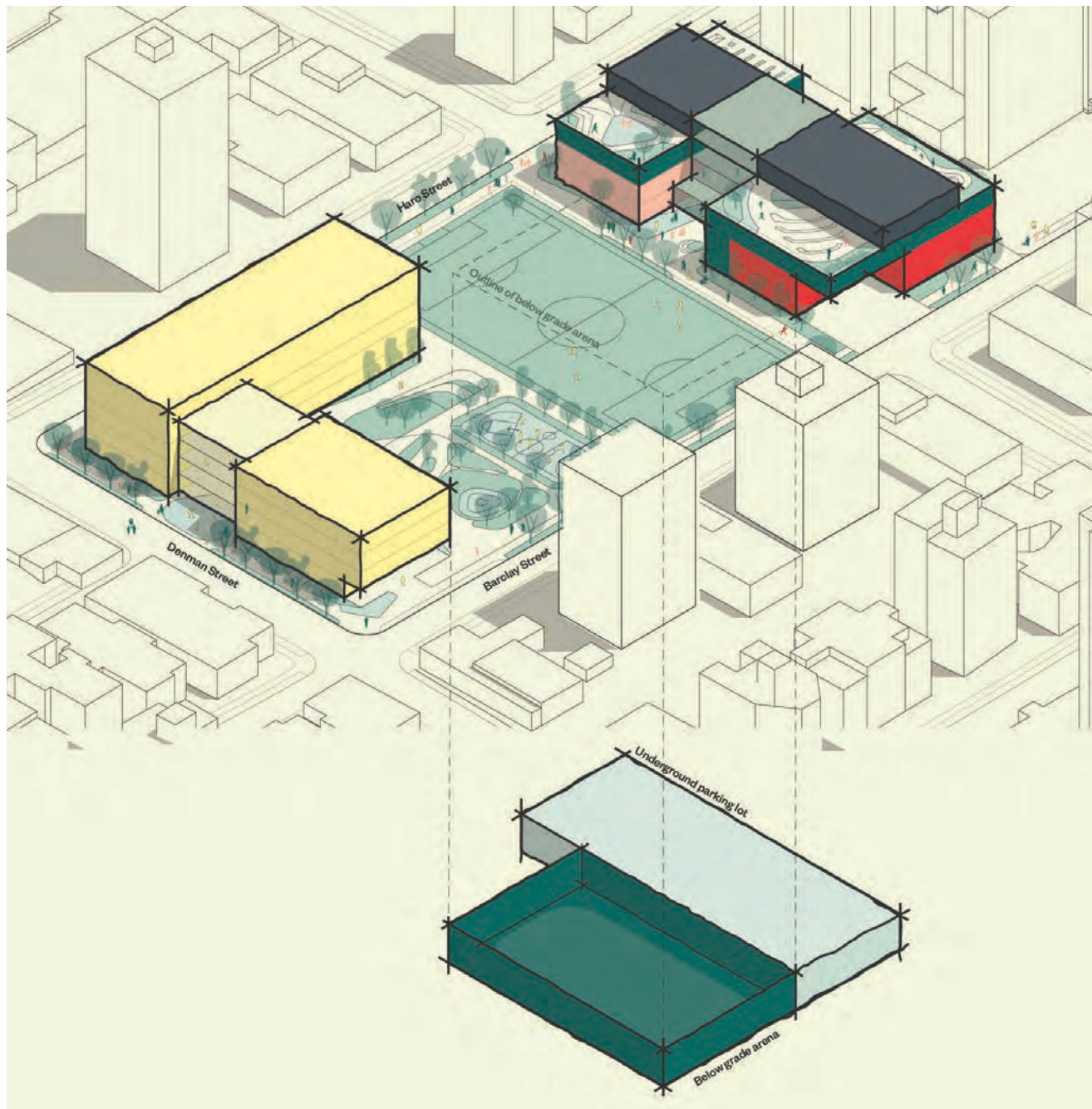
- Lead to incompatibility with the commercial and social nature of the rest of Denman Street

Denman Street location of the expanded community plaza, as it could:

- Face challenges to be both safe and inclusive

Scenario B feedback:

Community uses on Barclay, Education uses on Denman



This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings.

Strengths of Scenario B

Scenario B had lower overall levels of public support in comparison to the other scenarios. When asked about the strengths of Scenario B, survey respondents identified moderate support and approximately one quarter of survey respondents identified:

- Haro Street Greenway location of a community plaza
- Barclay Street connection to Firehall No. 6
- Movement of foot traffic around buildings

Comments about the scenario strengths were collected at the pop-ups and open houses. The relatively moderate strengths about Scenario B identified by the community were:

The Barclay Street connection to Firehall No. 6, as it could:

- Allow for more options for how firetrucks can exit the firehall
- Cause less disruption to the surrounding community

The Haro Street location of the community centre and library, as it could:

- Be insulated from noise pollution and more distracting aspects of Denman Street
- Allow for easy connection to Robson Street via Bidwell Street
- Offer a village feel by having a community hub nestled within the neighbourhood

The Denman Street location of secondary school, as it could:

- Allow for increased accessibility and more dynamic liveliness for student experience

The Haro Street Greenway location of community plaza, as it could:

- Allow for a more tranquil and scenic path for patrons to move across the site

Challenges or opportunities for improvements for Scenario B

The main challenges or opportunities for improvements identified by survey respondents, open house attendees, pop-up visitors and other streams of input were:

The Denman Street location of secondary school, as it could:

- Be noisy and potentially disrupt the school environment
- Reduce opportunities to further activate Denman Street, and may create a passive space on Denman Street
- Produce security and safety challenges
- Reduce integration of the hub with the rest of the West End community

The Barclay Street connection to Firehall No. 6, as it could:

- Face challenges with fire trucks exiting the firehall in a quick manner during peak traffic periods
- Interfere with and disrupt community uses of the site

The Haro Street locations of the community centre and library, as it could:

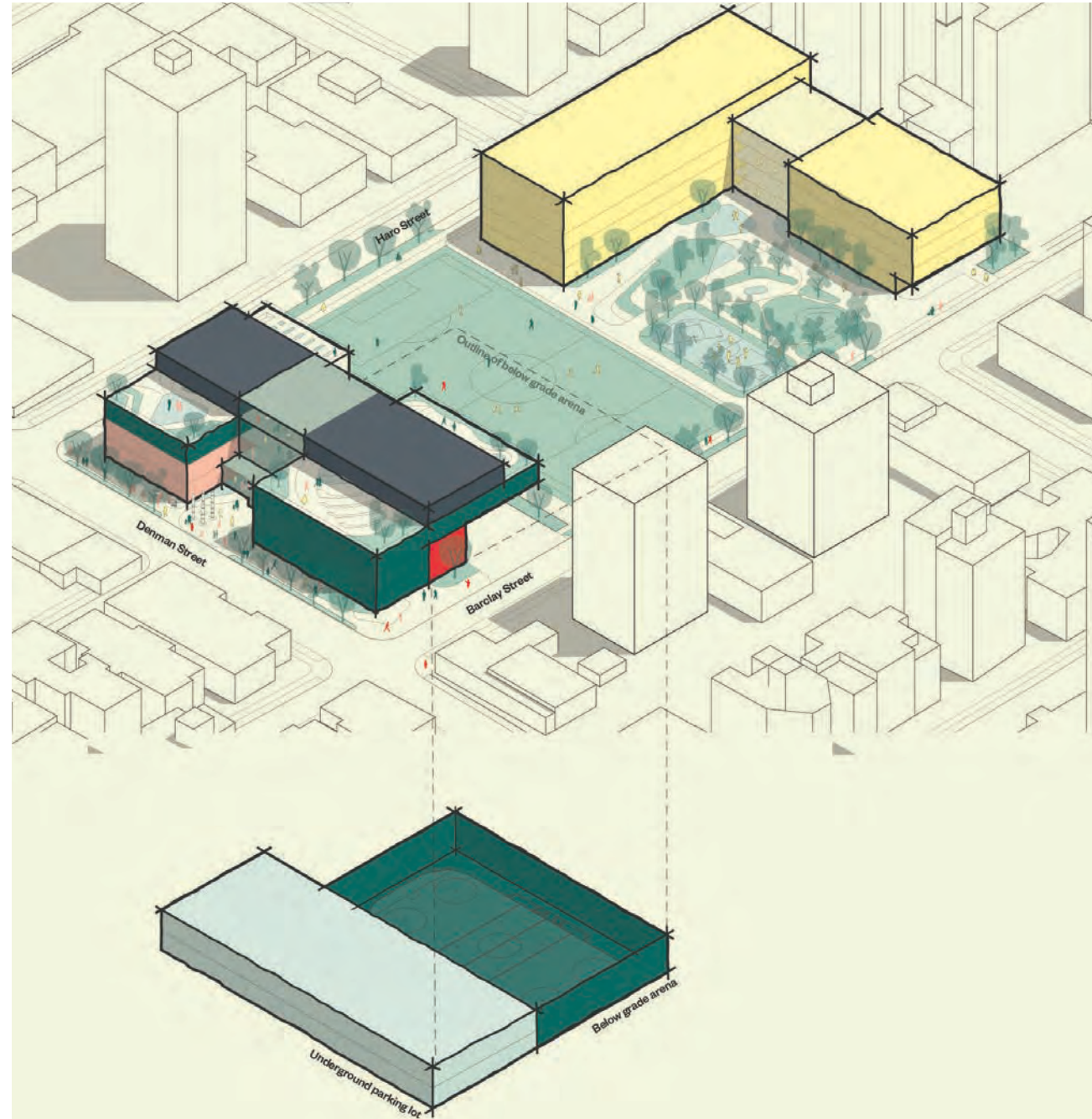
- Be less accessible for a wide range of people in the community
- Be harder to discover for passersby and newcomers if community resources are “hidden”
- Not support the site’s objective as serving as a community hub

The Haro Street Greenway location of the community plaza, as it could

- Be hard to discover and access from the main areas of foot traffic in the community
- Be too narrow to create a meaningful public space for community connection

Scenario C feedback:

Community uses on Denman, Education uses on Barclay



This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings.

Strengths of Scenario C

When asked about the strengths of Scenario C, approximately two-thirds of survey respondents identified:

- *Denman location of the community centre*
- *Denman location of the library*
- *Denman location of the community plaza*
- *Denman location of the community centre lobby or social space*
- *The secondary school's location on the east side of the site*

About a third of respondents supported the remaining elements of this scenario.

Pop-up and open house participants shared additional perspectives about the strengths of Scenario C. The main strengths identified by the community were:

Denman locations of the library and community centre, as together they could:

- Offer easy exposure and discoverability for passersby and newcomers to the community in a welcoming way
- Integrate well with the community due to having continuity with the foot traffic on Denman Street
- Be accessible and safe for a wide range of people in the community
- Activate the sidewalk and continue the liveliness along Denman Street

The secondary school located on the east side of the site, as it could:

- Be protected from disruptions and noise pollution
- Be a safer and more secure environment for students
- Offer easier pickup logistics for parents

Denman connection to the community centre lobby/social space, as it could:

- Be more welcoming and inviting to patrons and passersby alike

The Denman location of an expanded community plaza, as it could:

- Serve as a central public space for social gatherings, while being a welcoming area to the rest of the community hub

Challenges or opportunities for improvements for Scenario C

The main challenges or opportunities for improvements identified by survey respondents, open house attendees, pop-up visitors and other streams of input were:

The Barclay location of Firehall #6, as it could:

- Disrupt community hub patrons and the wider residential community
- Prevent easy maneuverability and efficiency for exiting fire trucks

The Denman location of the expanded community plaza, as it could:

- Be restricted in space and flow
- Be unattractive to some users by being adjacent to a busy commercial street

The location of the childcare spaces, as it could:

- Be disruptive for the childcare users

5.8 Additional input on the future WECH

Beyond feedback about how the buildings and spaces could take shape, community members shared additional input on a variety of topics related to the future West End Community Hub. In the survey and at pop-up events and open houses, participants offered ideas about activities and programming, landscape design and outdoor spaces, as well as general comments regarding the inclusion of Firehall No. 6 on the site.

In engagement specific to the school communities, we received additional questions and input related to the school such as the location of the school for each site scenario, considerations for VSB funding, understanding around current timelines and expectations to be considered during construction. A summary of key points raised during these conversations includes:

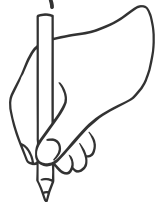
Additional input on the future WECH

Beyond feedback on how the buildings and spaces could take shape for the future West End Community Hub, we received additional input, such as:

- Desire for clarity on the need for the firehall at the WECH and information on its impacts on local noise and traffic
- Questions on future school capacity, accessibility and the school experience
- Interest in construction phasing and continuity of services during construction
- Urgency for a new and bigger secondary school in the West End
- Considerations for outdoor spaces, landscaping and access to the outdoor spaces

Holding Hands

Holding hands for Justice, a protest march along Davie St. From English Bay up to Hornby after a young gay couple had been assaulted for holding hands while walking along Davie. The assault triggered a massive community response with Jim Deva at the helm. That Sunday afternoon Davie St. was awash with gay and lesbian folk holding hands and singing and as we marched up the hill towards Jervis St. Hundreds of gay pride flags fluttering in the breeze filled the street for blocks. Looking up towards Jervis from Cardero seeing hundreds of folk waving the pride colours was a true moment of inspiration and pride.



▲ Story gathered from members of the community during the fall 2021 engagement

Considerations for outdoor spaces and landscaping

Many participants addressed the need to maximize lighting, shading, covered public spaces, view corridors and privacy for the outdoor spaces at the future community hub. Some people also commented on the need to preserve the heritage trees on site. Participants also wanted to know more about how outdoor spaces might be shared between the school and community centre programs and the general public at the future WECH.

Response to input

The renewal plan outdoor areas strategy is committed to fostering spaces that promote safety, belonging, and community engagement, understanding the complexities and competing interests that come with diverse urban use. The goal is to ensure that these spaces serve as harmonious, equitable destinations for all.

Inclusion of firehall on site

Many survey respondents, open house attendees and pop-up visitors were uncertain about why a firehall needs to be co-located with other facilities at WECH. Community members are also curious about plans to mitigate disruptions to patrons and students at the community hub and how the logistics for the firehall would work in day-to-day operations, especially considering traffic congestion on Denman Street. Some participants raised that they were not confident about assessing whether the firehall was a strength or challenge in any site scenario because of information gaps and the necessary assumptions required to fill those gaps.

Response to input

The proposed Firehall No. 6 relocation allows for larger and specialized equipment. The number of high-rise buildings are increasing in the West End and larger trucks are required for incidents at these buildings. The existing heritage building on Nicola cannot accommodate this type of equipment and the neighbourhood currently receives this service from another Firehall at Haro and Thurlow streets. Prior to development, Vancouver Fire Rescue Services will provide more information about mitigating traffic and noise impacts to the nearby community.

Future school capacity

Some local parents, as well as some current students at King George Secondary School, raised concerns about how the current site could support a school with a substantially enlarged student body. Participants wanted a fuller picture of what the future school might look like, in order to understand how the scenarios would perform on accessibility and the student experience. Parent Advisory Council (PAC) members and parents also expressed the need to promptly address seismic upgrades and VSB capacity shortages in the downtown area. [See section 4.5](#) for additional information surrounding the school proposed configuration.

Response to input

In order to meet the demands of growing enrollment and respond to limited site area, a 4-storey secondary school is proposed.

Construction phasing and continuity of services

Continuity of service during construction of the future WECH was a recurring concern throughout the engagement. This was heard from both library and community centre patrons. Parents also expressed the importance for classes to go as uninterrupted as possible and that students continue their schooling on site. [See section 5.2](#) key considerations for information surrounding phasing and continuity of services for the renewal.

Response to input

All scenarios proposed for the renewal plan maintain continuity of service for the existing King George Secondary School and minimize disruption to community and library services. Phasing is dependent on available funding.

Specific considerations about the scenarios

In addition to feedback on the strengths and challenges of the three site scenarios, some community members shared additional input and questions about the scenarios, including:

Inputs

- Library should not include two floors to increase accessibility.
- Additional consideration needed about required capacity for the library and the school for future growth.
- Need to widen the sidewalk on Denman Street to accommodate for foot traffic.
- Childcare would benefit with having more connection with the library.
- Maintenance and management of the social space/community plaza are crucial for a vibrant community gathering place.
- Consider the right level of parking space needed for school staff compared to the public.
- Need ways to make the open field be less of a barrier for travel to the wider community.
- Housing could be included on site to fund the project.
- Need to back idea of onsite firehall with a traffic study of the area.
- Need to clarify boundaries and expectations for collocation in outdoor spaces.
- Need for some outdoor public space to accommodate rainy weather.
- Need good outdoor lighting. Consider that large trees can block lights, and people need to be able to see snow on sidewalks.

Questions

- Will the two heritage maple trees onsite, as well as other trees, be preserved?
- Will there be a policy for when the sirens of fire trucks leaving the firehall can be turned on to minimize disruption ?
- How will construction be phased to ensure continuity or minimize disruption to current services and students?

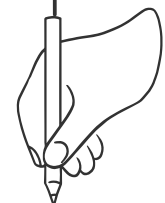
Additional ideas for programming and spaces

Although programming and the type of spaces the future WECH might have was not part of the scope of this phase of engagement (this was part of the previous [Spaces and Activities engagement report](#)), additional input was shared about potential programming and spaces for the future West End Community Hub:

- Include a seniors centre
- Larger basketball court
- Courts for various racquetball sports, including pickleball
- Have separate auditorium space for the school
- Share use of the school gymnasium in evenings
- Include community gardens
- Include a coffee shop and/or restaurant on site
- Add a skylight to the underground ice rink
- Incorporate Indigenous programming
- Incorporate Indigenous cultural spaces
- Include public washrooms and water fountains
- Include of bicycle racks and ensure good integration with cycling lane on Barclay
- Include a recycling or zero-waste station
- Include a warming centre and public showers
- Include a public pool

Reigniting the Fight Against Non-Local Traffic

In the late 1960s my grandmother lived in a modest studio apartment on Chilco Street between Pender and Comox. At that time Chilco was a noisy street busy with non-local traffic from the North Shore traveling between Beach Avenue and Georgia Street. Today Chilco is a quiet pleasant street because planners and politicians in the 70s had a vision to protect the neighbourhood by building traffic diversions and mini-parks which has made the neighbourhood a much more pleasant place to walk and encounter other neighbours. This work is not yet complete because our main streets particularly Denman are still dominated by non-local traffic, that does not support local businesses and which creates noise and pollution and affects the quality of bus service. The West End Community Plan passed by Council in 2013, spoke of improving the pedestrian environment in the West End and prioritizing walking and transit over the private automobile. Yet over the past eight years nothing concrete has been brought forward. Denman Street sidewalks are in poor condition especially for seniors with wheelchairs and walkers, and there is not enough width to allow for physical distancing and cafe patios. Perhaps it is time when planners and politicians made concrete their aspirational plans by further diverting non-local traffic from traveling through our neighbourhood and especially our high streets and replacing vehicular traffic lanes with wider sidewalks.



▲ Stories gathered from members of community during the fall 2021 engagement

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6.0 Renewal Plan

6.1 Preferred Renewal Plan

Introduction

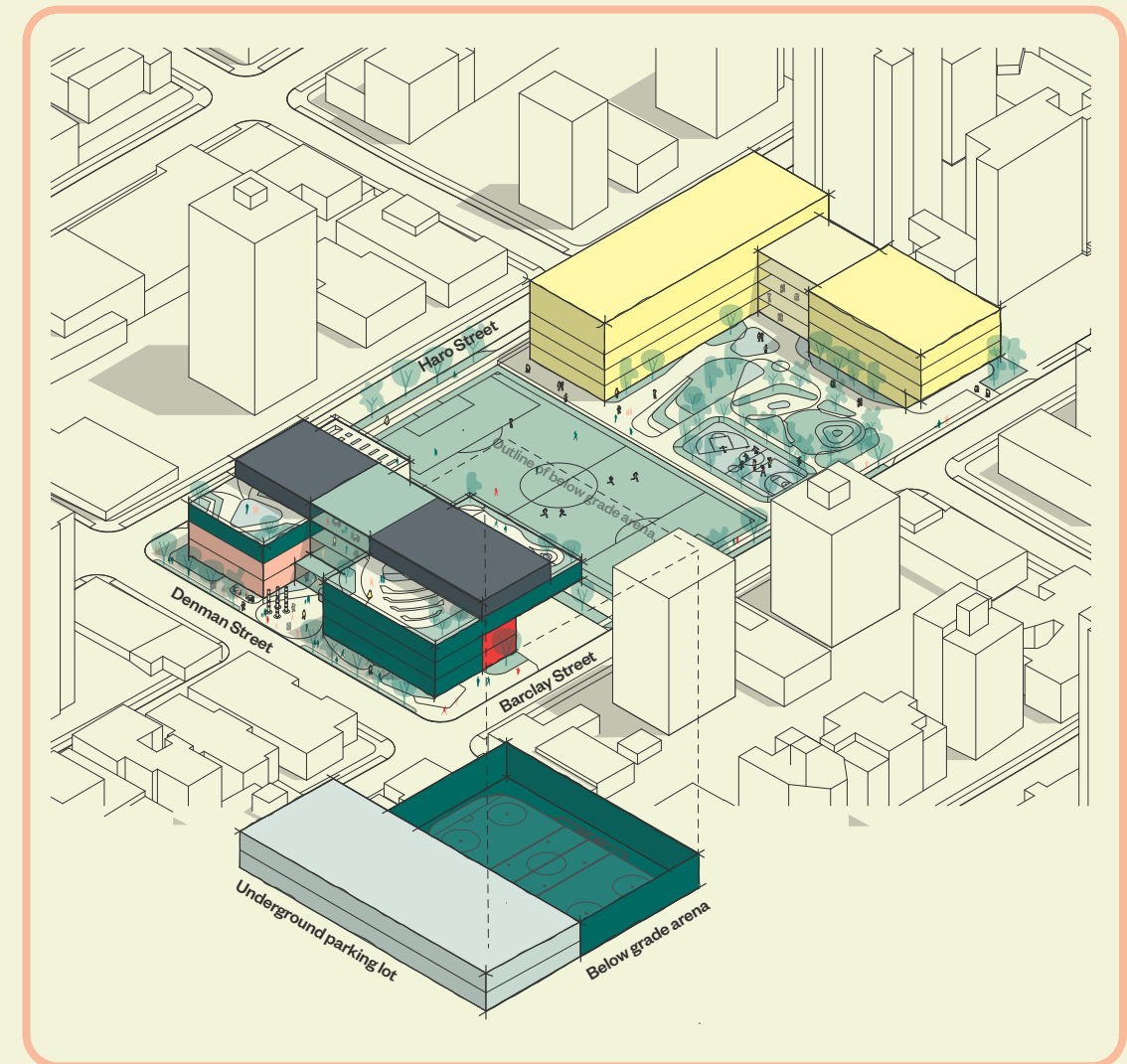
During summer 2023, all project partners conducted further evaluation of the three site scenarios, considering the valuable input of community members and technical advisors. Partners worked together to select Scenario C as the recommended renewal plan for the future West End Community Hub.

This recommendation is based on Scenario C's strong alignment with community feedback, various policy initiatives including the West End Community Plan, and most closely fulfilling the objectives and requirements of each project partner for the site.

Preferred plan

Scenario C

Community uses on Denman, Education uses on Barclay



This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings.

Preferred Renewal Plan

Children's space
(including childcare
spaces)



Indigenous
Knowledge and
Culture Spaces



Library



Lobby and Social
Space



Community
Plaza



Secondary school



Secondary school
education outdoor
spaces



Secondary school
sport field



Community
Centre



Firehall No. 6



Regulation-size
ice arena



Underground parking lot

Below grade arena

This image represents a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and does not represent the design of the site's future buildings.

The arena and parkade are located underground. The spaces have been visually moved down in this drawing for clarity.

Support for Preferred Renewal Plan

Scenario C supports the vision for the West End, locating active and community-oriented spaces along commercial Denman Street and educational spaces on the quieter residential part of the site.

The renewal plan recommendation meets the objectives, priorities and requirements of each partner for the site as well as gaining substantial support from the community.

When asked about the strengths of Scenario C, approximately two-thirds of respondents pointed to the Denman location of the community centre, library, community plaza and social space within the community centre lobby. The secondary school's location on the east side of the site also received high support.

Below are some notable quotes from the survey respondents:

“

“This design makes the most sense for ensuring accessibility to the library and community centre by having them on the main walking street of Denman.”

“It puts the new community hub front and centre on Denman St and focuses all that energy and vibrancy in a unified building towards the neighbourhood shopping street!”

“Parking and pickup for school works best in this configuration.”

“Foot traffic flow around buildings is natural and gives some level of privacy to the school and kids that attend it.”

”

Features of the Preferred Renewal Plan

The recommended renewal plan provides a large public plaza in the heart of Denman village offering a flexible space for community gatherings, markets and other public uses. This outdoor plaza connects to an expanded social space within the lobby and through to the central courtyard where a variety of outdoor spaces are located.

The renewal plan includes a larger community centre, based on neighborhood population growth, and integrates an Indigenous knowledge and culture space to serve as a cultural focal point and educational resource that connects the community to and celebrates the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations, their histories and cultures.

The renewal plan includes a new licensed childcare space on the uppermost floor of the community centre, with outdoor play areas on both the east and west sides.

The significantly larger Joe Fortes branch library will flow over two levels while maintaining visibility and access from Denman Street. A below ground ice arena can accommodate a regulation-sized ice sheet while allowing large outdoor spaces and activities to remain at street level.

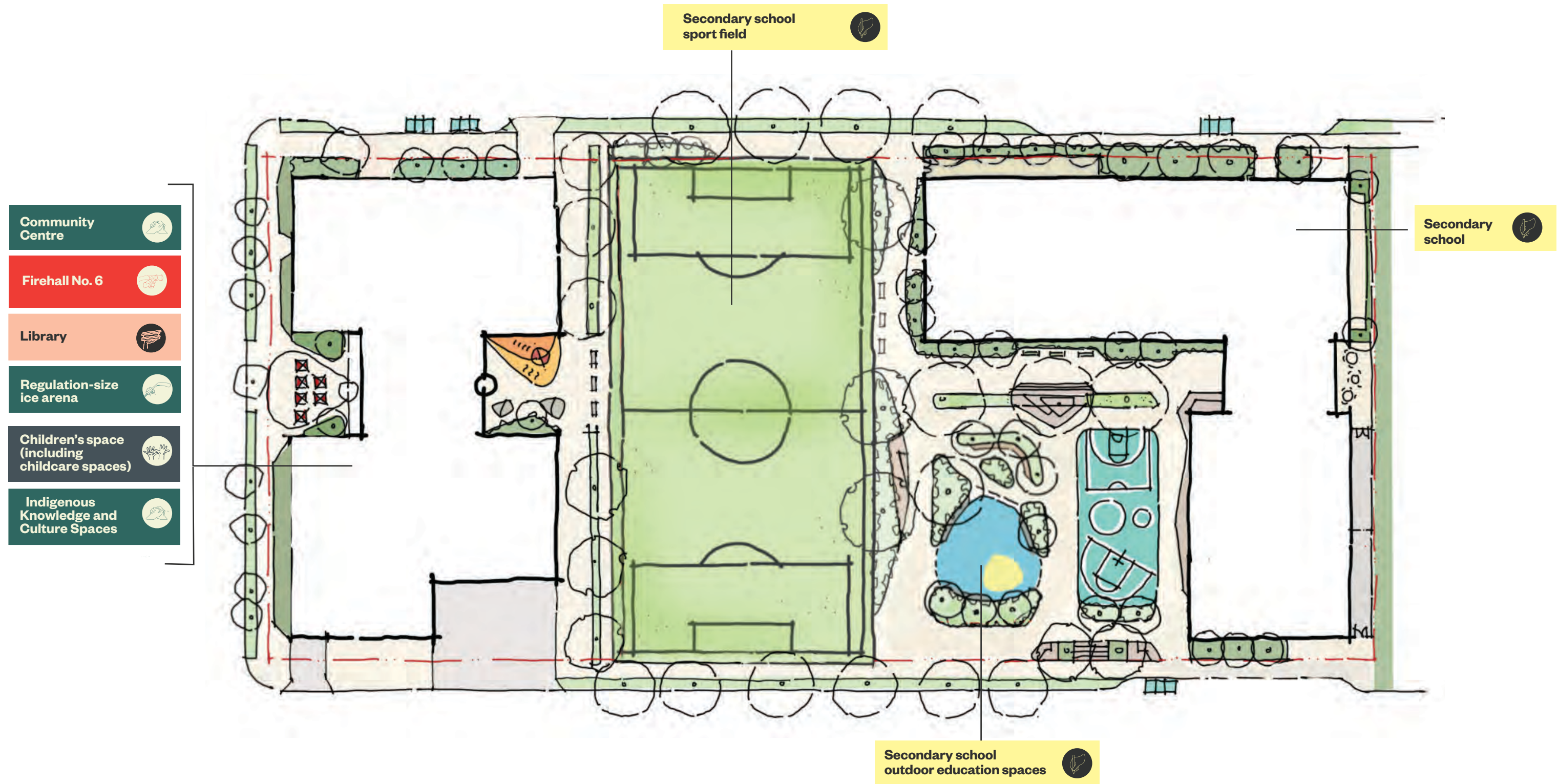
A new secondary school with a capacity for 1,000 to 1,200 students will be built to modern seismic safety standards on the quieter east side of the site. The plan allows the secondary school to provide a regulation size sport field and additional outdoor education spaces that could enhance the visual connections through the site and to the community centre buildings.

Balancing community and partner priorities, the associated phasing plan maintains service continuity for school functions within the existing school building while the new school facility is constructed and the placement of all buildings on the site will allow for maximum design flexibility during future detailed design phases.

Firehall No. 6 is integrated into the community hub, with vehicle access from Barclay Street near Denman Street, ensuring that it remains an integral part of the community's emergency infrastructure.

The recommended renewal plan presents a straightforward blueprint to guide the renewal and transformation of this site over the years to come. It anticipates a community hub that weaves together recreation, education and community services, setting the stage for a connected and culturally rich neighborhood amenity.

Landscape site plan



Outdoor spaces

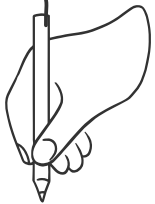
The ground level entry plaza fronting onto Denman creates a public open space along a busy high street that has an otherwise constrained pedestrian edge. A second public space, for quieter gathering or natural play, faces toward the secondary school sport field and school outdoor education spaces at the centre of the site. Other outdoor spaces associated with the West End Community Centre and Joe Fortes Library, are located on upper levels that face both onto Denman Street affording a visual connection to street life and onto the central open space for views of the school fields and surrounding neighborhood.

The outdoor spaces associated with King George Secondary School are concentrated along a quieter Barclay Street, supporting the park-like character of the plan.

The renewal plan includes new and retained trees, a mix of hard and softscape areas with seating and outdoor furnishing, and bike parking amenities distributed across the site.

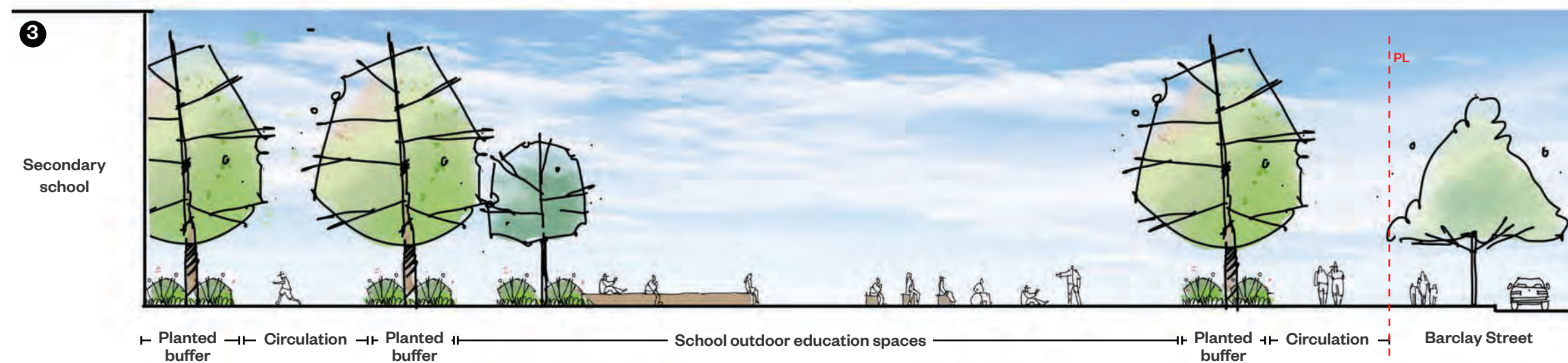
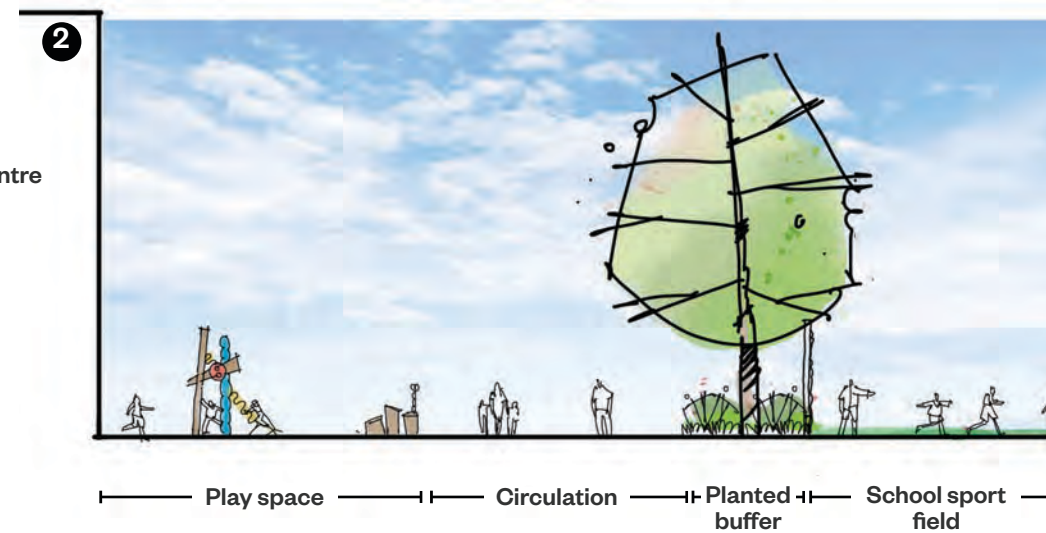
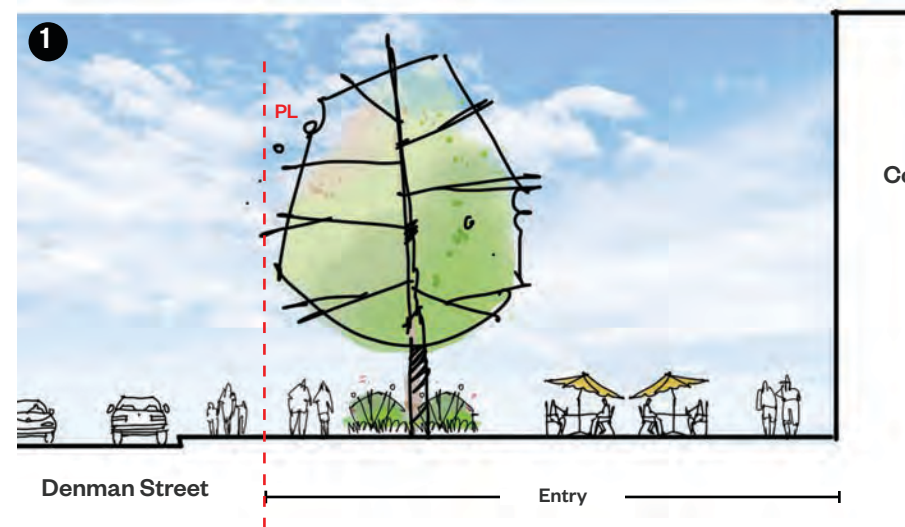
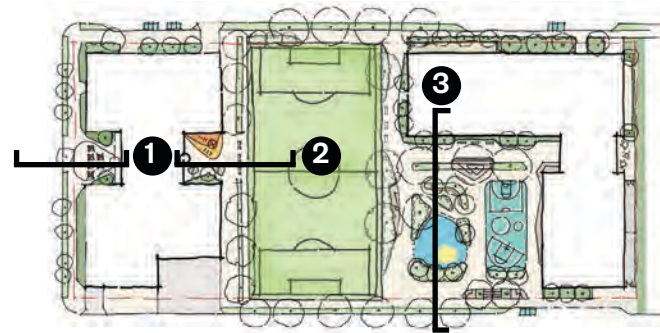
My Arborous West End Welcome

Getting off the #6 bus at Davie and Denman on a hot day and immediately feeling the cooler air temperature coming off English Bay and heading home on foot under the protective canopy of shady 7 storey high deciduous trees filled with massive trunks covered with moss and ferns and the occasional scampering squirrel all the while being greeted by each passerby on the sidewalk, occasionally one with a dog on a leash to pet while I enjoy a chat with the loving neighbourhood owner.



▲ Story gathered from members of the community during the fall 2021 engagement

Landscape site sections



Section 1 illustrates the relationship between the West End Community Centre / Joe Fortes Library and the Denman Street frontage, providing an opening into an entry plaza from a relatively narrow sidewalk condition.

Section 2 illustrates the between the play space, north/south circulation, and the playing field. Similar to Scenario B, the relationship between the buildings and the planted buffer provides the feeling of an outdoor room for the play space.

Section 3 demonstrates the relationship between King George Secondary and its associated programs with Barclay Street. This street frontage provides a visually permeable, green, parklike edge.

School sport field

Preferred Renewal Plan - Phasing



The recommended renewal plan proposes building the new secondary school first on the eastern part of the site while the existing school remains in service. This will require the removal of the **school playing field, sport courts and school surface parking lot** to enable construction of the new school in that location.

School sport field and outdoor education spaces are not available during completion of this step.

After the **new secondary school** is complete and operational, the **existing school** can be removed. The **existing community center** remains in operational.

School sport field and outdoor education spaces are not available during completion of this step.

The **existing community centre** building would be removed.

School sport field and outdoor education spaces are not available during completion of this step.

The **new community centre, library, childcare, firehall, ice arena and underground parkade** would be built along Denman street.

School sport field and outdoor education spaces are not available during completion of this step.

The **playing field, sport courts, outdoor education spaces** and other **exterior landscaped areas** would be completed.

6.2 Technical review summary

Exterior spaces principles

Throughout the creation of the three site development scenarios, project partners consulted broad external technical expertise listed below as well as a wide range of internal subject matter experts advising on aspects of the plan that relate to Recreation and Park Planning, Urban Design and Sustainability, Civil and Transportation Engineering, Arts Culture and Community Services, and Indigenous Relations.

A final comprehensive technical review took place following community engagement during summer 2023. The purpose of this review was to capture and identify key technical considerations for the overall project and the individual site development scenarios. The technical review process identified strengths and weaknesses of each scenario in the context of their respective architectural and engineering disciplines, helping the project partners make informed decisions for the future. Additionally, the process helped identify areas that will need further study as the project progresses into future detailed design phases.

The proposed renewal plan underwent review by the following technical experts:

- Architectural
- Landscape Architecture
- Structural Engineering
- Mechanical Engineering
- Electrical Engineering
- Civil Engineering
- Code consulting
- Acoustic consulting

6.3 Costing

Summary

During fall 2023, a high-level cost estimate was conducted to assess an order of magnitude project budget for capital planning purposes. Order of magnitude costing is a term used to describe a high-level cost estimate that provides ballpark figures rather than a detailed cost breakdown and is used to assess the feasibility of a planned renewal. It typically reflects potential variation in costs due to the limited information available at this time and is expressed as a range rather than a single dollar value.

This cost estimate was based on the list of spaces and activities, functional and technical information, and concept site scenarios developed during the renewal plan process. The purpose is to support the project partners in facilitating capital planning and budgeting discussions. It will also be an important tool to assist with future decision-making, risk identification and budget management during future design phases.

As the Alternate Plans contain the same spaces, activities and similar outdoor spaces, the cost estimate, renewal and expansion areas are similar to the Preferred Plan. Recognizing the different funding sources, timing and availability of municipal and provincial funds, project partners will conduct a more detailed cost review and update once redevelopment timelines are confirmed.

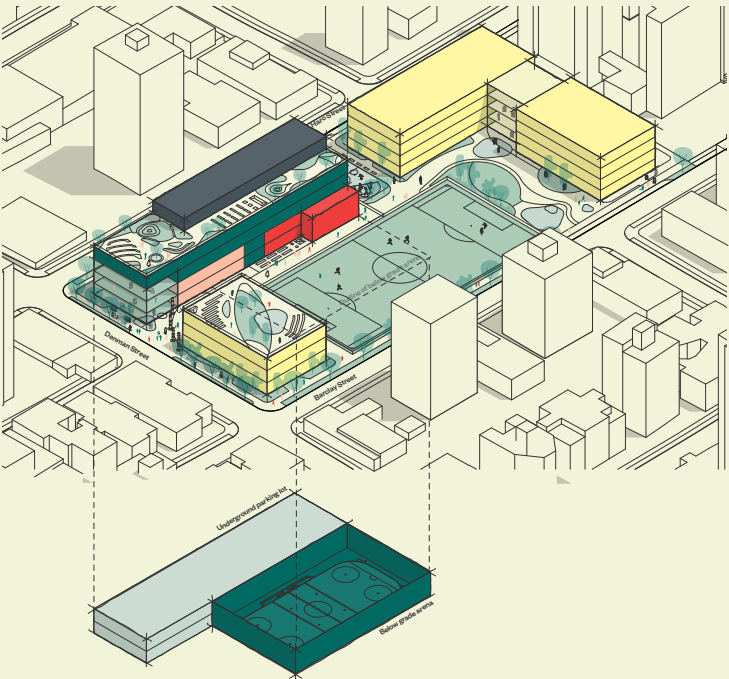
6.4 Alternate Plans

Construction of the renewal plan will take place as funding is secured and, as such, the plan needs to be adaptable to different funding and implementation timelines. The renewal plan identifies two alternate scenarios to ensure that there is a flexible framework that responds to timing and availability of funding given that the funding sources vary for project partners.

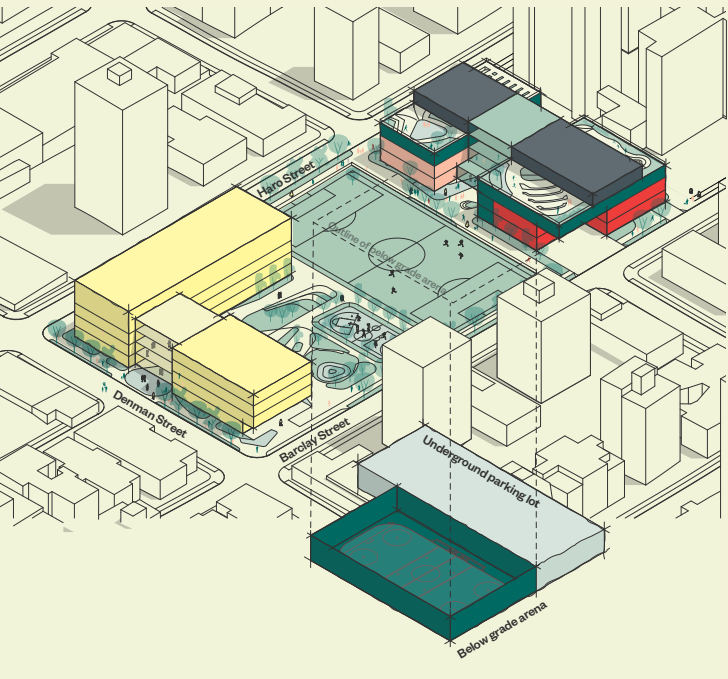
Alternate scenarios A and B have both garnered moderate support from the community while being aligned with most of the objectives and requirements of project partners. While technically feasible, Scenario B is least supported by both public and partners. Further review would be needed before pursuing any alternate options. Retaining alternate development scenarios ensures that the renewal plan can respond effectively to a range of implementation timelines optimizing the plan's long-term feasibility and success.

Alternate Plans

Scenario A
Community and education uses on Denman and Haro, Education uses on Barclay

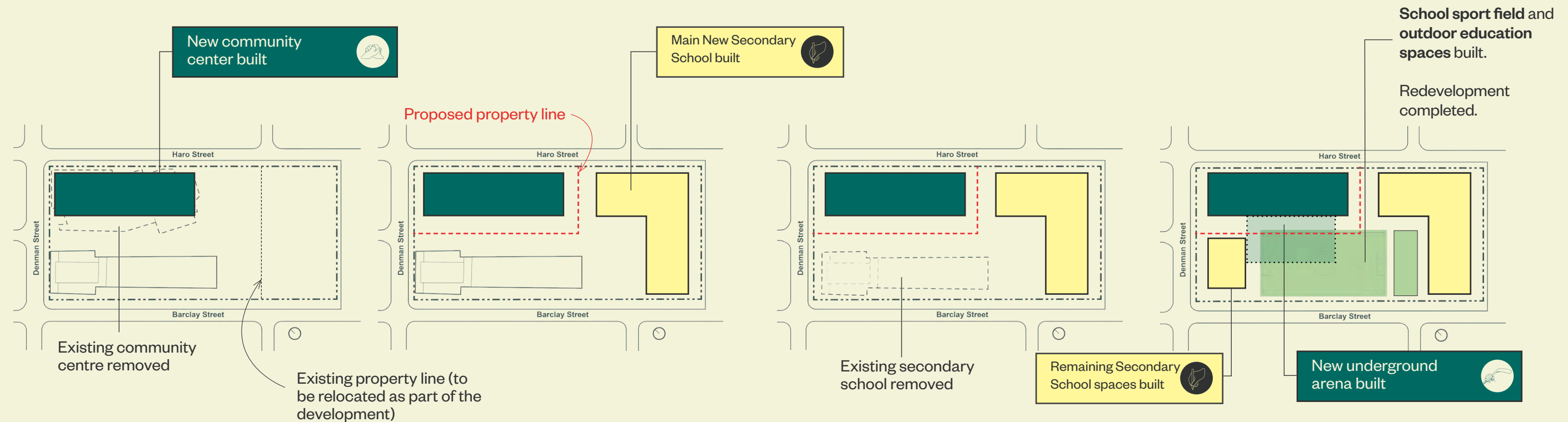


Scenario B
Community uses on Barclay, Education uses on Denman



These images represent a three-dimensional test-fit of the types of spaces and activities proposed for the future WECH site and do not represent the design of the site's future buildings.

Alternate Plan Scenario A - phasing option 1



Step 1

The **existing community centre** is removed and construction of the **new community centre, library, childcare, firehall and underground parkade** is completed.

Step 2

The **new main secondary school building** is built on the eastern side of the site. This will require the removal of the **school playing field, sport courts and school surface parking lot** to enable construction of the new school in that location.

School sport field and outdoor education spaces are not available during completion of this step.

Step 3

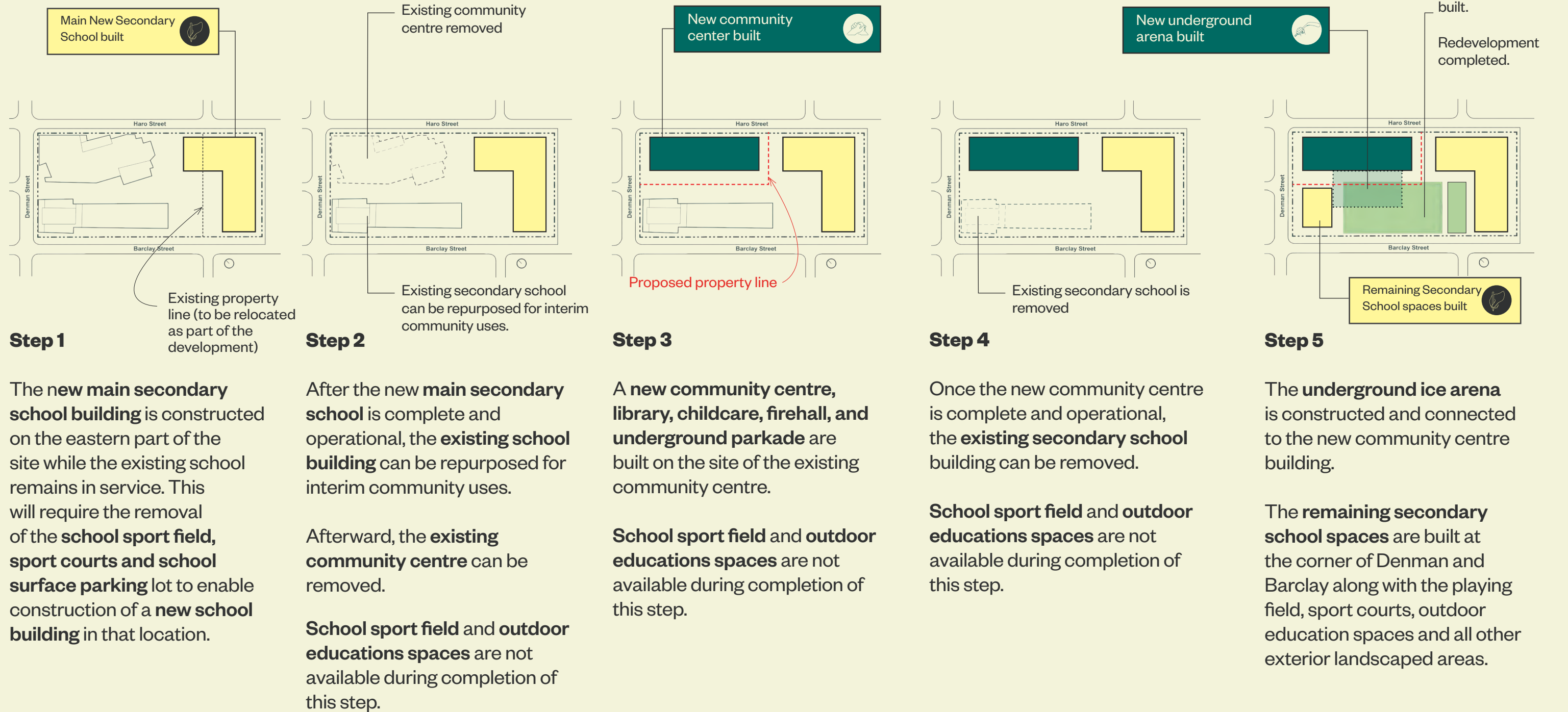
After the **new main secondary school** is complete and operational the **existing school building** can be removed.

School sport field and outdoor education spaces are not available during completion of this step.

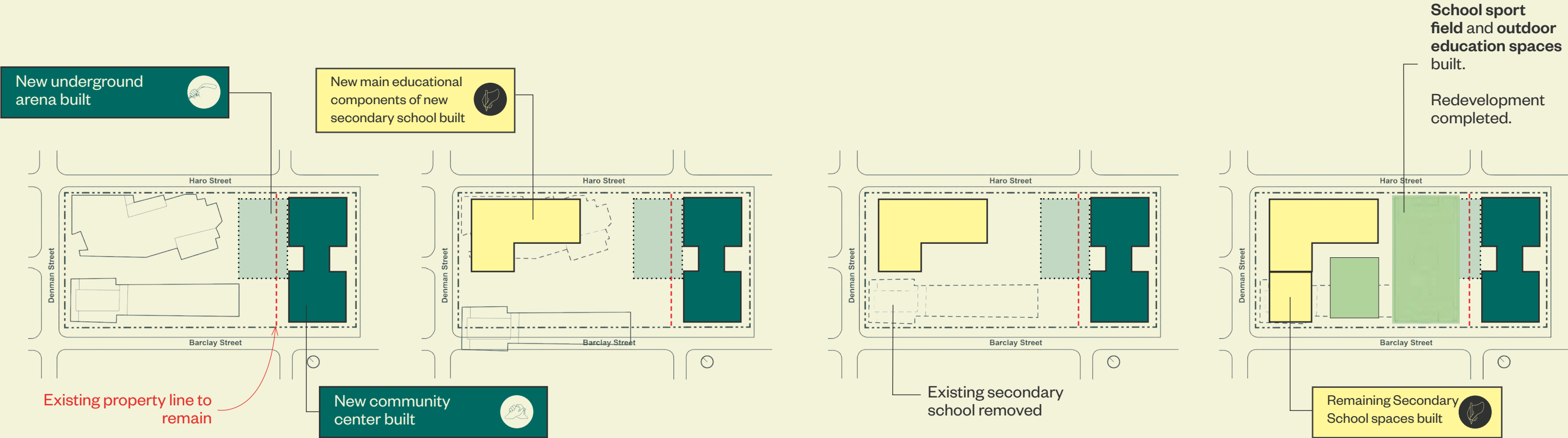
Step 4

The below ground ice arena is constructed and connected to the community centre. The **remaining secondary school spaces** are built at the corner of Denman and Barclay and the playing field, sport courts, outdoor education spaces and other exterior landscaped areas are completed.

Alternate Plan Scenario A - phasing option 2



Alternate Plan Scenario B - phasing



Step 1

A new community centre, library, childcare, firehall, underground parkade and ice arena are all built on the eastern part of the site. The **existing community centre and library** remain in service while the new building is built.

This will require the removal of the **existing school playing field, sport courts and school surface parking lot** to enable construction of the new community facilities in that location.

Step 2

After the new community centre building is complete and operational, the **existing community centre** can be removed. The **main educational components of a new secondary school** can then be constructed at the corner of Haro and Denman Streets.

School sport field and outdoor education spaces are not available during completion of this step.

Step 3

After the **main educational components of the new secondary school building** are complete and operational, the **existing school** can be removed.

School sport field and outdoor education spaces are not available during completion of this step.

Step 4

The **remaining secondary school spaces** can then be built at the corner of Denman and Barclay and connected to the main part of the new school. The **school sport field, sport courts, outdoor education spaces** and all other exterior landscaped areas are completed.

School sport field and outdoor education spaces built.
Redevelopment completed.

Remaining Secondary School spaces built

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7.0 Looking forward

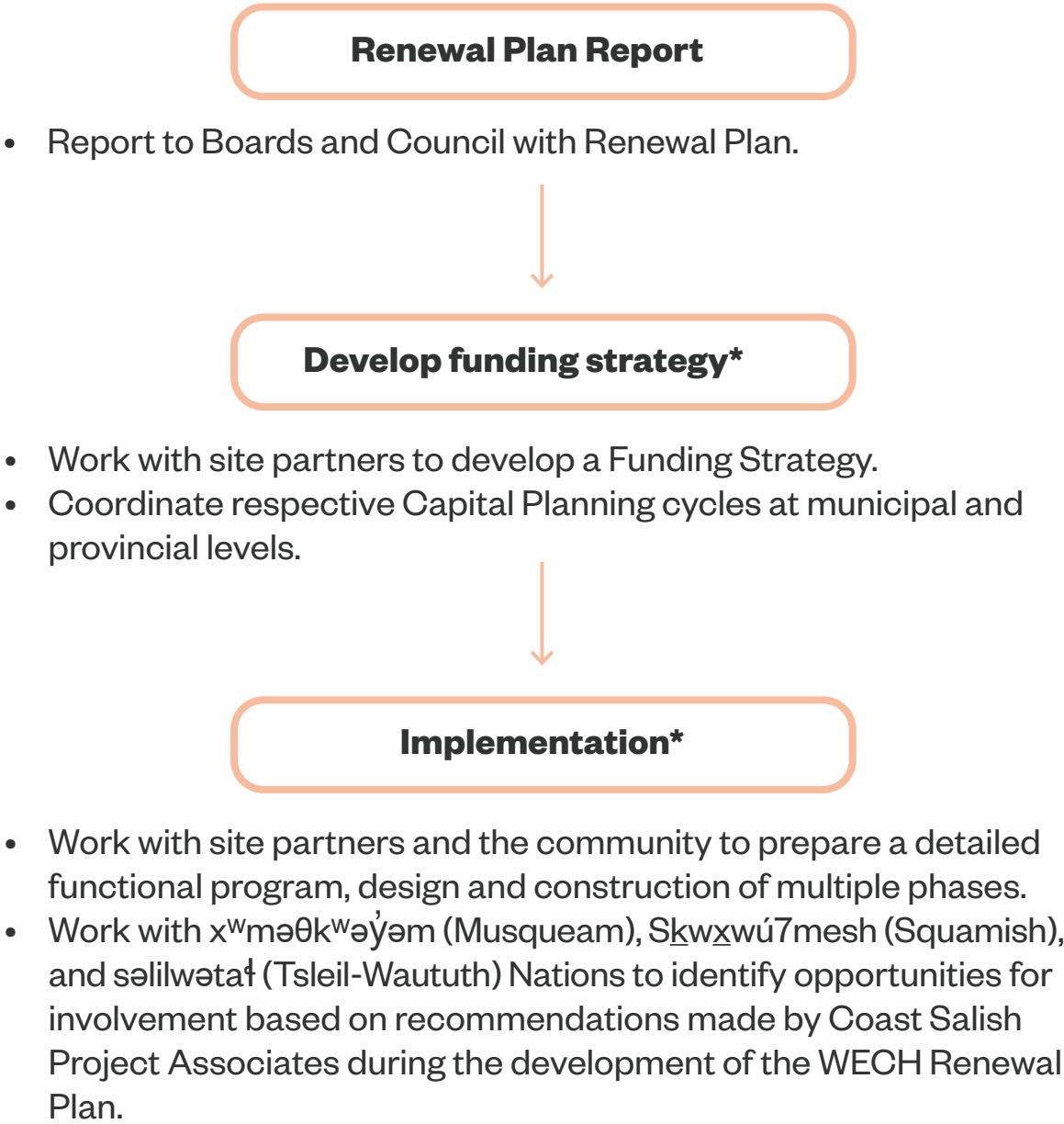
7.1 Looking forward

The WECH Renewal Plan is important for project partners to continue to deliver needed amenities and services to a growing community. Project partners will use the WECH Renewal Plan as a guide for renewing and collaboratively transforming the site as funding is secured.

The West End Community Hub Renewal Plan achieves a goal set out in the 2013 West End Community Plan that on-site partners work together to develop a renewal and expansion strategy for this site within 10 years, and to explore opportunities to co-locate other community facilities. The community plan also included a goal to renew recreation facilities (including the West End Community Centre and West End Ice Rink) within 30 years, designing those facilities to meet anticipated population growth. Work to secure funding for this renewal continues, and construction will not start until funding is secured. Construction will need to be implemented through multiple phases and capital plans, based on funding and renewal priorities.

The Vancouver School District’s Long Range Facilities Plan describes the need for King George Secondary School to be renewed and expanded to address growing student numbers. King George Secondary School is in the district’s annual capital plan to request funding for a future expansion. The proposed expansion is pending approval and funding from the provincial Ministry of Education and Childcare.

The following graphic summarizes the future steps required to deliver on the renewal plan:



* timing of this stage of work to be determined following completion of the Renewal Plan.

Lovely West End

Any day in the West End is special. It's where I can go for a walk with my 85 year old mother any day of the week and feel safe, enjoy residential roadways, with a canopy of trees along traffic-calm streets, with boulevard seating for rests, and tended gardens to admire, and a high street with an interesting variety of independent shops & services plus a mix of trusted, familiar chain retailers. Also, generally speaking, on the side streets the residential multi-family buildings are nicely set back from the street, with green space in front. Mixed demographic is great. Strangers say hello.



▲ Story gathered from members of the community during the fall 2021 engagement

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