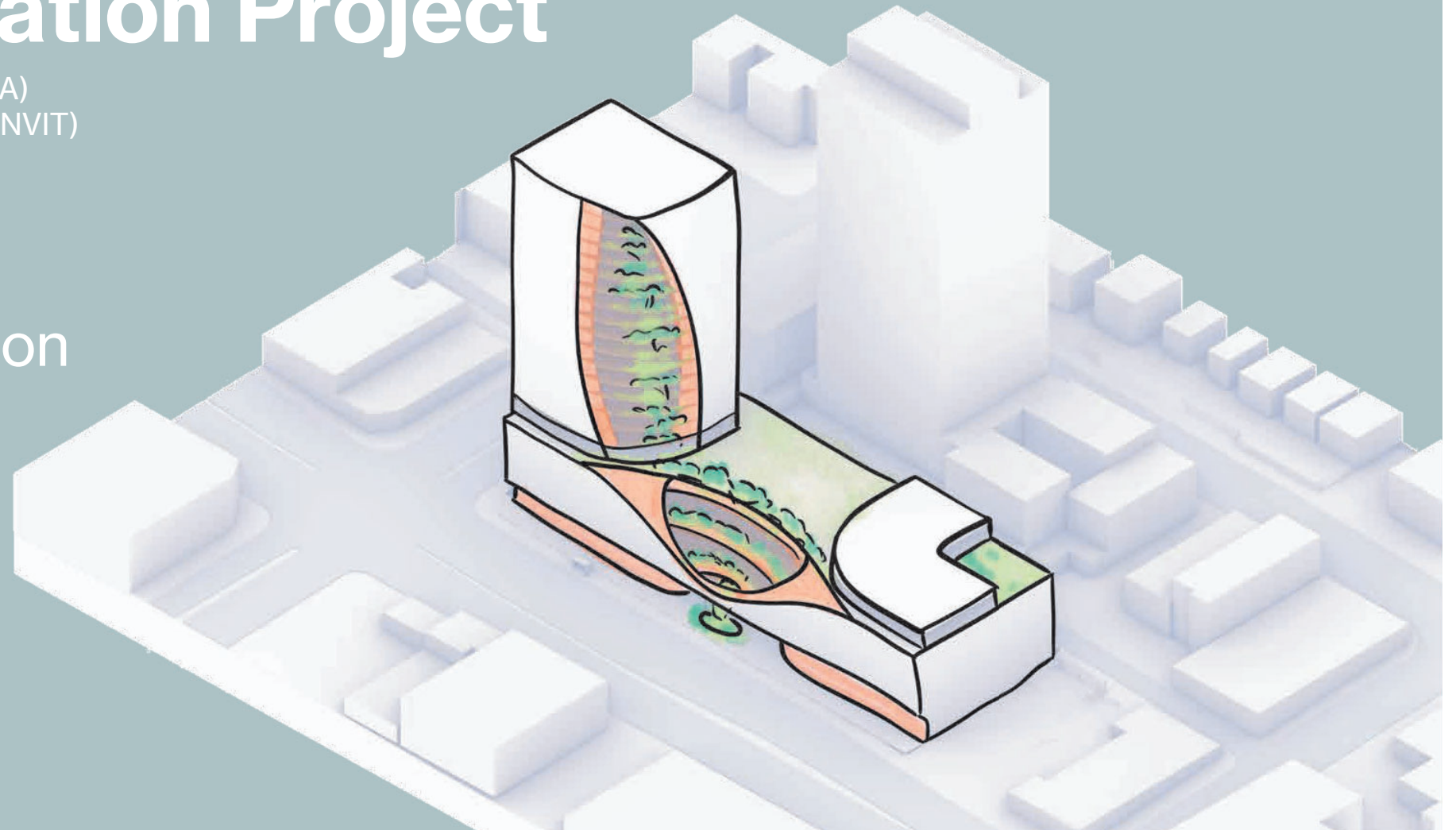


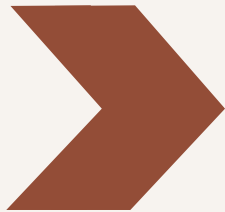
Urban Indigenous Youth + Education Project

Urban Native Youth Association (UNYA)
Nicola Valley Institute of Technology (NVIT)
Social Housing
Childcare

Rezoning Submission
January 19, 2026

hcma





Project Team

Client + Consultants



URBAN NATIVE YOUTH
ASSOCIATION



NICOLA VALLEY
INSTITUTE OF
TECHNOLOGY



ARCHITECTURAL:

HCMA Architecture + Design
400 - 675 West Hastings Street
Vancouver BC V6B 1N2
T: 604.732.6620
E: office@hcma.ca

STRUCTURAL:

WHM Structural Engineers
215 - 2550 Boundary Road
Burnaby BC V5M 3Z3
T: 604.484.2859
E: info@whmenginers.com

MECHANICAL + ENERGY:

AME Group
200 - 638 Smithe Street
Vancouver BC V6B 1E3
T: 604.684.5995
E: contacts@amegroup.ca

BUILDING ENVELOPE:

Evoke
4415 Juneau Street
Burnaby BC V6B 3M1
T: 604.260.1124
E: info@evokebuildings.com

ELECTRICAL:

O'M Engineering
411 - 460 Doyle Avenue
Kelowna BC V1Y 0C2
T: 236.521.6900
E: info@omengineering.ca

CIVIL:

Binnie
300 - 4940 Canada Way
Burnaby BC V5G 4K6
T: 604.420.1721
E: askbinnie@binnie.com

LANDSCAPE:

PFS Studio
1777 West 3rd Avenue
Vancouver BC V6J 1K7
T: 604.736.5168
E: pfs@pfs.bc.ca

GEOTECHNICAL:

WSP
1000 - 840 Howe Street
Vancouver BC V6Z 2M1
T: 604.924.5575
W: wsp.com

CODE CONSULTANT:

LMDG
4th Floor - 780 Beatty Street
Vancouver BC V6B 2M1
T: 604.682.7146
E: codeinfo@lmdg.com

ACOUSTICAL:

RWDI
280 - 1385 West 8th Avenue
Vancouver BC V6H 3V9
T: 604.730.5688
E: solutions@rwdi.com

TRANSPORTATION:

Bunt & Associates
1550 - 1050 West Pender Street
Vancouver BC V6E 3S7
T: 604.685.6427
E: vancouver@bunteng.com

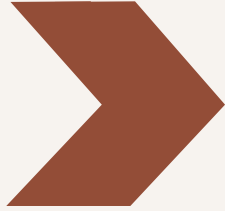


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01 Introduction

- 1.1 **Project Description:** Executive Summary
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Project Description

Executive Summary



On behalf of the Urban Native Youth Association (UNYA), the Nicola Valley Institute of Technology (NVIT), and the City of Vancouver, this application seeks to rezone the site at 1618–1680 East Hastings Street from **MC-1 to CD-1** to enable the development of the Urban Indigenous Youth and Education Project (UIYEP). The proposal envisions an Indigenous-led, mixed-use development that integrates post-secondary education, youth and community services, childcare, and social housing. Located on the unceded territories of the xʷməθkʷəy̅əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səliilwətał (Tsleil-Waututh) Nations, the project responds to long-identified needs for **culturally grounded social infrastructure and housing for Indigenous peoples** in Vancouver.

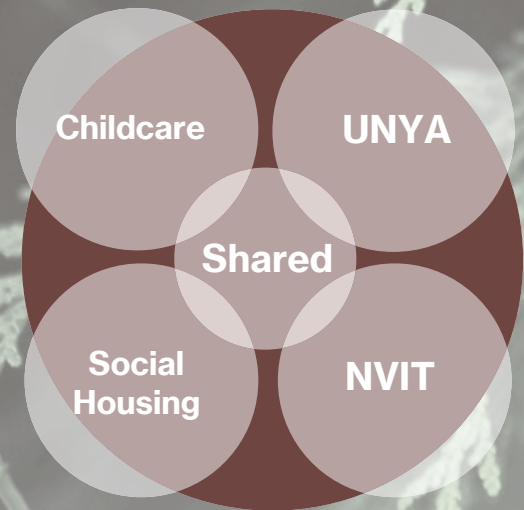
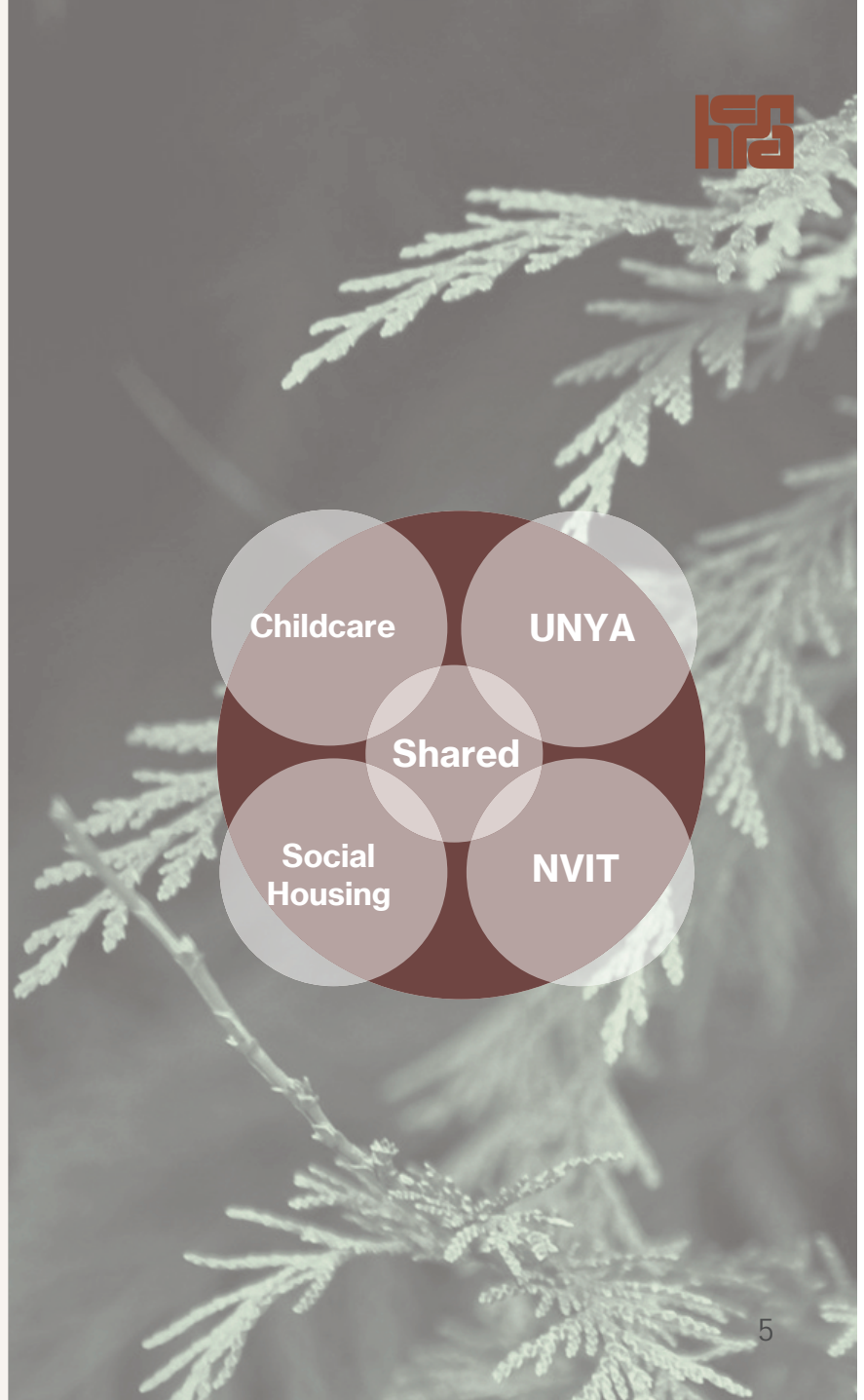
The site is located at the corner of East Hastings Street and Commercial Drive, within the Grandview-Woodland neighbourhood, close to existing Indigenous-serving institutions, community amenities, and frequent transit. The project aligns with the Vancouver Plan, the Grandview-Woodland Community Plan, and City policies **supporting reconciliation, equity, social infrastructure delivery**, and transit-oriented development. UIYEP consolidates multiple public-benefit uses on a single site, including NVIT’s Vancouver campus, a renewed UNYA youth centre, a licensed childcare facility, and 122 social housing units, with an emphasis on family-oriented and multi-generational living.

The proposed form of development consists of a 4-storey podium accommodating institutional, community, and childcare uses, with a residential tower above to an overall height of 23 storeys.

The design is informed by extensive Indigenous-led engagement and emphasizes shared indoor and outdoor amenity spaces with a culturally meaningful architectural and landscape expression. Vehicle parking, bicycle parking, and servicing are located below grade and accessed from the lane, reinforcing a pedestrian-oriented streetscape along East Hastings Street. A site-specific CD-1 zoning is required to permit the proposed mix of uses, density, and height. Overall, **UIYEP represents a significant public investment in Indigenous youth, education, and social housing**, delivering substantial in-kind community benefits consistent with City objectives for inclusive growth, reconciliation, and social sustainability.

Project Statistics

- **Site Address:** 1618–1680 East Hastings Street
- **Proposed Zoning:** CD-1
- **Site Area:** 3,745 sq. m (40,311 sq. ft.)
- **Proposed Floor Space Ratio (FSR):** 5.67
- **Overall Building Height:** 23 storeys
- **Social Housing Units:** 122 social housing rental homes
- **Primary Non-Residential Uses:**
 - Post-secondary education (NVIT Vancouver)
 - Youth and community services (UNYA)
 - 44-spot childcare facility



1.2

Community Benefit Urban Native Youth Association (UNYA)



The Urban Native Youth Association (UNYA) has been rooted in the Grandview-Woodland neighbourhood since 1988, when it established its youth centre on East Hastings Street. Over nearly four decades, UNYA has grown into a cornerstone of Vancouver’s urban Indigenous social infrastructure, delivering culturally grounded programs in youth leadership, education, health and wellness, housing supports, and community connection. Its location within Grandview-Woodland is significant: the neighbourhood is home to the largest off-reserve Indigenous population in Vancouver and has long been recognized as a centre for Indigenous services, culture, and advocacy. The Grandview-Woodland Community Plan explicitly acknowledges this context, identifying the area’s strong Indigenous presence and the critical role of community-serving organizations like UNYA in advancing reconciliation, equity, and community well-being. The following program areas will be given purpose-built new space:

*UNYA Food Pantry Program
(image courtesy of New Relationship Trust)*



Education spaces support learning outside of formal post-secondary education and focus on Indigenous youth development. These include flexible classrooms that accommodate tutoring, life-skills training, cultural learning, and employment readiness programming.

Overly Creative Minds (OCM) programs take place in dedicated arts, culture, and creative production spaces supporting youth expression and social enterprise. These spaces are intended for music, media, visual arts, performance, and maker-style activities, with an emphasis on youth-led creativity, entrepreneurship, and skill development.

The **Learning Centre** is a welcoming, low-barrier hub that combines informal study, mentorship, and drop-in academic support. The space functions as a central gathering and support area where youth can access computers, quiet study areas, group learning tables, and connections to staff and peers.

Community spaces support gatherings, events, cultural activities, and community-based programming. These areas are designed for flexibility and shared use, enabling everything from community meetings and feasts to workshops, celebrations, and intergenerational activities.

Wellness + Health areas are dedicated to holistic health and wellness services, including counselling, mental health supports, and culturally grounded healing practices. These areas prioritize privacy, dignity, and trauma-informed design, supporting youth wellbeing through both clinical and culturally based approaches.

Athletics + Recreation spaces support physical health, recreation, and movement-based programming. These include areas for fitness, group activities, recreation programs, and informal physical activity, reinforcing the connection between physical health, mental wellbeing, and community.



Community Benefit

Nicola Valley Institute of Technology (NVIT)



The Nicola Valley Institute of Technology (NVIT) was established in 1983 by the Coldwater, Lower Nicola, Nooaitch, Shackan, and Upper Nicola First Nations as one of Canada’s first Indigenous-governed public post-secondary institutions, created to deliver education grounded in Indigenous knowledge, culture, and community priorities. NVIT has since played a critical role in advancing access, self-determination, and economic opportunity for Indigenous learners, particularly those who have been historically under-represented or excluded from mainstream post-secondary systems. NVIT’s presence in Vancouver is especially important because the city is home to one of the largest urban Indigenous populations in Canada, many of whom face barriers related to affordability, displacement, and access to culturally safe education. By establishing a Vancouver campus, NVIT brings Indigenous-led post-secondary education directly into the urban context, supporting Indigenous students where they live, strengthening pathways to education and employment, and transforming the urban Indigenous landscape.



NVIT’s proposed spaces at UIYEP will support education, workforce development, and economic mobility, offering pathways to credentials, skills training, and career advancement that directly benefit Indigenous students, families, and the broader community. By embedding post-secondary education within a mixed-use, community-serving development, the proposed project strengthens connections between learning, housing, youth services, wellness supports, and childcare – creating a holistic ecosystem that supports learners across all stages of life.

The following program offerings are a **few of the many proposed offerings for the Vancouver Campus:**

Bachelor of Social Work (BSW)

The BSW program integrates Western theory with Indigenous knowledge, cultural safety, and trauma-informed approaches, with a strong emphasis on land-based learning, community engagement, and applied field education. Graduates are equipped to support social wellness, advocacy, and self-determination.

Nursing

This program prepares Indigenous nurses to deliver culturally safe, holistic health care while meeting provincial and national professional standards. The program emphasizes Indigenous approaches to health, wellness, and healing alongside clinical nursing skills, with a focus on serving Indigenous populations who experience systemic health inequities.

University Transfer Programs

NVIT’s University Transfer programs provide students with the opportunity to complete first- and second-year coursework that is fully transferable to partner universities across British Columbia.

Early Childhood Education (ECE)

NVIT’s ECE program combines early learning theory, child development, and professional practice with Indigenous values, languages, and ways of knowing, emphasizing the role of culture, family, and community in early childhood. Graduates are equipped to work in childcare centres, early learning programs, and community settings, supporting culturally safe, nurturing environments for Indigenous children and families.



Community Benefit

Social Housing and Childcare



The Grandview-Woodland neighbourhood faces a well-documented and growing need for both affordable rental housing and childcare, driven by high proportions of renters, rising housing costs, and persistent affordability pressures. The Community Plan prioritizes the delivery and retention of non-market and social housing, with specific emphasis on family-sized units, housing for vulnerable populations, and Indigenous residents. The Plan also identifies childcare as essential social infrastructure and supports its integration into new mixed-use and higher-density developments, particularly near transit and community hubs. City-wide strategies such as Housing Vancouver and the Childcare Strategy reinforce this direction by encouraging co-location of housing, childcare, and community services to maximize public benefit.

The proposed project delivers a minimum of 122 purpose-built, affordable social housing rental homes, 44 new childcare spaces and 2 residential units that can support in-home daycares.



Social Housing

The project has incorporated Indigenous advice into the social housing design process by prioritizing cultural safety, family structures, and long-term wellbeing. Guidance from Indigenous housing operators, elders, and community partners informed the inclusion of a wide range of unit sizes, with a strong emphasis on family-sized and multigenerational homes, including three- and four-bedroom units. The design integrates amenity spaces that support gathering, connection, and mutual support, and emphasizes visibility, safety, and dignity in circulation, entries, and common areas. Universal design principles, adaptability, and trauma-informed approaches were incorporated to ensure housing is accessible, flexible, and supportive across ages and abilities. Collectively, these

decisions reflect Indigenous advice that housing should not only provide shelter, but also reinforce community, cultural continuity, and a sense of belonging for Indigenous residents in an urban context.

Childcare + Early Learning

The Childcare spaces incorporate Indigenous advice into the design by grounding early learning spaces in Indigenous values, cultural continuity, and community-based caregiving practices, while intentionally aligning the facility with NVIT’s Early Childhood Education program. Indigenous partners emphasized the importance of creating a culturally safe, welcoming environment where children develop a strong sense of identity from an early age and where learning reflects Indigenous ways of

knowing, being, and relating. This guidance informed the design of purpose-built childcare spaces with direct access to secure outdoor play areas, opportunities for land-based and nature-connected learning, and flexible layouts that support both structured programming and communal activities. Co-locating the childcare facility with NVIT strengthens pathways between post-secondary education and early learning, enabling practicum opportunities, mentorship, and knowledge-sharing between educators, students, elders, and families. Together, these elements reflect Indigenous advice that childcare should function not only as a service, but as an integrated learning environment that supports cultural continuity, intergenerational connection, and long-term community capacity building.

02 Project Context

- 2.1 **Engagement Summary:** Indigenous-led Process
- 2.2 **Site Context Map:** Project Location
- 2.3 **Site Photos:** Project Location
- 2.4 **Context Map:** Surrounding Community
- 2.5 **Context Map:** Adjacent Zoning
- 2.6 **Rezoning Intent:** Policy Overview
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2.1

Engagement Summary Indigenous-led Process

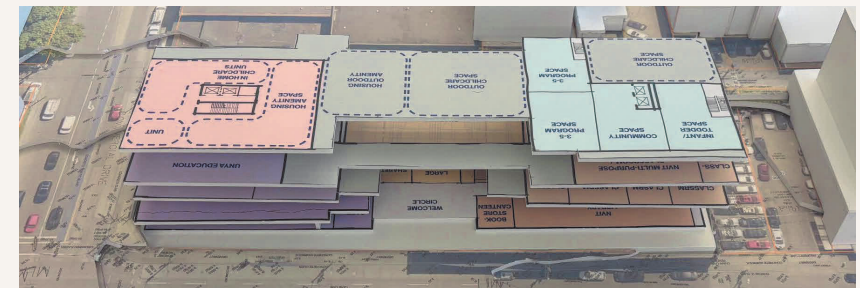


Engagement for the Urban Indigenous Youth and Education Project was undertaken through an **Indigenous-led, values-based process** between February and April 2023, building on earlier engagement completed in 2019. Engagement activities included an in-person Celebration Event, a series of facilitated Deep Dive workshops, and an online “What We Heard” session to report back and validate findings. Engagement **methods were culturally appropriate and relational**, incorporating ceremony, storytelling, sharing circles, visual preference exercises, mapping, and facilitated discussions to ensure inclusive and meaningful participation.

Participants included the Urban Native Youth Association (UNYA), Nicola Valley Institute of Technology (NVIT), the City of Vancouver (Social Housing and Childcare), and representatives from the Musqueam, Squamish, and Tsleil-Waututh Nations, along with Indigenous youth, Elders, educators, and community members with lived experience.

Engagement was structured to hear distinct perspectives from each partner group while also creating shared forums to identify common priorities and align on project objectives. The “What We Heard” session confirmed consensus across partners and validated the engagement outcomes as an appropriate foundation for future planning and design.

Key themes emerging from engagement emphasized the importance of Indigenous identity, belonging, and visibility; strong connection to land, water, and natural systems; and the need for spaces that support Indigenous lifeways, including ceremony, learning, gathering, and healing. Participants emphasized youth-centred, trauma-informed, and culturally safe environments that reflect Host Nations while welcoming many Nations. Ongoing engagement includes learning and co-design together with students and staff from UNYA and NVIT, as well as advisory groups from Indigenous Childcare representatives and Indigenous housing representatives.



2.2

Site Context Map

Project Location



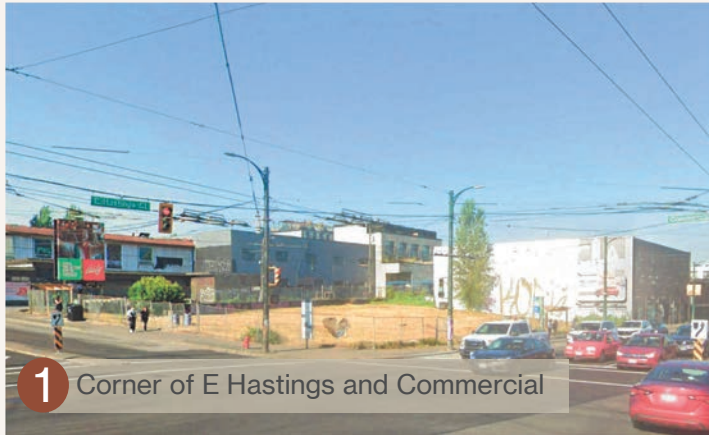
The project site at 1618–1680 East Hastings Street is located on the unceded ancestral territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliwətaʔ (Tsleil-Waututh) Nations. Prior to colonization, this area formed part of a rich and interconnected cultural landscape that extended from Burrard Inlet southward through these slopes. The site sat within a network of travel routes, seasonal camps, resource gathering areas, and social connections that linked villages along the inlet with inland territories.

Before European settlement, the Hastings Plateau and surrounding lowlands were shaped by Coast Salish land stewardship practices that emphasized mobility, reciprocity, and relationship to place. Indigenous peoples moved through this area to access marine and terrestrial resources, including salmon, shellfish, berries, medicinal plants, and forest materials, while maintaining strong kinship and trade relationships across territories.

Colonial settlement rapidly transformed the site and its surroundings through clear-cut logging, industrialization, and the imposition of private property boundaries, severing Indigenous peoples from traditional access to land and resources. However, the enduring Indigenous presence in Grandview-Woodland – reflected today in its significant urban Indigenous population and concentration of Indigenous-serving organizations – represents continuity rather than re-emergence. The Urban Indigenous Youth and Education Project responds directly to this history by re-establishing Indigenous presence, learning, and community life on this site.

2.3

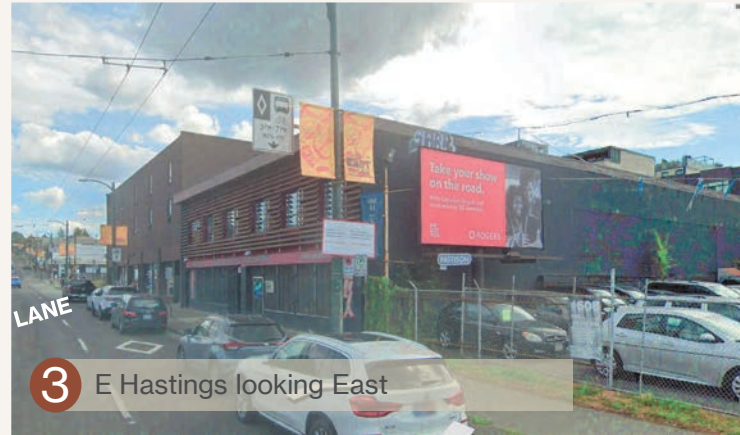
Site Photos Project Location



1 Corner of E Hastings and Commercial



2 View from the Lane



3 E Hastings looking East



4 E Hastings looking West



5 E Hastings Looking West



2.4

Context Map Surrounding Community



Community Resources

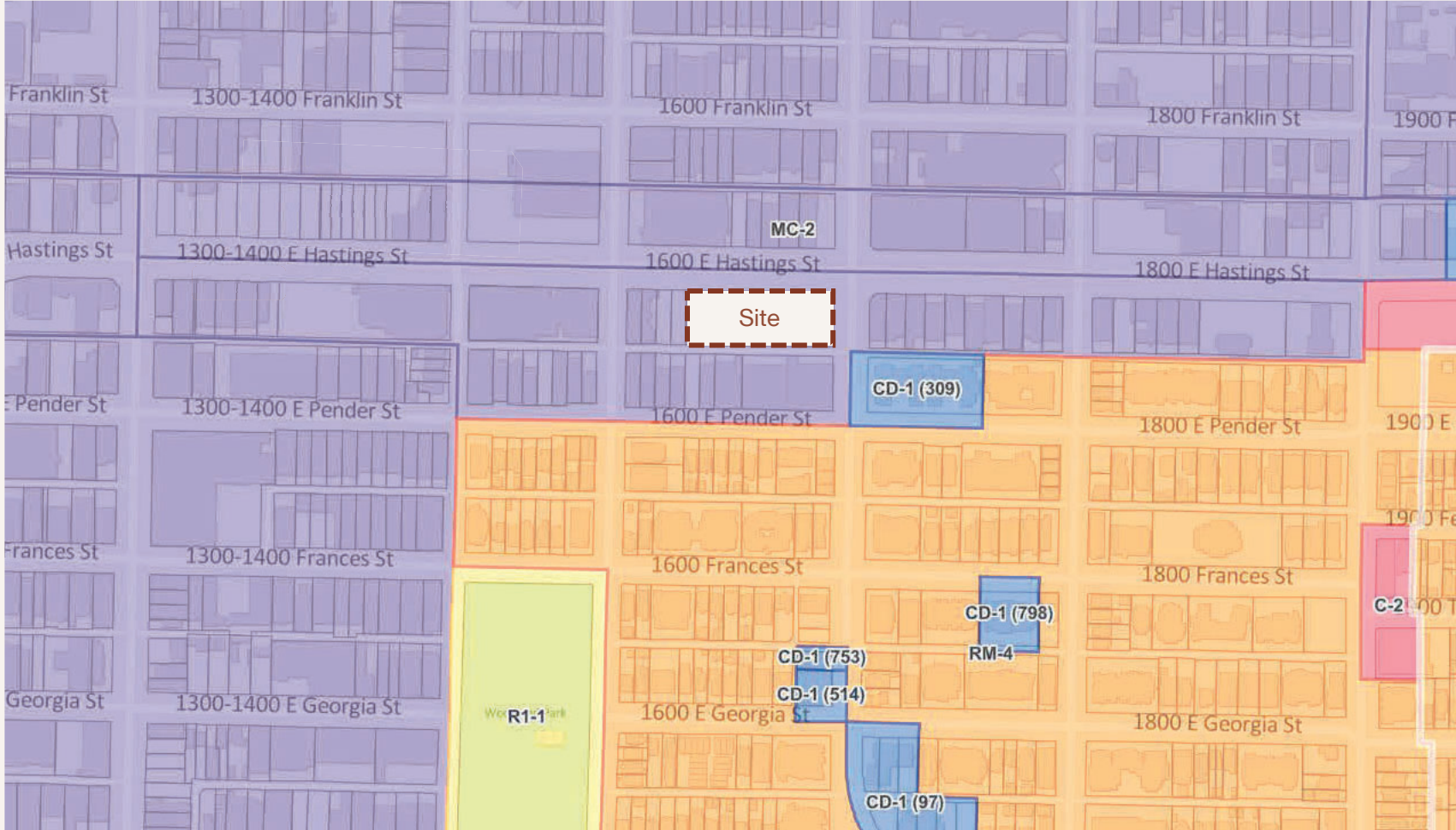
- 1 Project Site
- 2 Aboriginal Friendship Centre
- 3 Woodland Park
- 4 Community Centre + Library
- 5 Britannia Elementary and High School
- 6 Salsbury Park

Transportation

- Rapid Bus Line
- Bike Route

2.5

Context Map Adjacent Zoning



Legend

- MC-1 / MC-2 Industrial
- RM-4 Residential
- CD-1 Comprehensive Development
- C-2 Commercial
- R-1 Residential Inclusive

Project Site:
Current Zoning MC-1
Proposed Zoning: CD-1

Applicable Policy

This proposal is informed by the following City of Vancouver policies and strategies:

- Vancouver Plan (2022);
- Grandview-Woodland Community Plan (2016);
- Rezoning Policy for Sustainable Large Developments (2018, amended);
- Housing Vancouver Strategy (2017);
- Green Buildings Policy for Rezoning (2010, amended 2023);
- City of Reconciliation Framework (2014);
- UNDRIP Strategy and Action Plan (2022); and
- Childcare Strategy and Design Guidelines.

Grandview Woodland Community Plan

The site at 1618–1680 East Hastings Street is proposed to be rezoned from MC-1 to a Comprehensive Development District (CD-1) to support the Urban Indigenous Youth and Education Project (UIYEP). The proposed rezoning is directly informed by the Grandview-Woodland Community Plan, which identifies this location as a “Special Site” where additional height and density may be considered to support the renewal and expansion of the Urban Native Youth Association (UNYA) youth centre and the delivery of additional Indigenous-serving social, cultural, and community uses. The proposed uses and form of development are consistent with this long-standing policy direction and respond to the Plan’s emphasis on reconciliation, community well-being, social infrastructure, and housing affordability.

As illustrated at left, the proposed site in the Plateau area is identified as 10+ stories in height.

This portion of Hastings Street will have the highest buildings, in tower forms set atop a street-fronting podium. Building heights will be mixed to create variation in scale, generating a “saw tooth” pattern that brings sunlight and openness to the street. New development will support the renewal and expansion of key social facilities, the creation of a new mixed-use environment and an improved public realm.

Highlights of the Grandview Woodland Plan (pg 55)

Hastings Plateau Land Use Plan





Rezoning Intent

Policy Alignment – Design



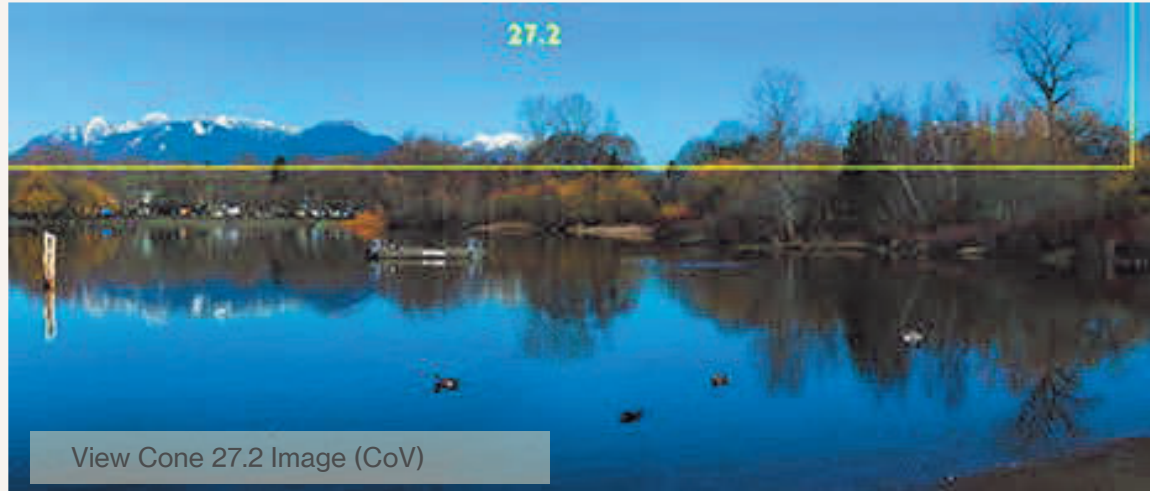
The proposed UIYEP project embodies an aspirational vision for how city-building can advance reconciliation, equity, and long-term community resilience. Grounded in the Vancouver Plan and the Grandview-Woodland Community Plan, the project transforms long-standing policy goals into a living place that brings social housing, education, childcare, and community together in a culturally grounded and future-oriented way.

The **7 big moves** listed at right reflect a commitment to inclusive growth, Indigenous leadership, and shared stewardship – demonstrating how thoughtful design and programming can strengthen neighbourhoods, honour place, and create lasting public benefit for generations to come

- **Renew and expand Indigenous-serving spaces:** Implements long-standing Grandview-Woodland policy direction for the site as a “Special Site” by enabling the expansion of UNYA, establishing NVIT’s Vancouver campus, and delivering culturally grounded childcare. *Grandview-Woodland Community Plan (2016), “Places” Chapter – Hastings Plateau / Special Sites policies, pp. 35-43.*
- **Advance reconciliation and equity:** Aligns with both plans’ commitments to reconciliation by centring Indigenous-led institutions, cultural continuity, and community well-being within the development. *Vancouver Plan (2022), “Equity and Reconciliation” policies, pp. 14-17; Grandview-Woodland Community Plan (2016), Plan Principles – Reconciliation, pp. 9-11.*
- **Context-sensitive urban form:** Uses stepped massing and podium-based design to transition to surrounding buildings while reinforcing an active, civic street presence, consistent with neighbourhood character and design guidance. *Grandview-Woodland Community Plan (2016), Urban Design and Built Form policies, pp. 35-41.*
- **Strengthen Grandview-Woodland as a community hub:** Reinforces the neighbourhood’s role as a centre for Indigenous culture, services, education, and social support, supporting long-term social resilience and inclusive growth. *Grandview-Woodland Community Plan (2016), Arts, Culture, and Community Well-Being Chapters, pp. 187-205.*
- **Transit-oriented, mixed-use development:** Concentrates housing, education, childcare, and community-serving uses on East Hastings Street and Commercial Drive, aligning with the Vancouver Plan’s direction to focus growth along frequent transit corridors and support walkable, complete communities. *Vancouver Plan (2022), Section: “Complete Neighbourhoods” and “Housing Choice,” pp. 38-45, 62-67.*
- **Deliver secure, affordable rental housing:** Provides secure affordable rental social housing, including family-sized units, supporting city-wide goals to increase housing supply, improve affordability, and reduce displacement for vulnerable households, including Indigenous families. *Vancouver Plan (2022), “Housing for All” policies, pp. 58-63; Grandview-Woodland Community Plan (2016), Housing Chapter, pp. 125-134.*
- **Co-locate social infrastructure:** Integrates social housing with Indigenous-led education, youth services, and childcare, advancing the Vancouver Plan’s emphasis on complete neighbourhoods where daily needs are met close to home. *Vancouver Plan (2022), “Social Infrastructure and Services,” pp. 72-75; Grandview-Woodland Community Plan (2016), Community Well-Being Chapter, pp. 195-205.*

2.8

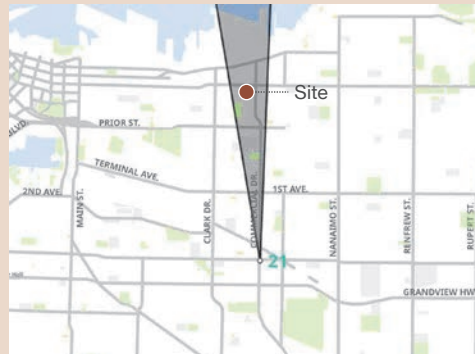
View Cones Compliance Narrative



Location & proximity to View Cone 21

View cone 21 extends from the southeast corner of Commercial Drive and East Broadway to Crown and Grouse Mountain.

The proposed project is located approximately 2 km away at the corner of East Hastings and Commercial Drive and **will respect View Cone 21**



View Cone 21 Plan (CoV)

Location & proximity to View Cone 27.2

View cone 27.2 protects views of the North Shore mountains from Trout Lake, and extends from Beauty Peak to The Forefinger mountain as shown in the image above.

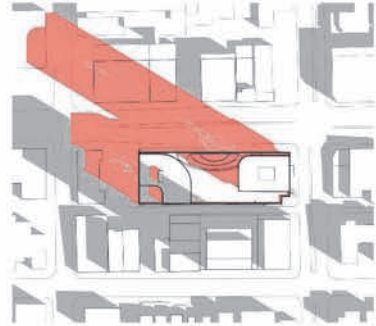
The proposed project is located approximately 3 km away at the corner of East Hastings and Commercial Drive and **will respect View Cone 27.2.**



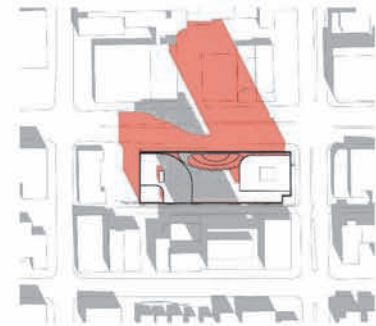
View Cone 27.2 Plan (CoV)

2.9

Shadow Analysis



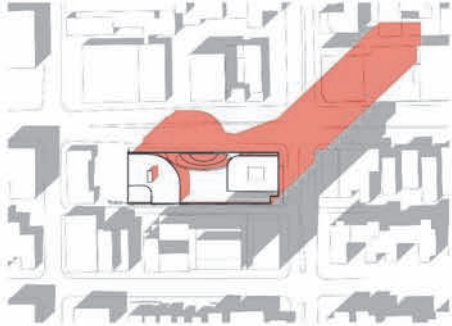
1 MARCH 21 SPRING 10AM



2 MARCH 21 SPRING 12PM



3 MARCH 21 SPRING 2PM



4 MARCH 21 SPRING 4PM



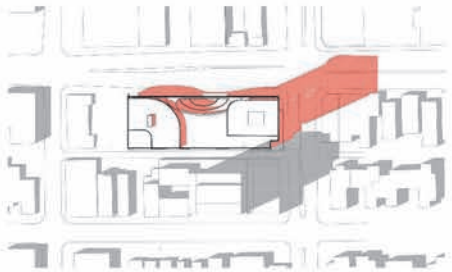
5 JUNE 21 SOLSTICE 10AM



6 JUNE 21 SOLSTICE 12PM



7 JUNE 21 SOLSTICE 2PM



8 JUNE 21 SOLSTICE 4PM



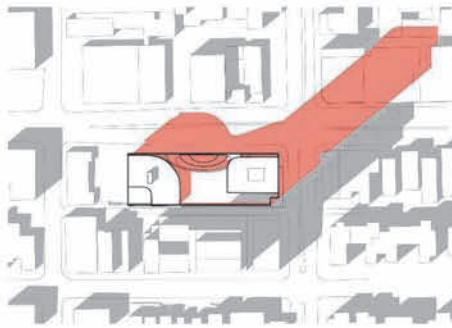
9 SEPTEMBER 22 FALL 10AM



10 SEPTEMBER 22 FALL 12PM



11 SEPTEMBER 22 FALL 2PM



12 SEPTEMBER 22 FALL 4PM



03 Design Concept

- 3.1 **Indigenous Design Framework**
- 3.2 **Sustainability:** Climate Resilience and Stewardship
- 3.3 **Design Response:** Program Relationships
- 3.4 **Design Response:** Formal Expression
- 3.5 **Experience:** Exterior Views
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3.1

Indigenous Design Framework

Project Vision, Values, and Principles

Vision

The project’s vision is to create an Indigenous centre of wellbeing and learning that is welcoming to all, grounded in culture, and deeply connected to community – where self-determination is nurtured and future generations are empowered to grow, heal, and thrive.

Values

Guided by Indigenous **values** of respect, reciprocity, relevance, and responsibility.

Principles

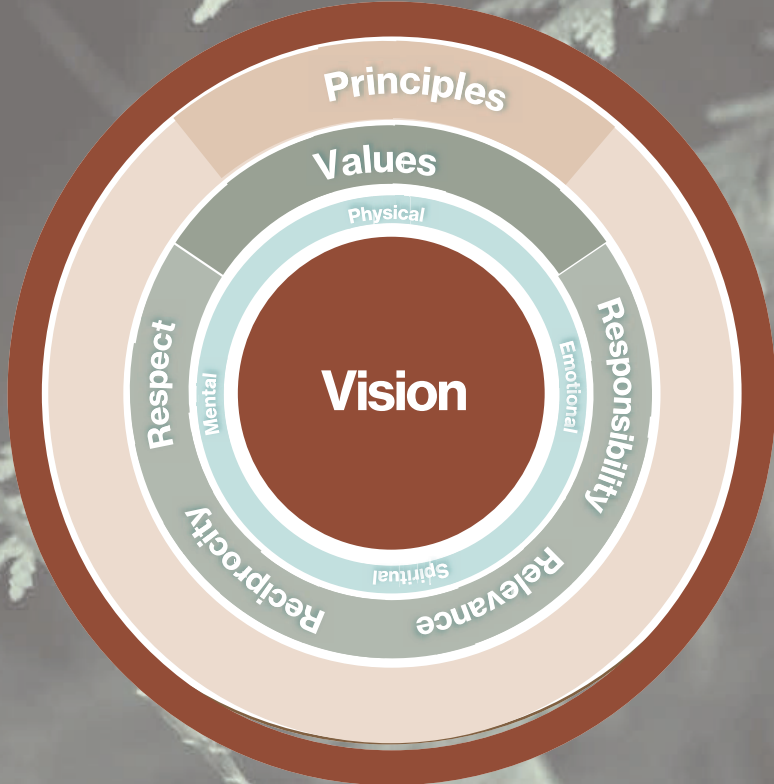
Take a holistic approach to health and wellbeing that is grounded in the physical, emotional, mental, and spiritual ways of Indigenous peoples.

Create a supportive, connected community of Indigenous children, youth, adults and elders of all backgrounds.

Celebrate Indigenous excellence and achievements to help inspire future generations.

Transform the urban Indigenous landscape of Vancouver into a safe, vibrant and thriving community.

Build capacity and foster reciprocity within the local Indigenous community and beyond.

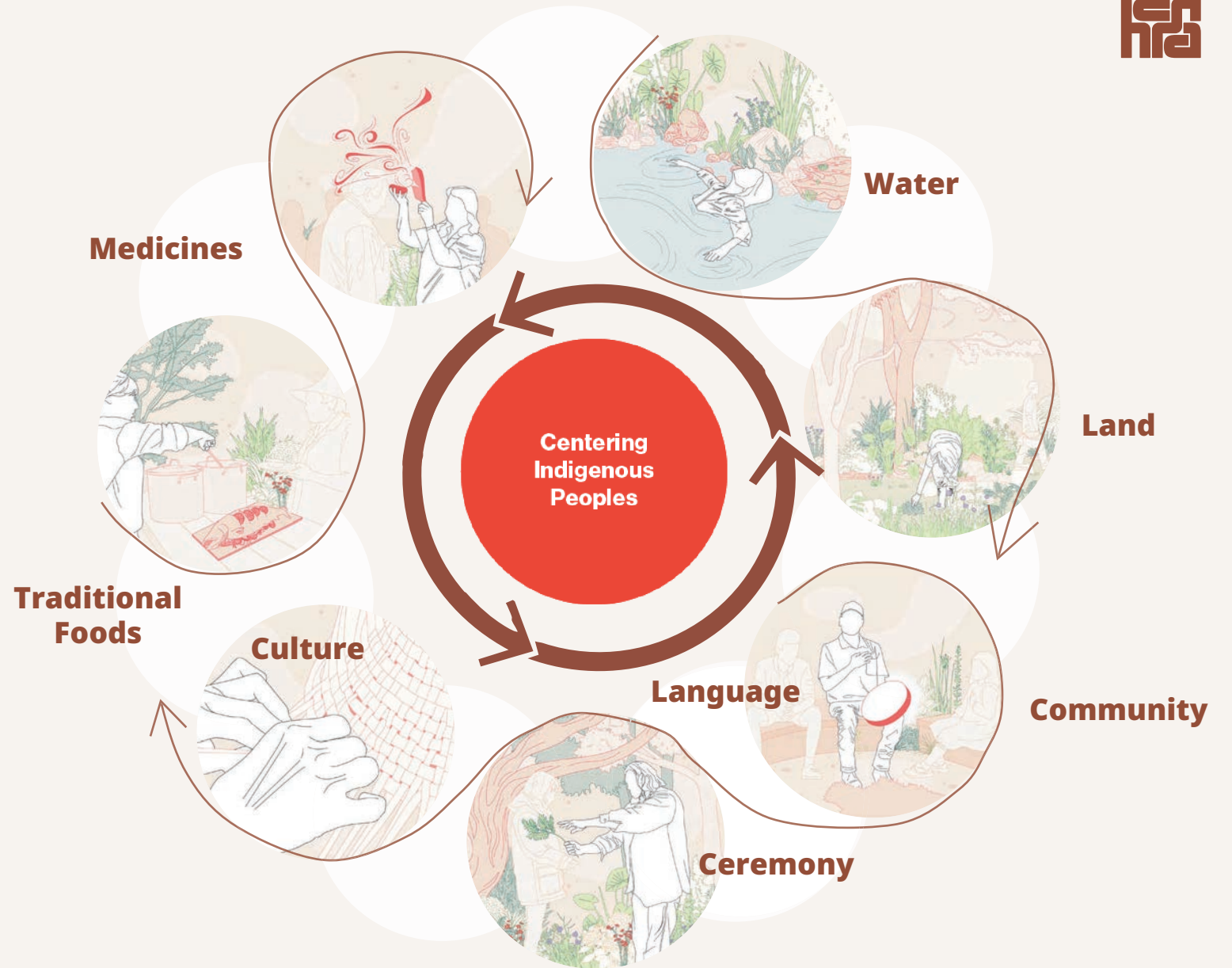


3.2

Sustainability Strategy Overview

The Project's sustainability approach places Indigenous peoples at the centre of an interconnected system of water, land, medicines, traditional foods, culture, language, ceremony, and community, framing sustainability as a relational and living practice. By grounding environmental performance in **stewardship, reciprocity, and balance**, the project reinforces outcomes that parallel established measures of sustainable design – reduced resource consumption, healthier environments, and durable systems that support people and ecosystems over time.

The project is targeting certification under the Canada Green Building Council's **Zero Carbon Building – Design Standard**, with a focus on minimizing operational greenhouse gas emissions through efficient building systems, low-carbon energy strategies, and a high-performance envelope. The project has also begun assessing site-specific climate vulnerabilities, including exposure to wildfire smoke, increasing summer overheating, and winter storm-related power outages. These assessments are informing early design strategies such as enhanced filtration and ventilation, passive cooling and shading, thermal resilience, and emergency power and shelter-in-place considerations. Together, this integrated approach ensures the project not only reflects Indigenous values of stewardship and care for future generations, but also delivers a robust, climate-resilient building capable of adapting to changing environmental conditions over its lifespan.



Sustainability

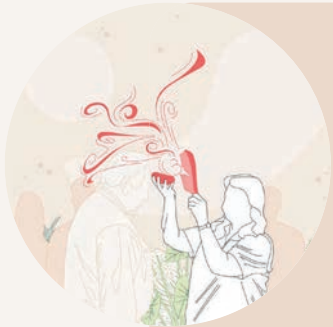
Climate Resilience And Stewardship

3.2



Land and Water Stewardship:

The design positions connection with land and water as a guiding element of the project – one that teaches, connects, and heals – by weaving land and water stewardship, cultural meaning, and traditions into the everyday experience of the building and its public realm. Through outdoor learning areas, gardens, art, storytelling, and opportunities to listen to rain and observe ecological life, the design creates meaningful ways for children, youth, adults, elders, and educators to connect cultural teachings about land and water to daily life and place.



Healing Medicines:

The project incorporates spaces for growing, learning about, and caring for medicinal plants, alongside areas for storytelling, teaching, and quiet reflection. These environments enable elders and knowledge keepers to share teachings about plant knowledge, harvesting protocols, and healing practices. By embedding land and medicines into the physical and social fabric of the project, the design advances sustainability as stewardship – strengthening relationships to place, supporting health and resilience, and ensuring that cultural knowledge is carried forward to future generations



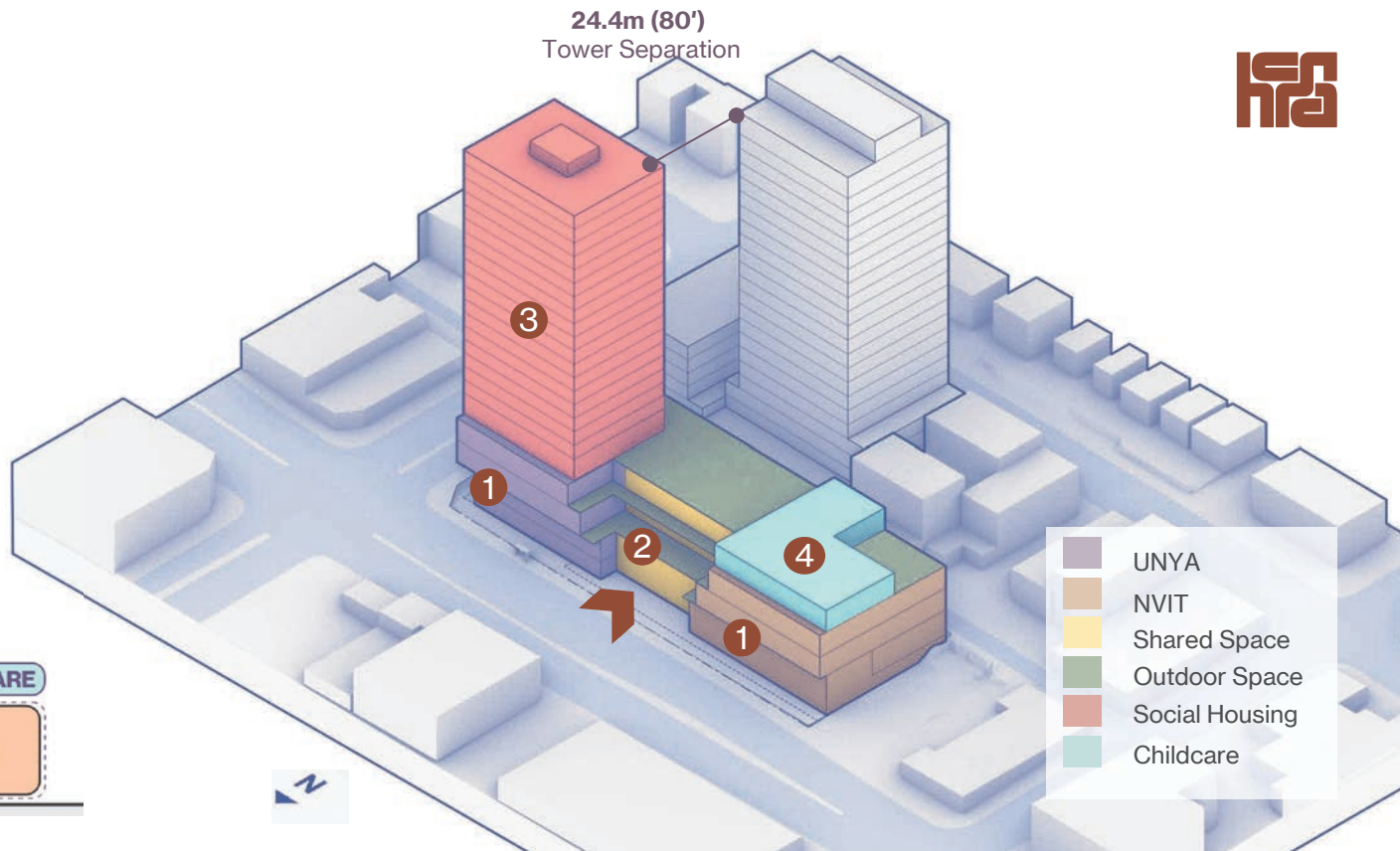
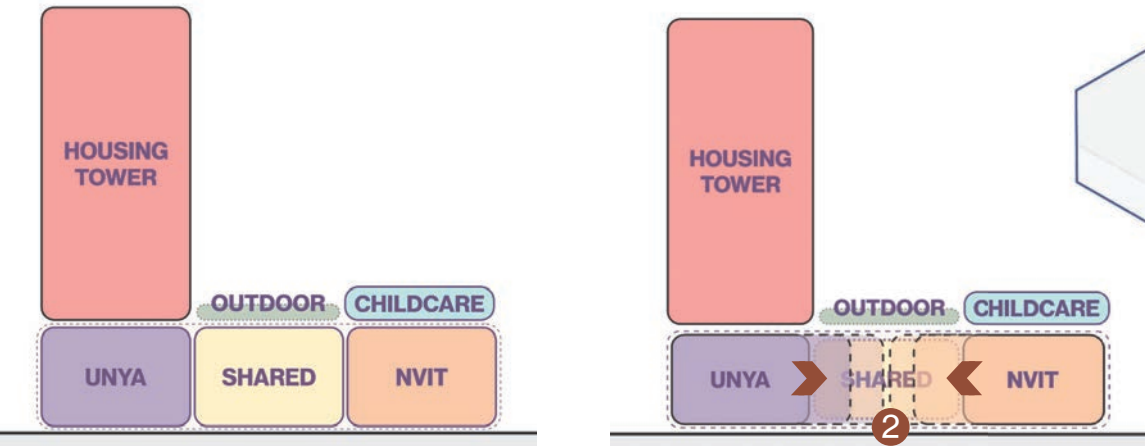
Food Sovereignty and Food Security

The project supports the revitalization of traditional food systems by creating space for ancestral practices related to harvesting, preparing, and preserving traditional foods. These spaces strengthen cultural identity and support intergenerational knowledge transfer by reconnecting youth with Elders and land-based skills. Dedicated areas for teaching and learning, such as communal kitchens and food preparation spaces, enable activities like bannock making, plant education, and cultural healing, reinforcing relationships to land, language, and tradition.

By improving access to culturally appropriate food and food preparation, the project also supports health, resilience, and self-determination. Multiple scales of kitchen spaces provide opportunities for daily meals, community food programs, and shared cooking, reducing reliance on expensive and less nutritious store-bought foods while improving food security and autonomy. Through harvesting, preserving, cooking, and sharing food, the project reinforces land and water stewardship practices rooted in reciprocal relationships with ecosystems, strengthening long-term care for land and community wellbeing

3.3

Design Response Programmatic Relationships



1 Partners with unique identity
The internal organization of the podium reinforces the project’s core concept of **distinct Indigenous institutions coming together to strengthen one another**. UNYA and NVIT are located on opposite sides of the podium, establishing clear “home bases” that respect their unique identities, operational needs, and user groups, including differing schedules, security requirements, and patterns of use.

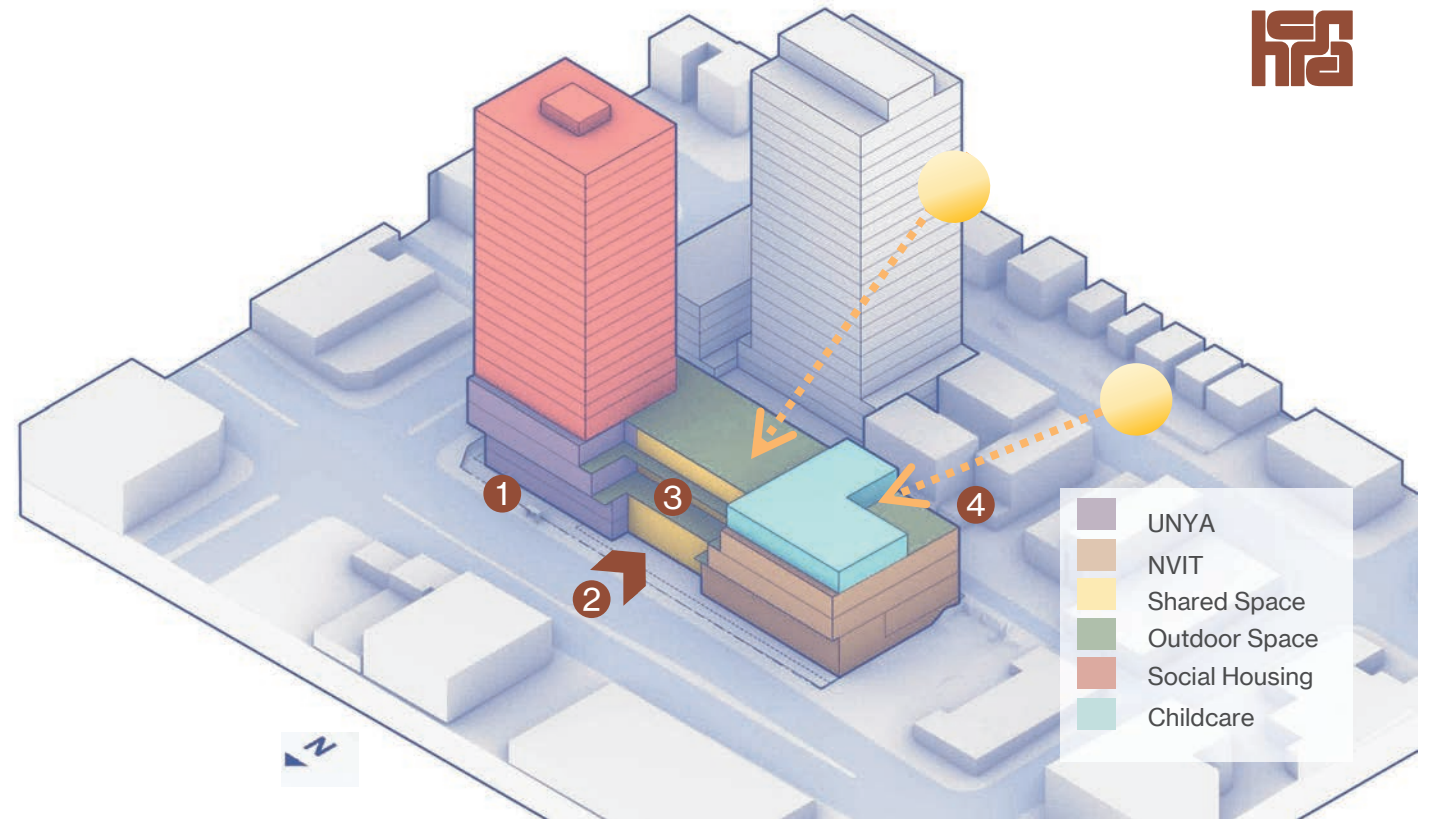
2 Partners stronger together
Centrally located shared community spaces provide intentional points of connection for gathering, learning, wellness, and cultural programming, creating opportunities for **collaboration and exchange between youth, students, elders, and community members**. This spatial arrangement supports relationship-building without compromising institutional autonomy, expressing Indigenous principles of reciprocity, respect, and collective strength.

3 Connect to the residential neighbourhood
Residential uses are removed from the busy arterial streets into a tower that anchors the project’s massing. **Access to the tower is off Commercial Drive** connecting the homes to the residential neighbourhood. Access and amenities are clearly organized to ensure safety, dignity, and clarity of circulation.

4 Protected and connected childcare
Childcare spaces are integrated at the roof level of the podium with direct access to **secure outdoor play areas**, reinforcing visibility, safety, and connection to NVIT’s Early Childcare programs.

3.3

Design Response Programmatic Relationships



1 Pedestrian scale street level
The ground levels of the podium along East Hastings Street and Commercial Drive are shaped to create **a human scale pedestrian experience at street level**. This is created through setbacks in the massing along both street edges accommodating the Transportation SRW that supports pedestrian volumes and provides weather protection.

2 Activate & unify the street with a plaza
A plaza is created at the centre of the site along Hastings Street through an additional setback. Its location formally acknowledges the **shared entry** to UNYA and NVIT, providing equal and direct access to both institutions while unifying the street. The plaza forms a **vibrant outdoor space** that extends into a shared welcome circle, a retail café, and a retail bookstore. It is intentionally set apart from the transit stop to ensure the entry experience feels safe, welcoming, and protected.

3 Terraced healing gardens
The massing cascades outward from the central shared space allowing each floor access to **terraced healing gardens** that provide protected access to traditional plants, medicines, gardens, and outdoor gathering spaces from each level.

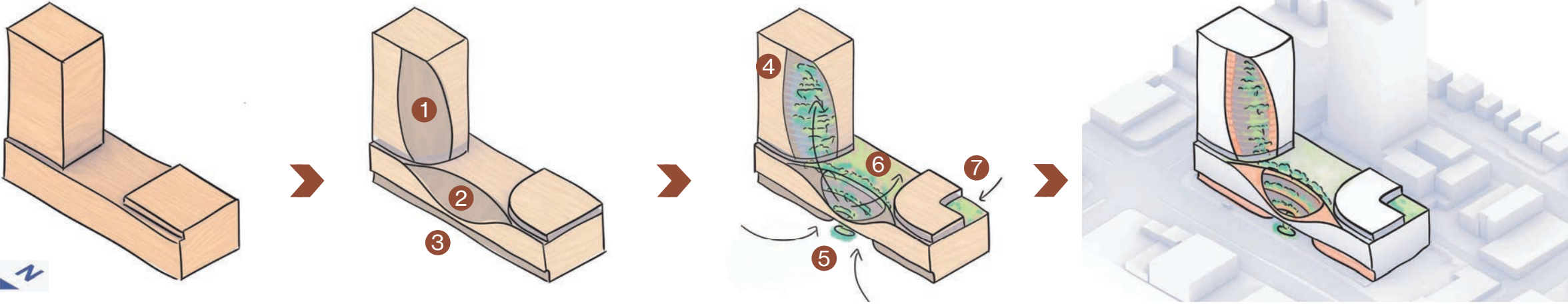
4 Prioritize light and shelter for outdoor childcare spaces
Outdoor childcare play spaces are carved out to **maximize sunlight and shelter** from main arterial streets.

3.4

Design Response Formal Expression: Coast Salish Carving



Carving is central to Coast Salish culture as a way of expressing identity, history, and spiritual relationships with the land, animals, and ancestors. Through carvings such as house posts, masks, and tools, knowledge and stories are passed down across generations, reinforcing community values and cultural continuity. The buildings formal expression honours the unique and distinct Coast Salish forms through carving out shared community spaces that create connection to the land on each level.



- 1 Carve out space for **communal balconies** up housing tower
- 2 Carve out a **shared social heart** between UNYA and NVIT
- 3 Carve out ground level area along East Hastings street to allow for Transportation SRW, to provide weather protection, and create gracious entry plaza
- 4 Planted communal balconies provide **equal access to outdoors** for every housing level
- 5 Opportunity for native plantings, a feature cedar tree and **ground level plants & medicines to flow into the space**
- 6 A variety of **terraced outdoor healing gardens** provide protected access to traditional plants, medicines, gardens, and outdoor gathering spaces from each level.
- 7 Outdoor childcare play spaces are carved out to **maximize sunlight and shelter** from main arterial streets



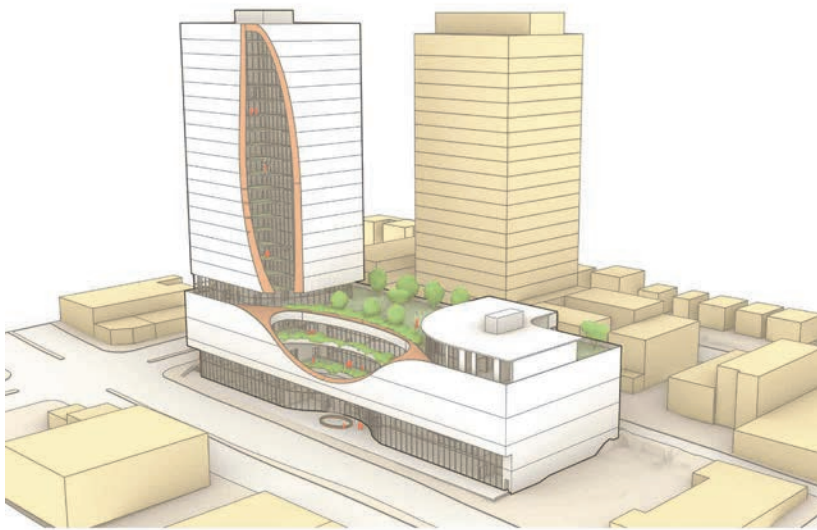
Artist: James Harry

Western Red Cedar

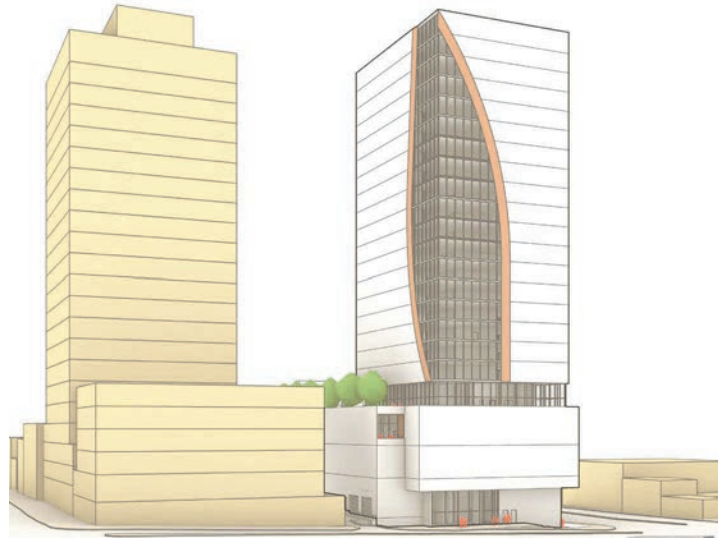
Image Source: St. Paul's Hospital Traditional Medicine Garden

3.5

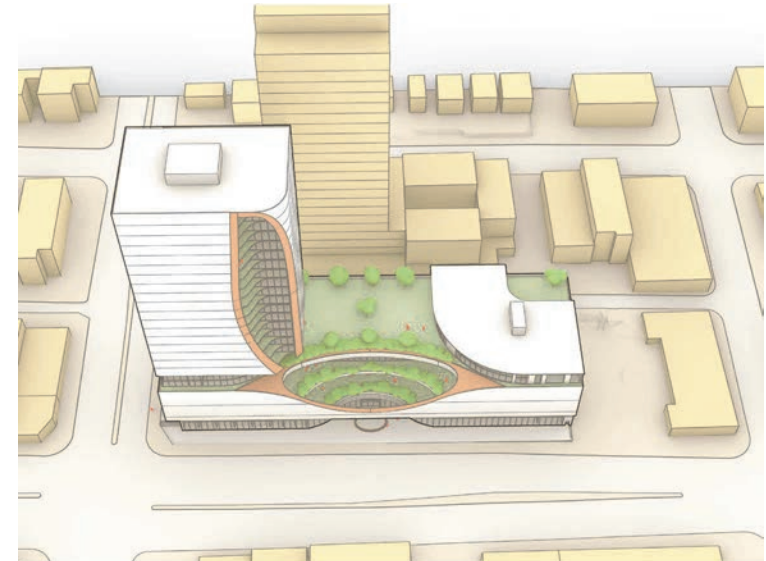
Experience Exterior Views



Northwest Perspective View



Southeast Perspective View



North Perspective View

1 Tower and podium separation

The design acknowledges the tower-and-podium configuration by clearly distinguishing the four-storey podium from the tower through a glazed and recessed fifth floor that provides a clear visual transition.

2 Active and engaged street

Hastings Street and Commercial Drive are animated by an active and unified street edge that incorporates a retail café, retail bookstore, NVIT's library, and a shared welcome circle. Extensive glazing strengthens visibility and reinforces street-level engagement.

3 Protected residential entrance

The setback of the massing along Commercial Drive creates a welcoming, human-scaled entrance that feels safe and offers protection from the weather.

4 Childcare pavilion

The childcare is housed in a pavilion located atop the four-storey podium. Its form is set back from Hastings Street and features a curved expression that connects to the central healing gardens.

**concept massing depicting overall envelope excluding punched window openings*

3.6

Project Statistics

Summary

Areas			
Site Area	3,745 sm	40,311 sf	
FSR Floor Area	21,247 sm	228,701 sf	
Gross Floor Area	30,065 sm	323,617 sf	
FSR			
	5.12 - 5.67		
Uses			
	sm	sf	%
Residential*	13,164 sm	141,696 sf	58.00
Institutional*	9,533 sm	102,612 sf	42.00
*above grade			
Height			
Storeys	23		
Building Height	81.77 m	268.27 ft	
Floor Plates			
Residential Tower*	700 sm	7,535 sf	
*excluding balconies			
Unit Mix			
	min.	max.	
0 Bed (Studio)	24	28	
1 Bed	36	48	
2 Bed	36	48	
2 Bed*	1	1	
3 Bed	12	12	
3 Bed*	1	1	
4 Bed	12	12	
Total	122	150	
*including in-home childcare			
Parking Stalls			
Standard	113		
Small	22		
Accessible	6		
Passenger Stalls			
Class A	10		
Class B	0		
Class C	0		
Loading Stalls			
Class A	2		
Class B	4		
Class C	0		
Bicycle Stalls			
Class A	287		
Class B	54		
Class C	0		

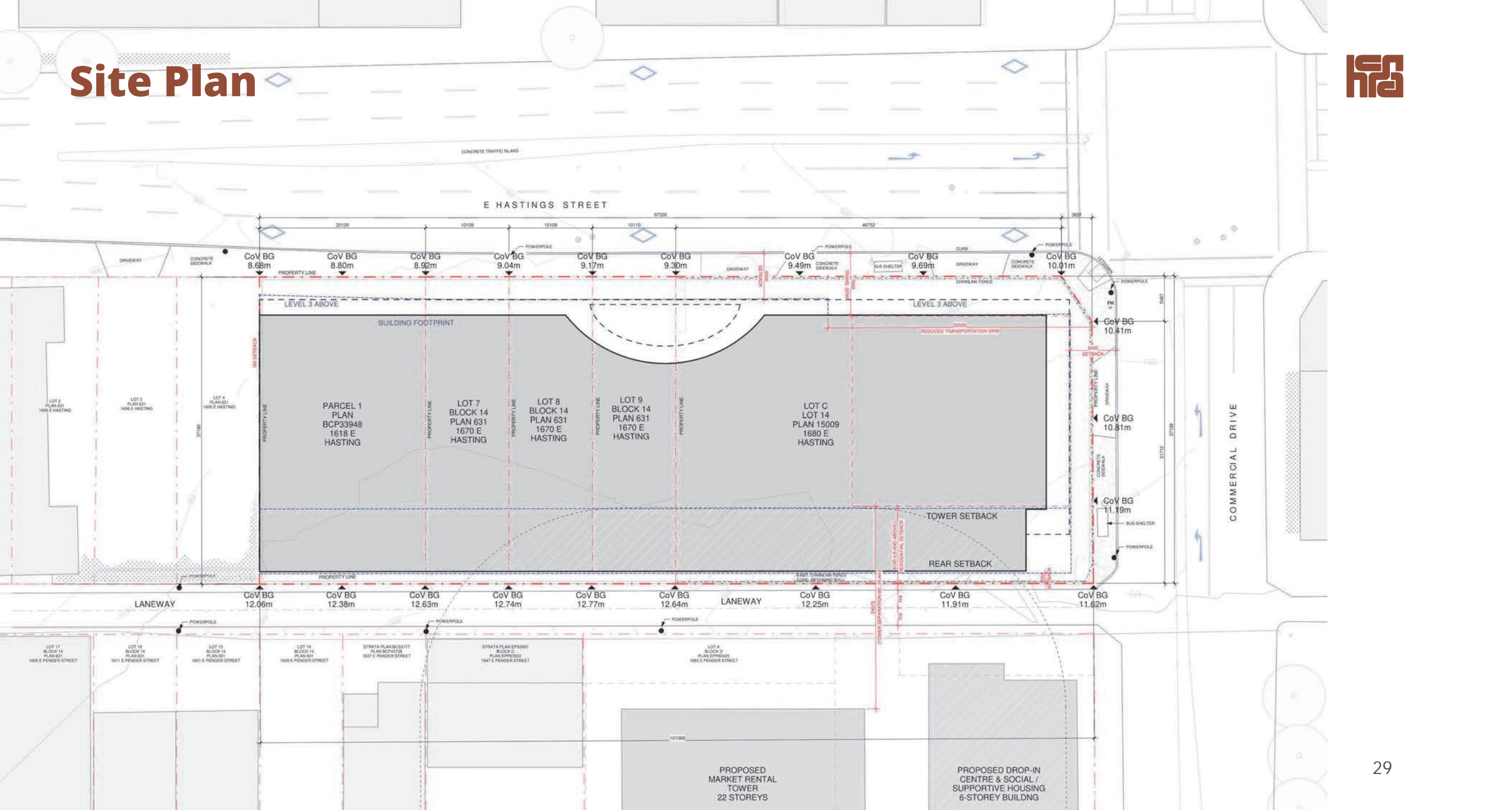
Residential Units

Unit Breakdown			sm	sf
TENURE	TYPE	SUBTOTAL	AVERAGE SIZE	AVERAGE SIZE
Rental	0 Bed (Studio)	26	35	377
Rental	0 Bed (Studio) Acc.	2	37	398
Rental	1 Bed	43	52	560
Rental	1 Bed Accessible	5	54	581
Rental	2 Bed	43	70	753
Rental	2 Bed Accessible	5	75	807
Rental	3 Bed	11	90	969
Rental	3 Bed Accessible	1	96	1,033
Rental	4 Bed	11	117	1,259
Rental	4 Bed Accessible	1	125	1,345
Rental	2 Bed*	1	107	1,152
Rental	3 Bed*	1	130	1,399
Total:		150		

*including in-home childcare

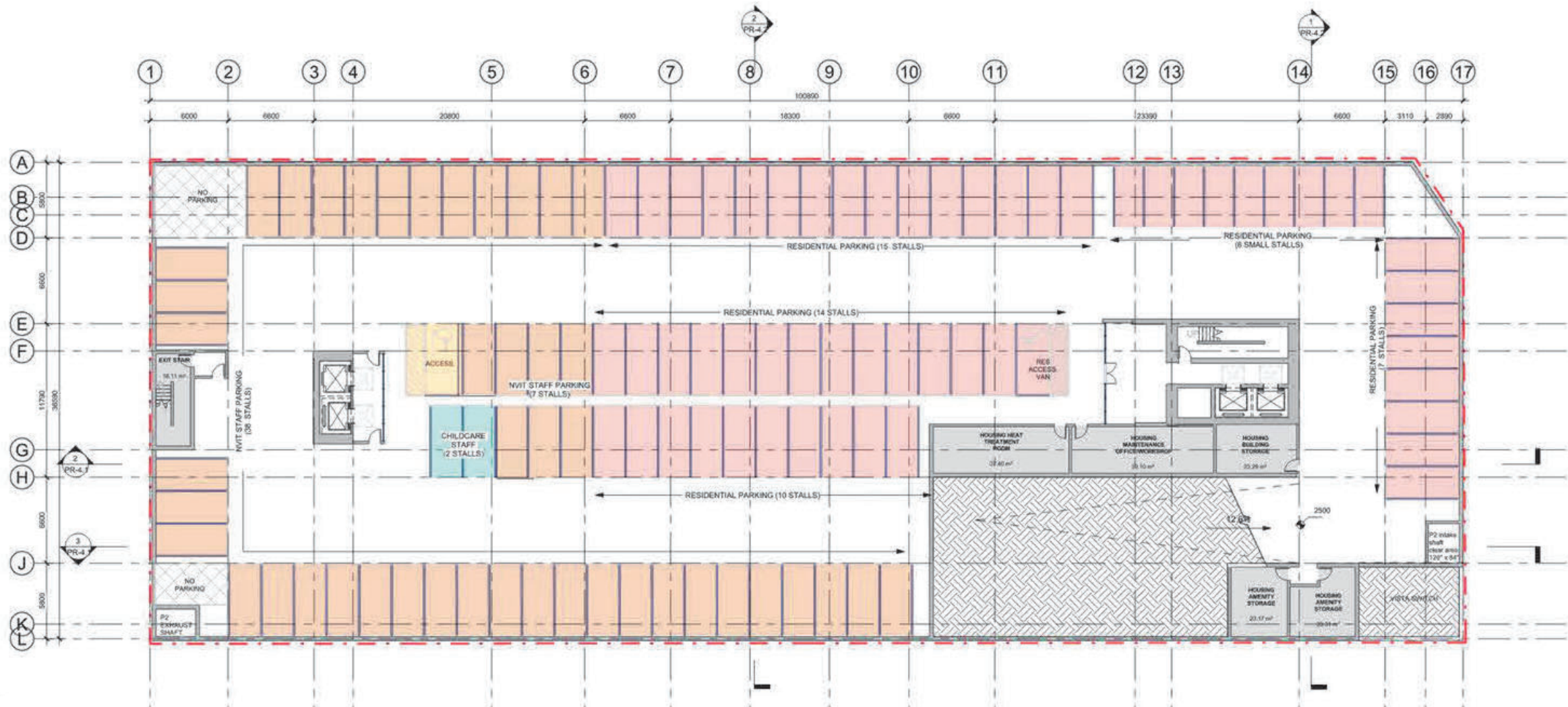
The social housing tower will include a minimum of 122 homes, ranging from studios to 4-bdrms. As the design is finalized, there may be opportunities to increase the unit count up to 150 homes.

Site Plan



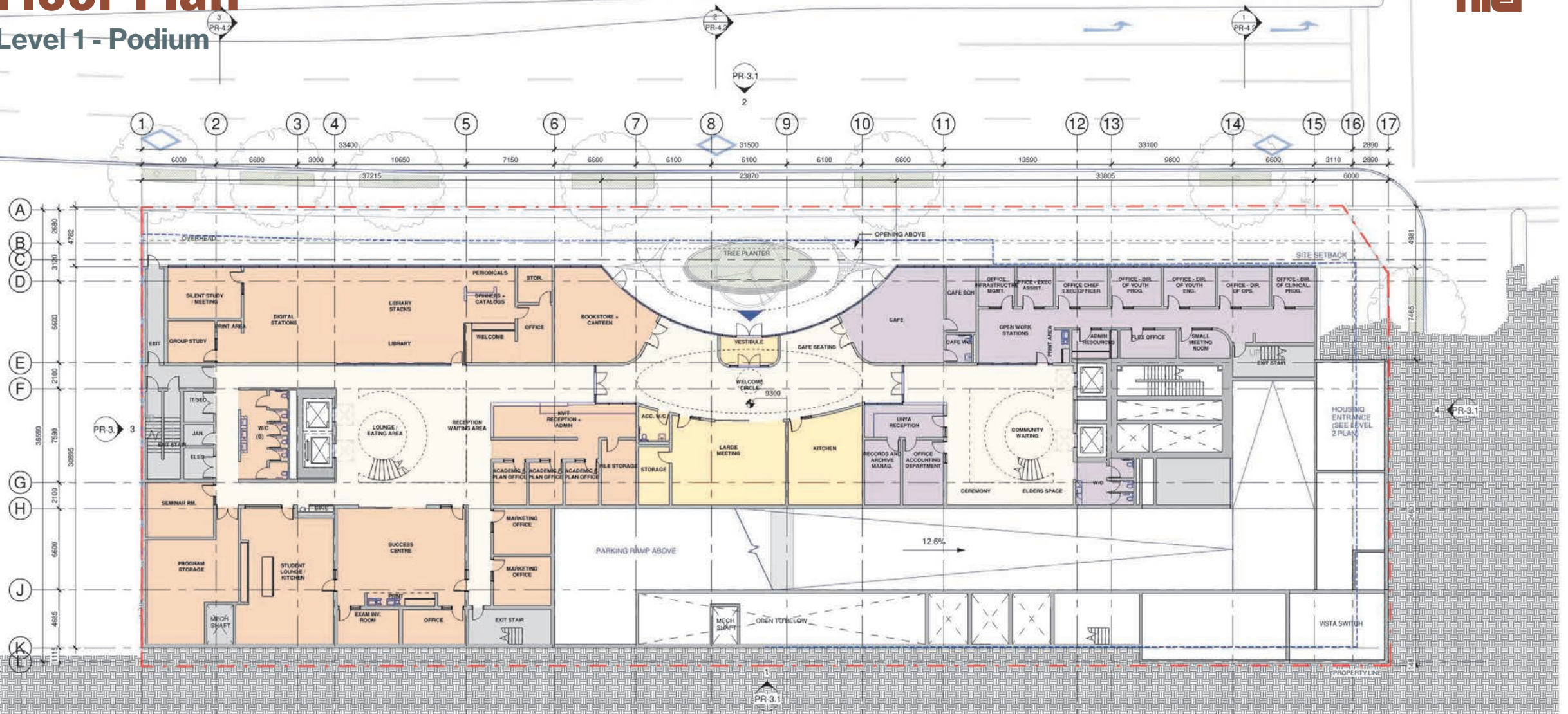
Floor Plan

P2 – Parkade L2



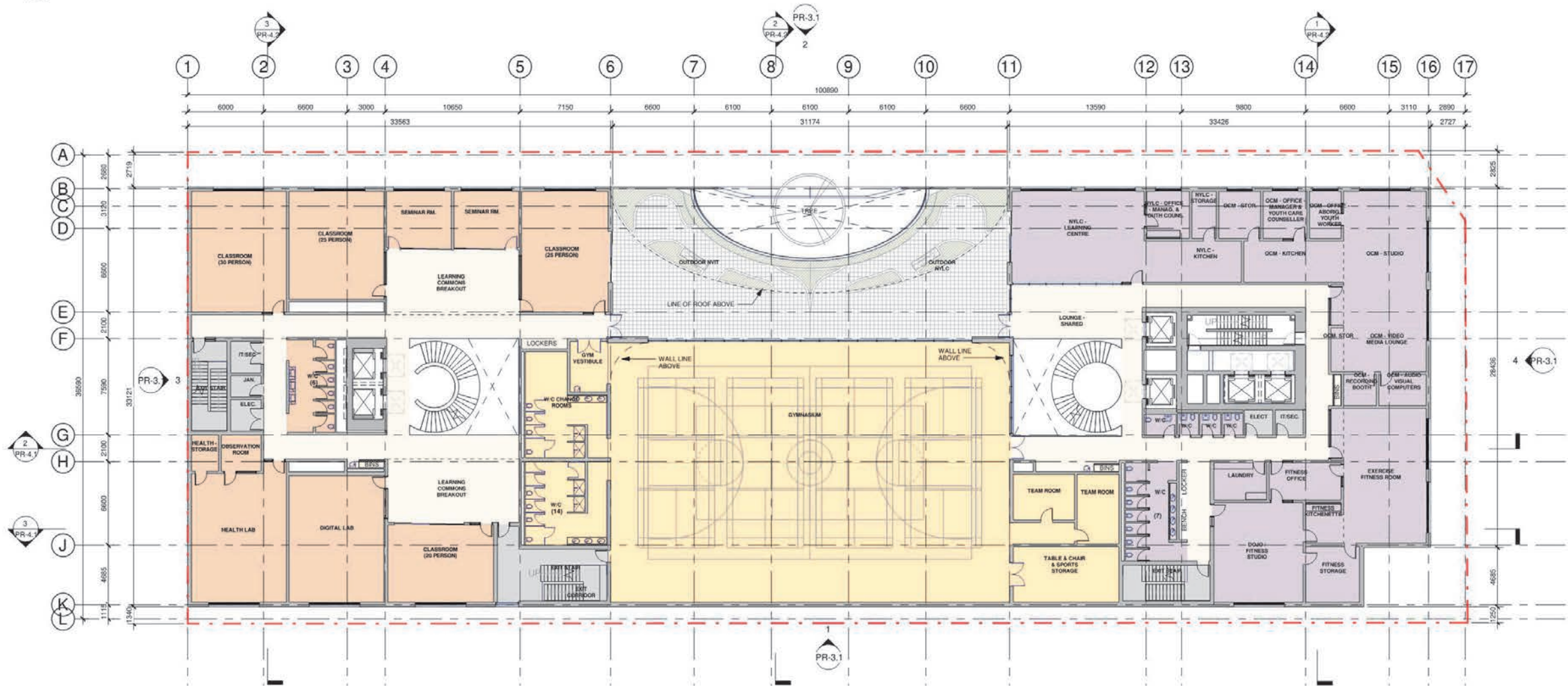
Floor Plan

Level 1 - Podium



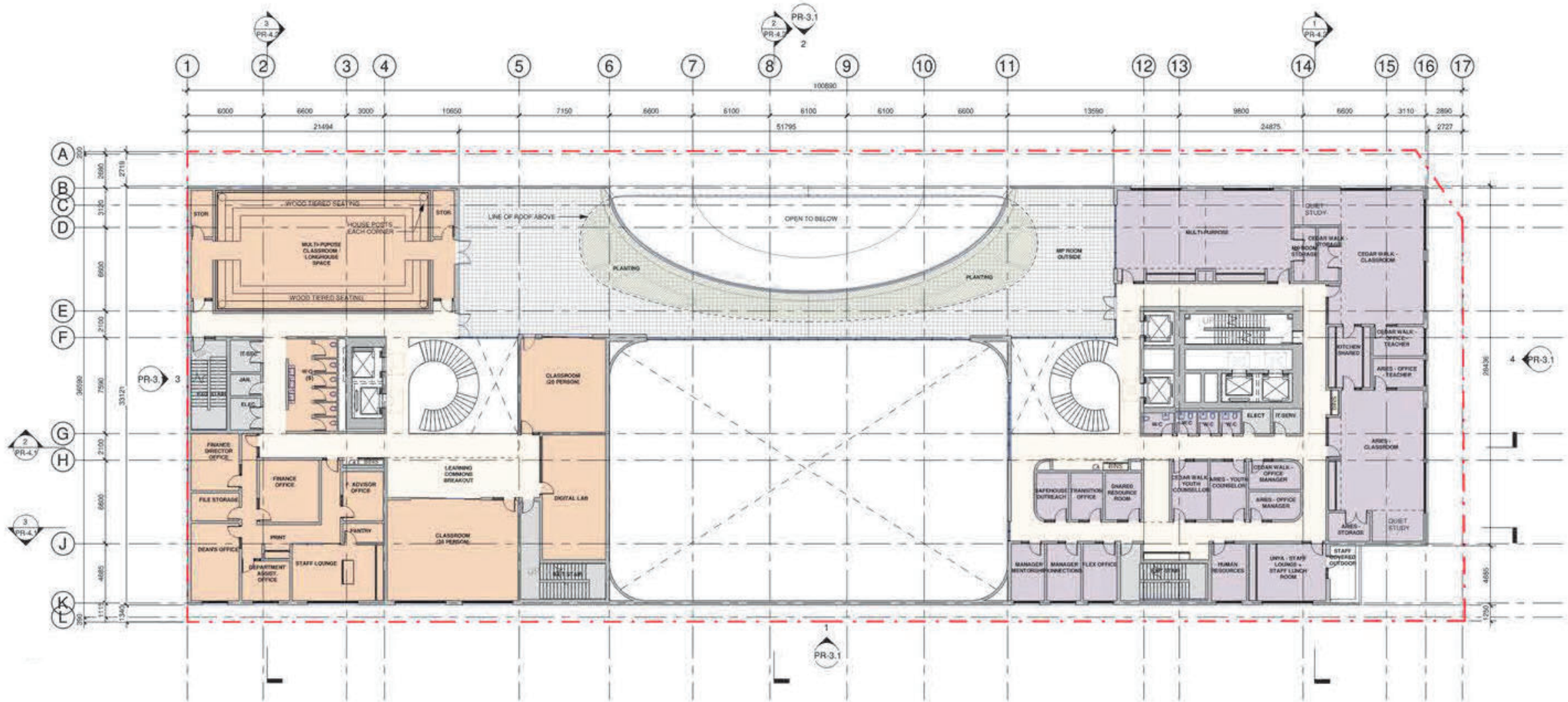
Floor Plan

Level 3 - Podium



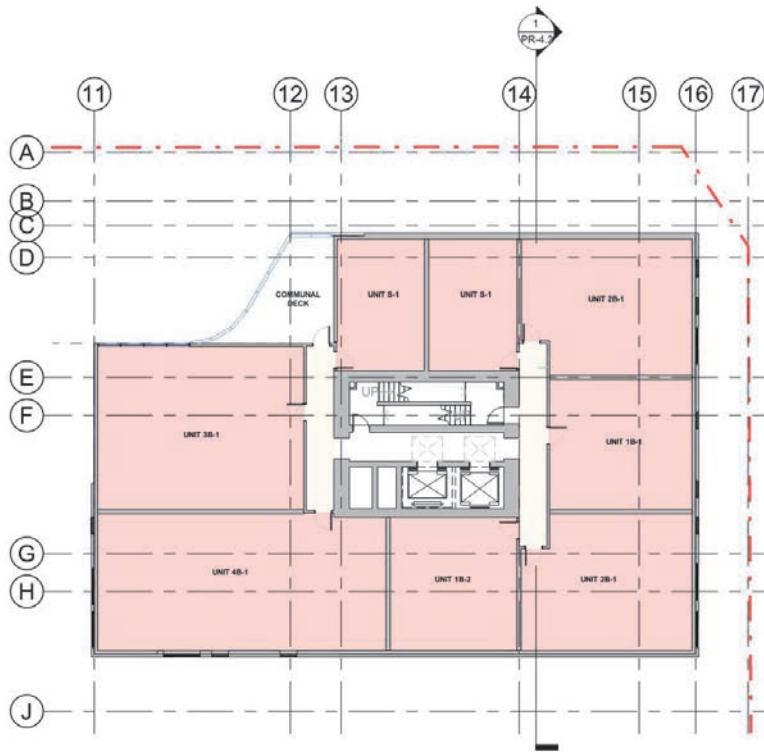
Floor Plan

Level 4 - Podium

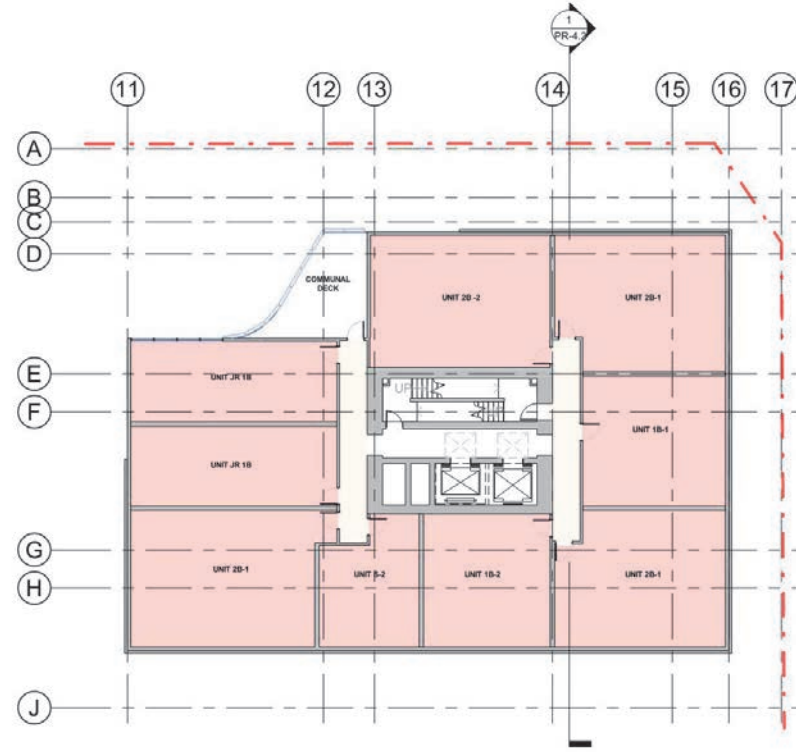


Floor Plan

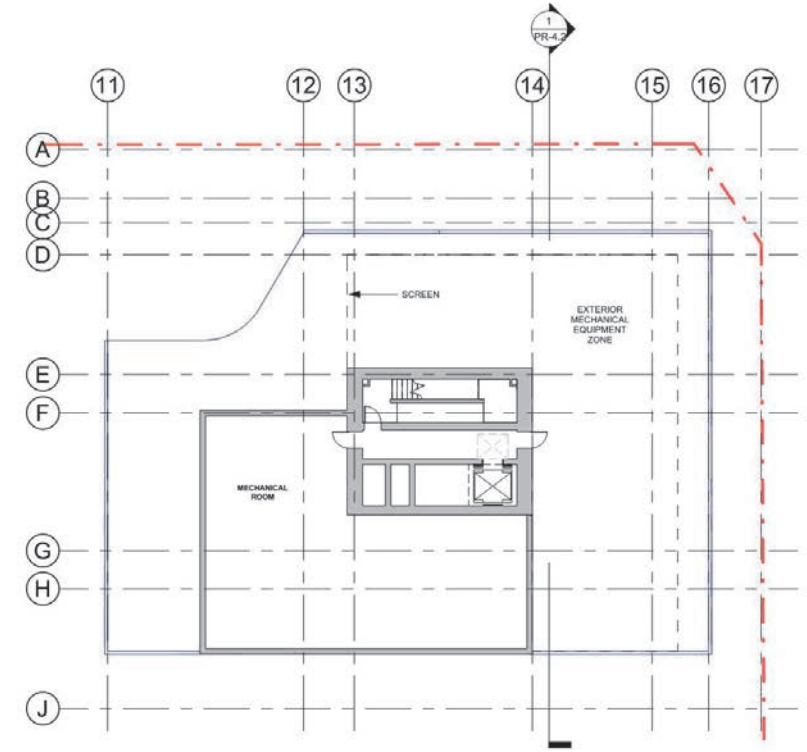
Tower – Typical Tower Floors
+ Roof Level



Typical Floor Plate 1 (12 Floors) L6-L17



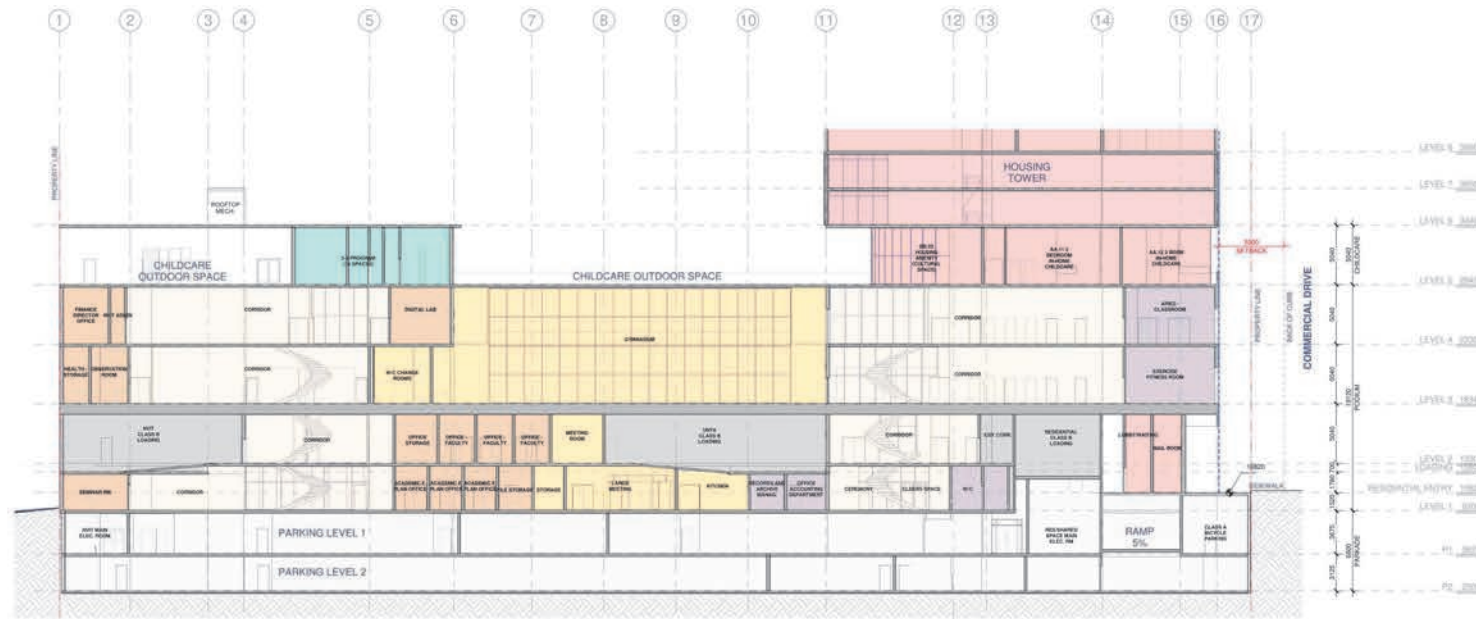
Typical Floor Plate 2 (3 Floors) L18-L20



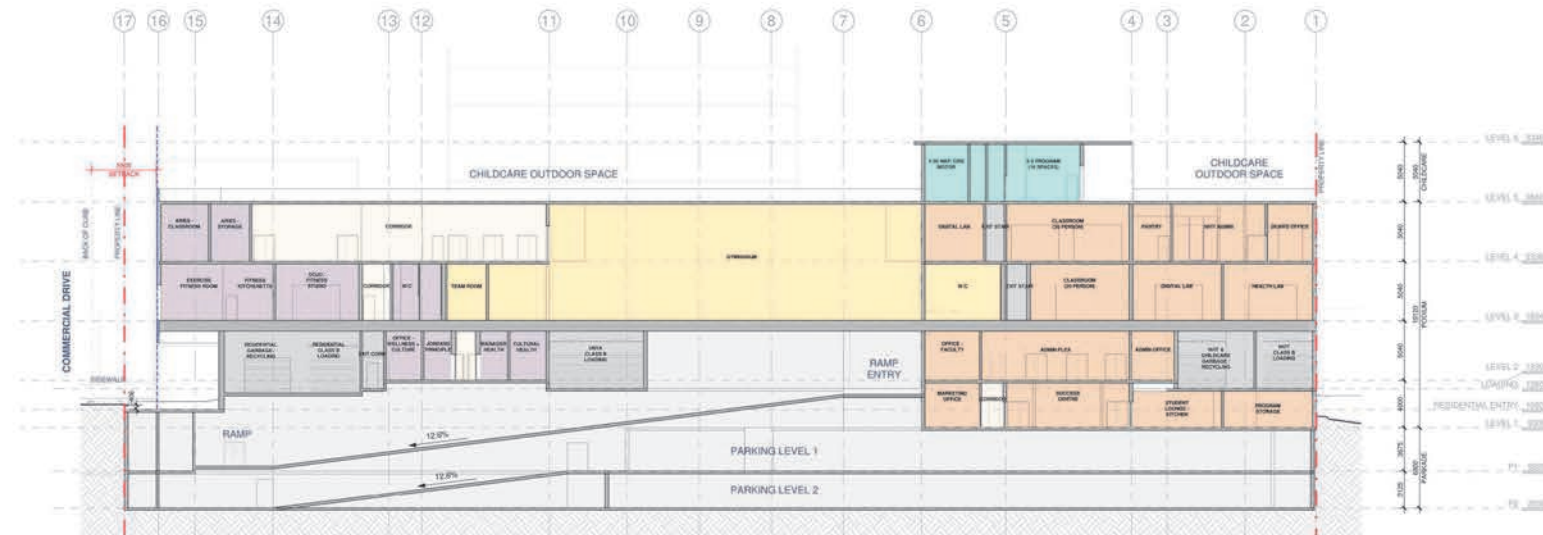
Roof Level

Building Sections

E-W at Residential Entrance
E-W at Laneway



2 PR - SECTION - E-W at Residential Entrance
1:200



3 PR - SECTION - E-W at Laneway
1:200

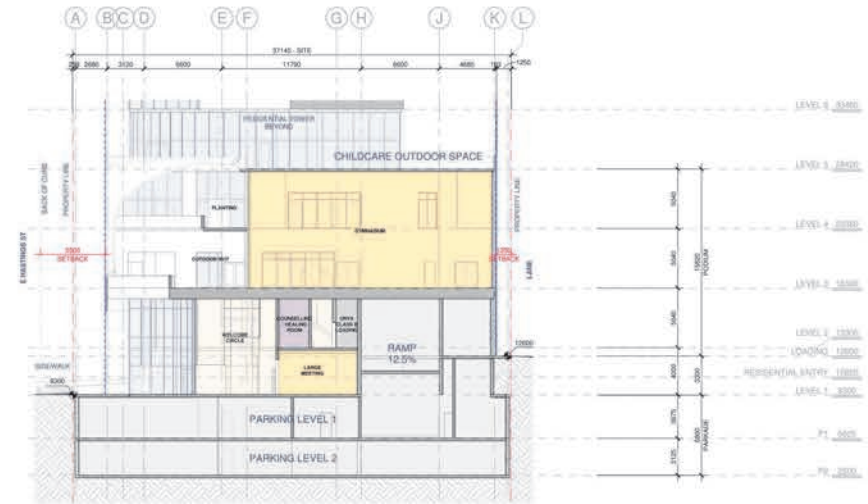
Building Sections



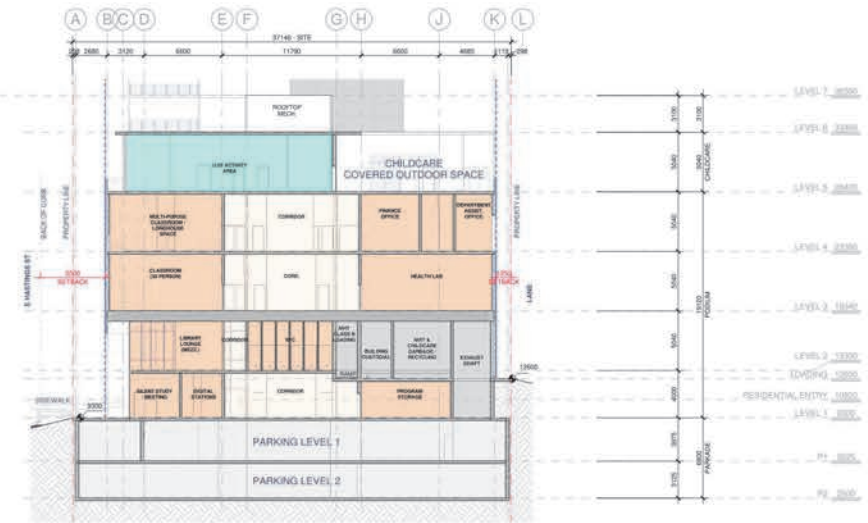
- N-S 1
- N-S 2
- N-S 3



1 PR SECTION - N-S 1
1:200



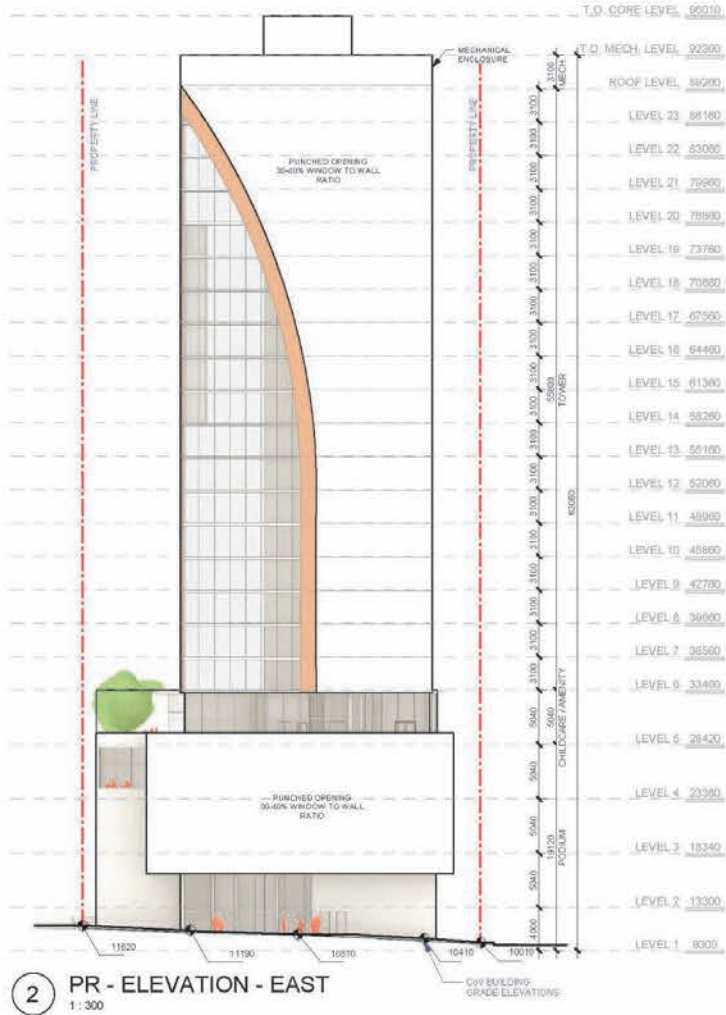
2 PR SECTION - N-S 2
1:200



3 PR SECTION - N-S 3
1:200

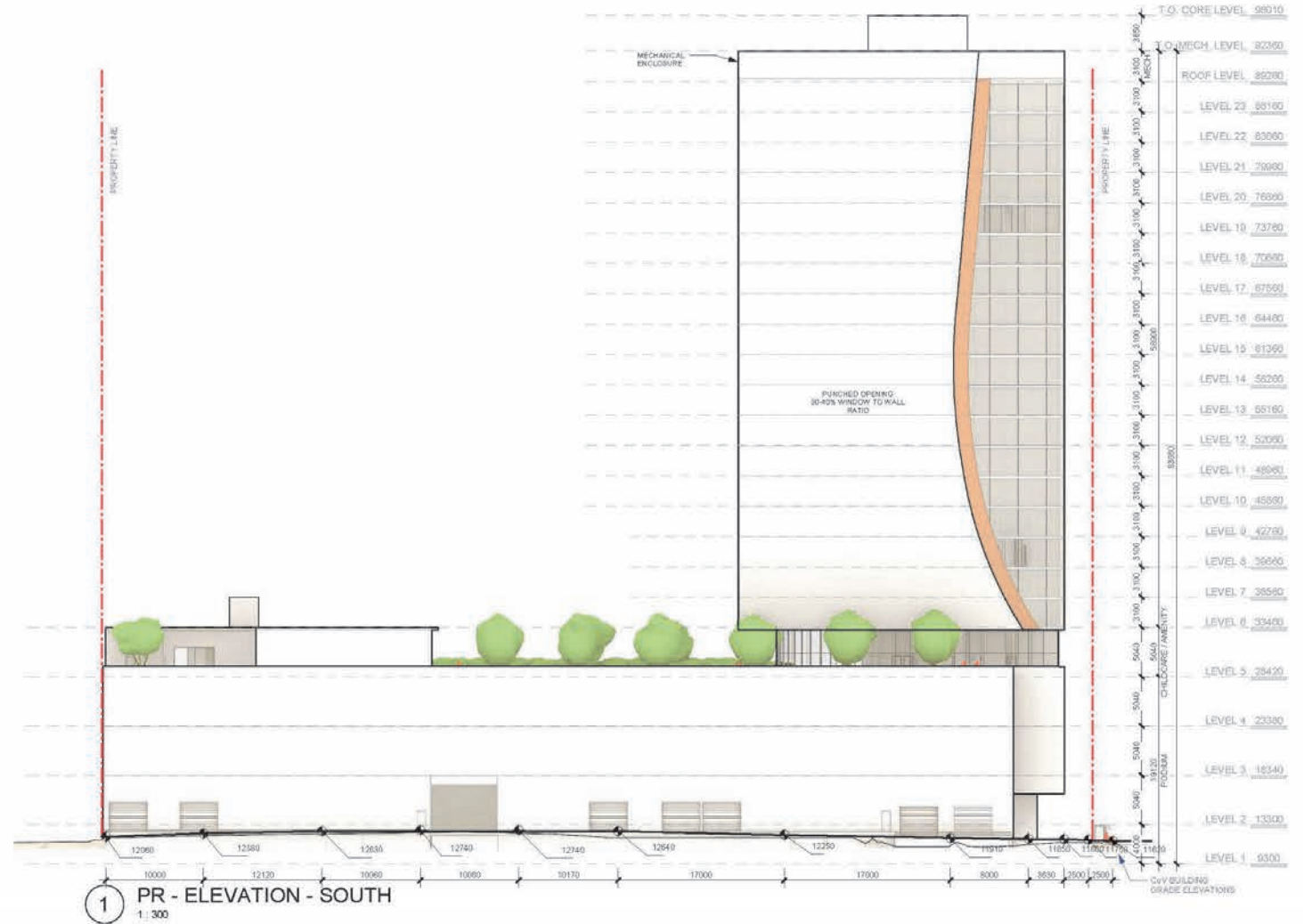
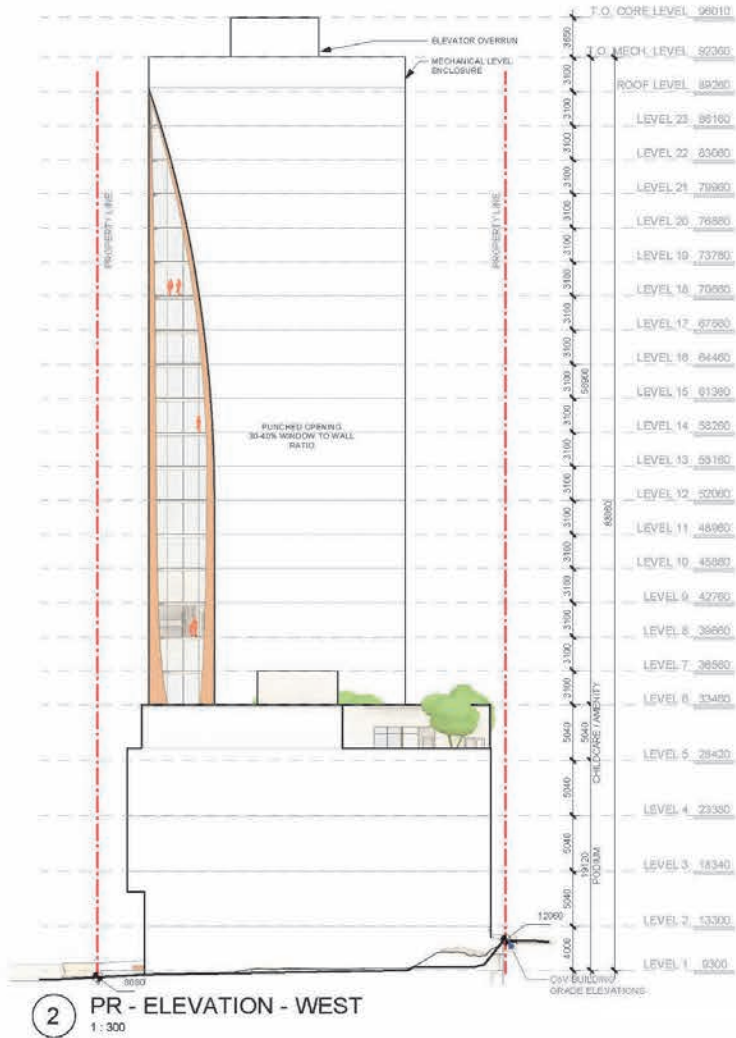
Elevations

East & North



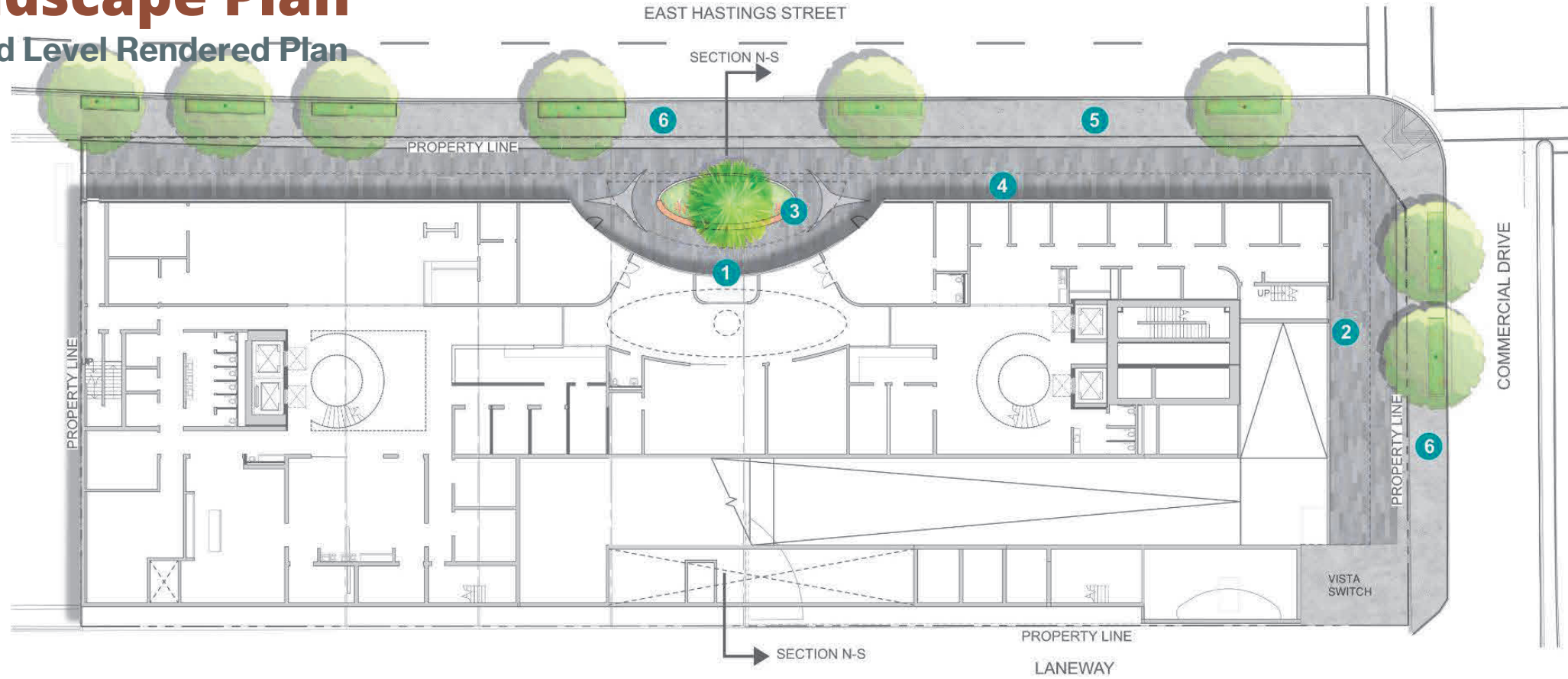
Elevations

West & South



Landscape Plan

Ground Level Rendered Plan

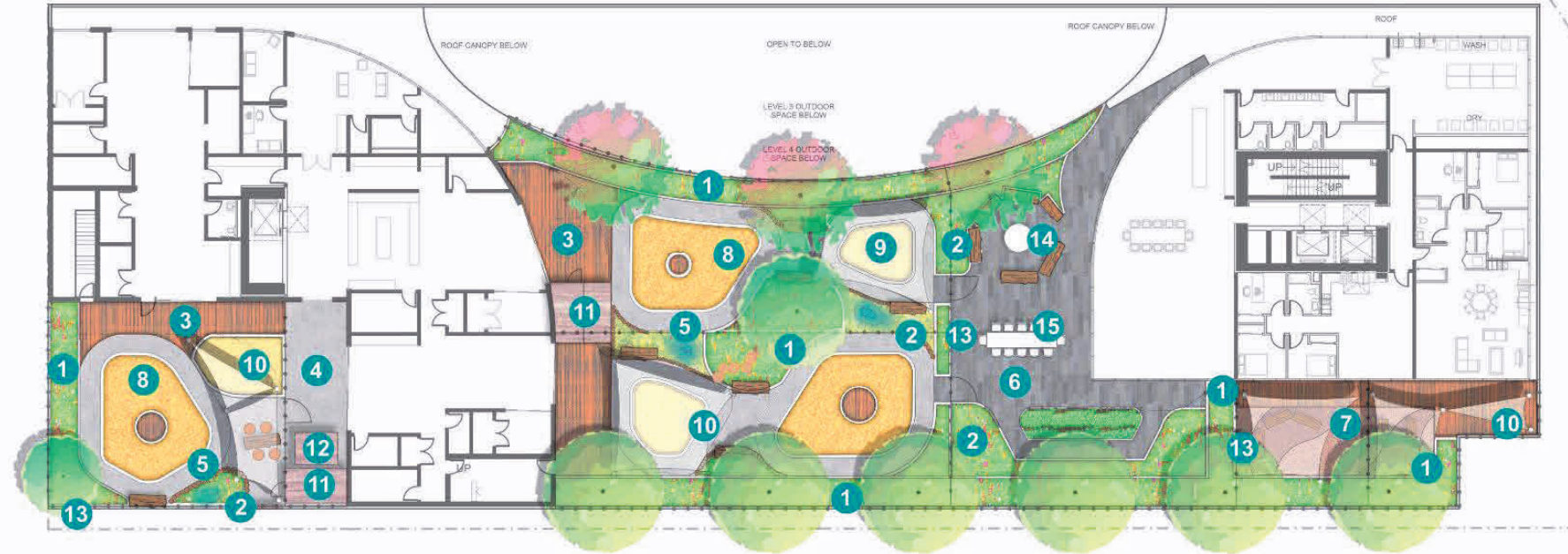


- 1 MAIN ENTRY
- 2 COMMERCIAL DRIVE ENTRY
- 3 RAISED PLANTER W/ RED CEDAR TREE
- 4 UNIT PAVERS
- 5 PROPERTY LINE
- 6 CAST IN PLACE CONCRETE SIDEWALK



Landscape Plan

Level 5 Rendered Plan



- | | | |
|-------------------------------------|-----------------------------------|---|
| 1 RAISED PLANTER - 1M SOIL DEPTH | 6 UNIT PAVERS | 11 CHILDREN PLAY AREA STORAGE SHED |
| 2 RAISED PLANTER - 0.45M SOIL DEPTH | 7 RUBBERIZED PLAY SURFACE | 12 STROLLER STORAGE SHED |
| 3 WOOD DECK SURFACING | 8 ENGINEERED WOOD FIBER SURFACING | 13 2.4M HEIGHT MIN. PLAYGROUND SECURITY FENCING |
| 4 CONCRETE PAVING | 9 SAND PLAY SURFACE | 14 BUILDING AMENITY SEATING CIRCLE |
| 5 CONCRETE TYKE TRAIL | 10 SHADE STRUCTURE | 15 BUILDING AMENITY OUTDOOR DINNING AREA |



Landscape Section

N-S Rendered Section

