NEW ELEMENTARY SCHOOL AT OLYMPIC VILLAGE

215 W. FIRST AVENUE, VANCOUVER, BC

DEVELOPMENT PERMIT APPLICATION

AMENDMENT TO ORIGINAL APPLICATION

18 MARCH 2026

DESIGN RATIONALE

CONTENTS

Rendering: View from the northeast.

MCFARLAND MARCEAU ARCHITECTS

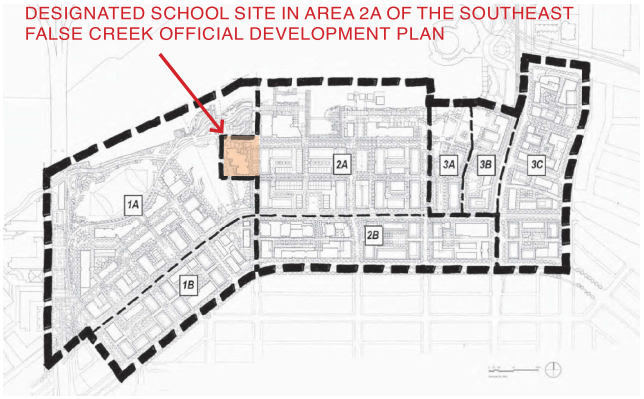
REGISTERED ARCHITECT
MARIE-DOILE MARCEAU
BRITISH COLUMBIA

1 INTRODUCTION

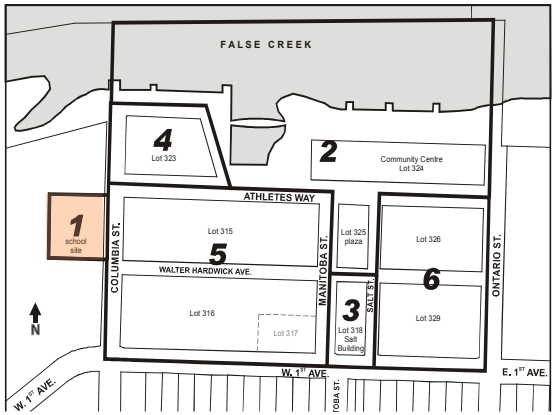
1.1 INTENT

This Design Rationale is intended to update the Development Permit made on November 25, 2025. This update contains an overview of the project context and the design approach, as well as updated drawings showing further development of the design. This update demonstrates project compliance with existing by-laws, in particular with the “Conditions of Approval for the CD-1 Text Amendment: 215 West 1st Avenue - RTS 18352, approved by Vancouver City Council on 26 of February 2026.

The project consists in the construction of a 5,545 m² elementary school building, for a population of 630 students from kindergarten to grade 7. The project site is a 2,700 m² parcel on lands owned by the City of Vancouver, and leased to the Vancouver School Board. The CD-1 Text Amendment increases the allowable maximum height to 18.8 meters, which is necessary to accommodate the contemplated school size on a constrained parcel.



Right: Illustration of Development Areas, from Southeast False Creek Official Development Plan



Right: Illustration of Sub-areas pertaining to the Olympic Village Zoning By-law.

1 INTRODUCTION

1.2 ZONING CONTEXT

The Project is expected to comply to the “Conditions of Approval of the CD-1 Text Amendment 215 West First Avenue - 8 RTS 18352”, approved by Vancouver City Council on 26 February 2026. In terms of urban design and sustainability, this means compliance with the following requirements:

Urban Design

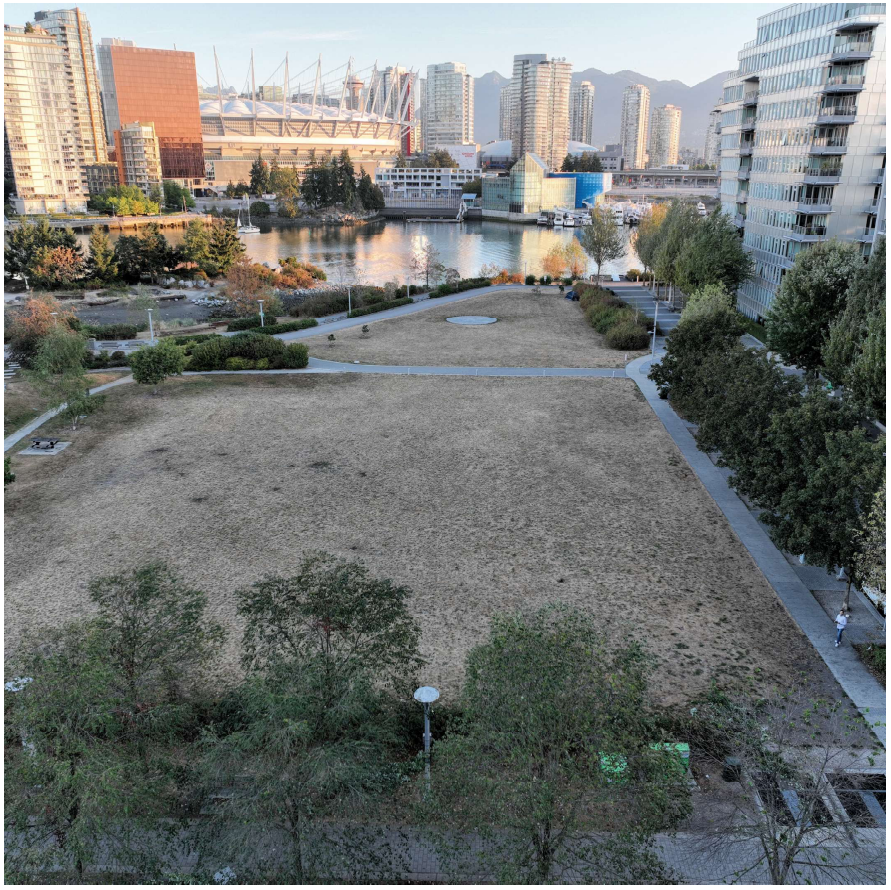
1.1 Design development of the proposed materiality and architectural expression to improve neighbourhood fit of the Southeast False Creek Neighbourhood (also known as Olympic Village).

> *Note: This may be achieved by: (a) design development to the building articulation, facade composition and proportions that is welcoming and playful; (b) design development of a fenestration pattern that provide an optimum lighting quality, with exterior components that provide solar shading where needed; and (c) provision of high quality and durable exterior finishes.*

1.2 Design development to prioritize universally accessible site and building design including on-site travel paths, common spaces and entrances, as feasible, for people with mobility challenges.

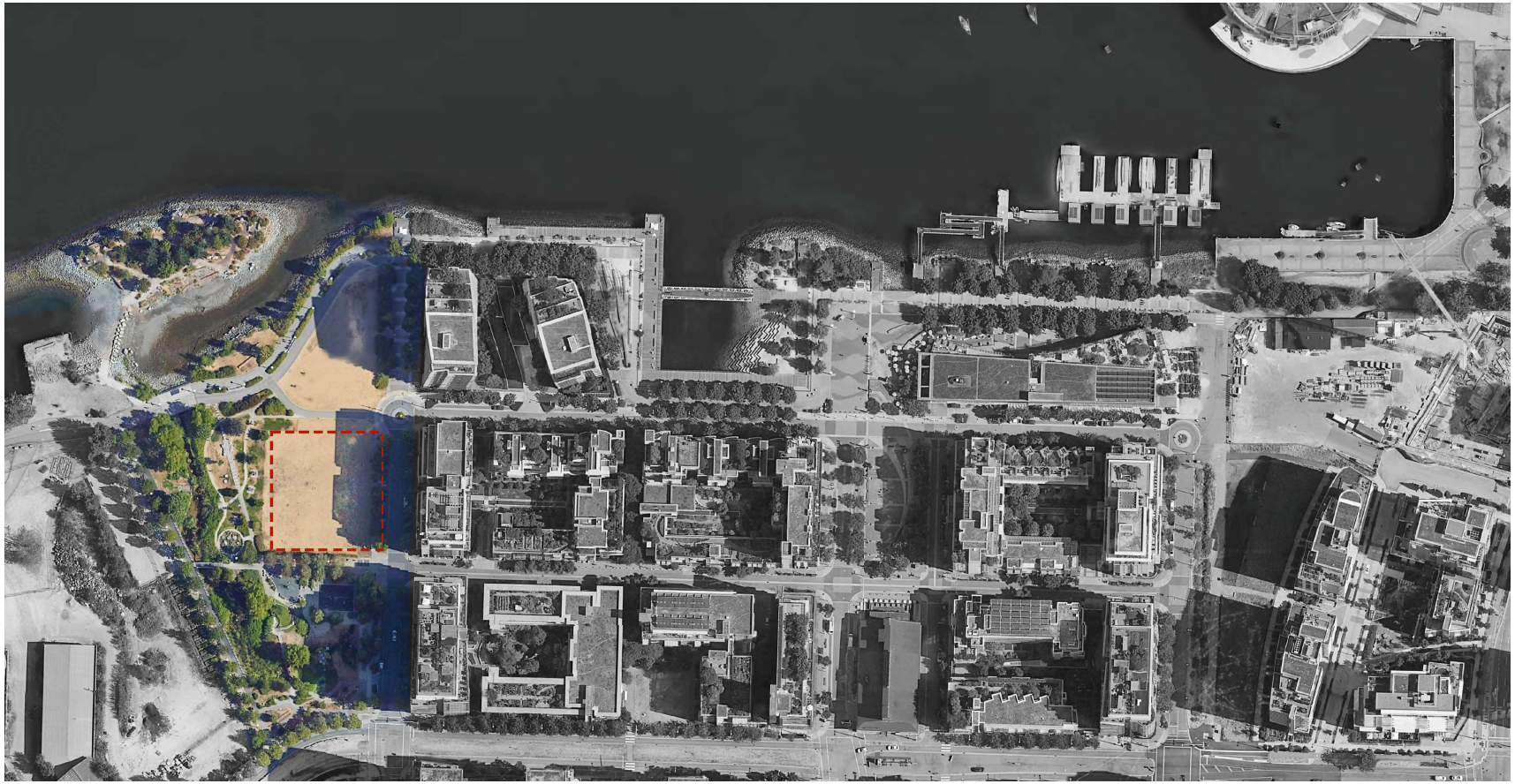
Sustainability

1.3 All new buildings in the development will meet the requirements of the Green Buildings Policy for Rezoning.



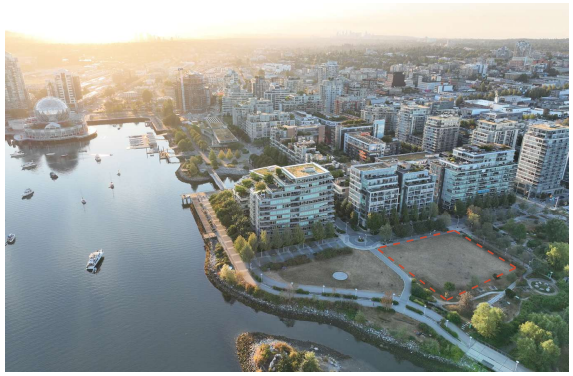
1 INTRODUCTION

1.3 PHYSICAL CONTEXT - CONTEXT MAP

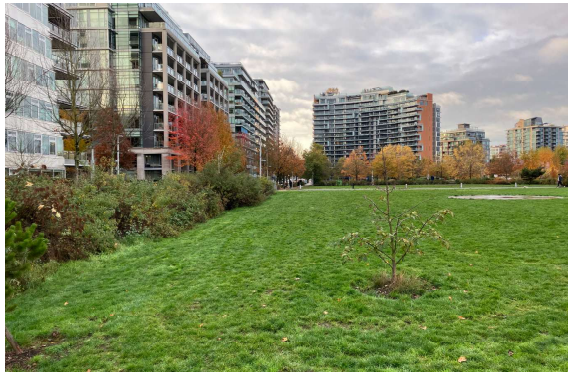


1 INTRODUCTION

1.4 PHYSICAL CONTEXT - SURROUNDINGS



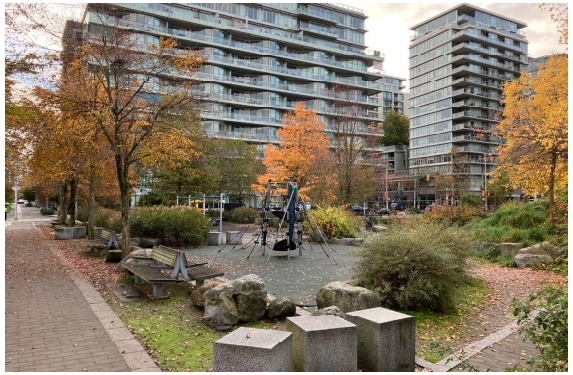
Aerial view towards the east, showing the site.



Looking south.

Looking east through the site (with fence surround)

Walkway looking east, separating the site to the North and the existing playground to the South



Existing playground south of the site

Residential buildings along Columbia Street

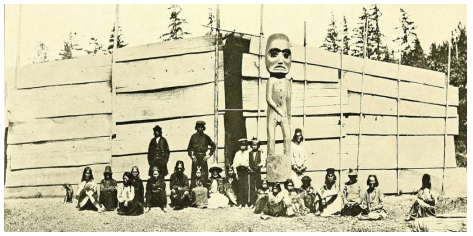
2 DESIGN RATIONALE

2.1 DESIGN INTENT

The design concept responds to three fundamental drivers: the regulatory context, the physical context, and the functional requirements.

The design celebrates the history of the site as part of traditional local nations territory. The building will be welcoming, playful and expressive of its function as a school and community amenity.

The site is strongly defined by its orientation to False Creek: the connection to the creek through the park and a play zone to the north of the school.



Salish longhouse, 1910 photo, City of Vancouver Archives

xʷməθkʷəy̓əm (Musqueam) weaving by Debra Sparrow and carving by Chris Sparrow

False Creek, circa 1910 photo, City of Vancouver Archives

Kwikwetlem Harvest by Maynard Johnny Jr., 2016

Wood fishing weir, archival photo

Leamy and Kyle Sawmill at False Creek, circa1888, archival photo

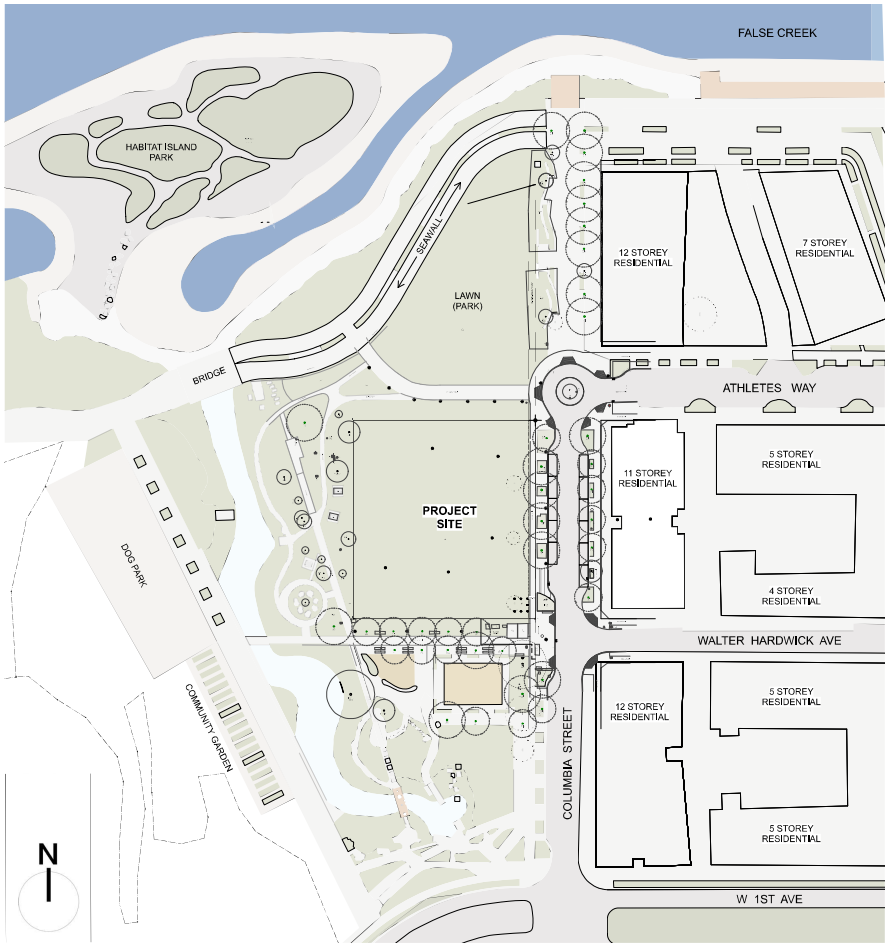
2 DESIGN RATIONALE

2.2 FUNCTIONAL REQUIREMENTS

The new school building needs to accommodate 630 students in a building programmed to contain 26 classrooms (including kindergartens) , a library, multi-purpose rooms and a gymnasium. Four stories are necessary to fit the building program on this small site.

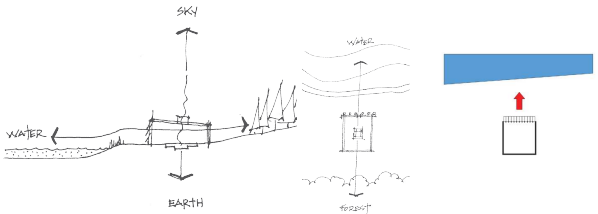
To enable the shared use of the building by the school and surrounding community, the gymnasium and multi-purpose rooms are located on the ground floor and designed to be easily accessible. Academic spaces occupy the three upper floors. The roof-top is intended as an outdoor instructional and physical activity space necessary to offset the limited dedicated play area at grade.

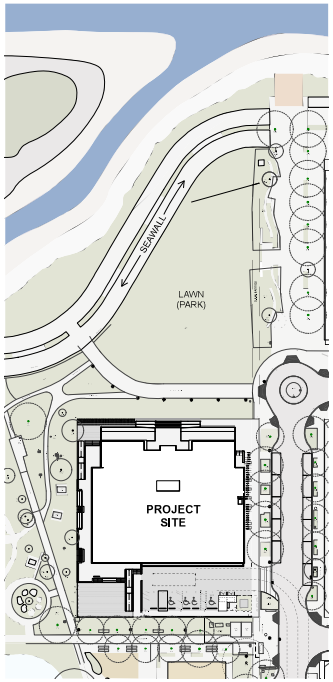
The site program includes exterior stairs, sloped sidewalks and ramps needed to elevate the ground floor of the school above the flood level (≃0.8 m); a parking area of 4 accessible spaces and 2 service spaces; an enclosed waste storage area; and 32 covered Class B bicycle stalls.



2 DESIGN RATIONALE

2.3 CONCEPT





The concept is a simple volume that faces the waterfront, with a composition that differentiates the front facade from the three others to reflect its function and acknowledge its place in False Creek. The front facade opens at grade to a composition of steps and ramps that are an echo of the shoreline beyond. It is a sort of 'pavilion' in the park providing community-oriented spaces and a wrap-around porch at the ground floor, with greater privacy for the educational spaces on the upper floors.

The rooftop play area allows for necessary outdoor space contained within a screened enclosure, which is complemented by similar expressions at the wrap-around porch.

The entry and north facade are oriented toward False Creek and intended to receive a unique expression linked to the historical use of the site.

The other three sides of the building are more solid, providing appropriate levels of privacy for neighbours and Hinge Park users, and the students within the building.

2 DESIGN RATIONALE

2.4 MASSING

Massing (height and footprint) is as compact as feasible while still providing a flexible educational environment. The building is expressed as a single compact volume due to site constraints and for economic necessity. The compact form minimizes the impact on its surroundings, including shading and views.

The rooftop play area is highly transparent (with small service penthouses for stair and elevator access) and features a perimeter guard, slightly set back from the roof edge, whose form responds to function (only as high as needed for the type of play). The guard's design provides a playful counterpoint to the orthogonal massing below, while minimizing visual and shading impact on Hinge Park.

2 DESIGN RATIONALE

2.5 ARTICULATION

Level 1, which houses the most public functions, grounds the building with a welcoming porch and canopy that wrap the building on four sides, providing sheltered entries and friendly transitions from the surrounding ground level. This aims to create a positive interface with the surrounding public realm.

Articulation includes the columns and struts that highlight the main entry canopies and numerous bench and seating elements built into the transitions in grade that access the porch.

Levels 2 to 4 house the classrooms and are expressed as a more solid block with visual interest provided by its clear form, the quality of the cladding and window bays expressed by coloured trims and sunshades, with the exception of the north facade which has a unique expression facing False Creek.

The rooftop play area is articulated as a light, playful, crowning element, sloped to reduce shading and massing impact on the park and seawall.

Views showing interface with park.

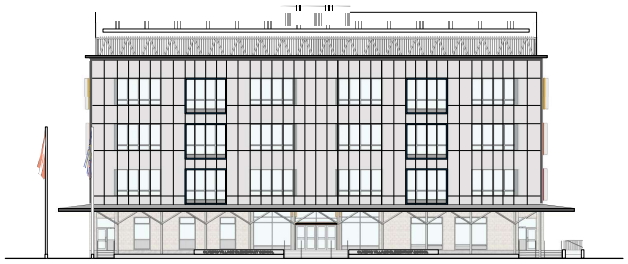
2 DESIGN RATIONALE

2.6 FACADE COMPOSITION

Facade composition responds honestly to the functions within the building, using proportion, articulation of datums, and material changes to create a quiet expression with moments of bright colour that identifies the school as distinct from its residential neighbours.

Proportions start from the necessary intent of compact efficiency and, along with fenestration, are fundamentally influenced by the structural needs of the mass timber wall structure. The fenestration pattern follows the structural system, with limited window width and optimized heights to bring natural light deep into the building volume.

Optimum lighting quality is provided by window heights and placement, along with the provision of vertical and horizontal solar shading fins, suited to the orientation of each facade. Larger windows are provided at the most public areas, enhancing the connection to the park.



North elevation

East elevation

South elevation

2 DESIGN RATIONALE

2.7 CHARACTER & EXPRESSION

Character is intended to be welcoming, playful and offering an intrinsic nod to the history of the site.

Expression and recognition as a school is a key principle of the design. The school has a character that is intentionally distinct from the surrounding residential buildings. It reads as a pavilion within the park, whose upper storeys are suspended above a relatively transparent and sheltered ground storey. The transparency, generous sheltering canopies, 'inhabitable edge' (featuring numerous built-in seating opportunities to promote socializing), the flashes of colour, and the mass timber structure all describe an inviting and amenable public school.

The north facade has a special expression that honours the importance of False Creek to the original inhabitants of this land. A silvery surface of faceted metal panels evokes the surface of water and denotes this facade as the formal front of the building.

The structural detailing at the roof and ground levels provides relief from the orthogonal form of the building while evoking the fishing weirs used for salmon fishing.

View from the south west, showing the canopy at grade and the window treatment.

View from the north east, showing the front facade.

2 DESIGN RATIONALE

2.8 STREETSCAPE

The school is slightly set back from the street enabling the provision of covered bicycle stalls along its east facade. The first story being elevated above the flood plain, stairs, gently sloped walkways, ramps and seating opportunities are provided around the building to ease access and provide a habitable edge, protected by an overhang.

To reduce impact of height and shading, the rooftop guard is as low and transparent as feasible as well as being slightly set-back from the building edge.

VIEW FROM THE NORTH

2 DESIGN RATIONALE

2.8 STREETSCAPE (continued)

Public interface and interaction with neighbours occur on all four sides of the school, given the location in the park. There is no 'back side' to this building. The building is intended to be amenable on every face: welcoming and sheltering where the interface occurs and promoting discretion and privacy elsewhere. To this end, the classrooms primarily face north or south into the park, rather than eastward across Columbia Street where there may be privacy concerns with neighbours.

VIEW FROM THE WEST

2 DESIGN RATIONALE

2.9 MATERIALITY - NEIGHBOURING CONTEXT

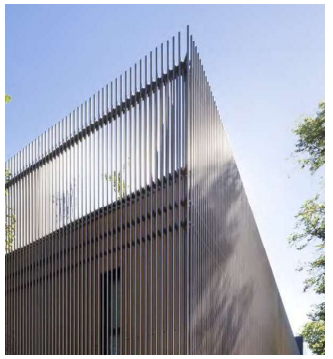
Neighbouring building to the north east, which frames the outdoor space to the north of the school. Similar material and articulation of the building face have been used to reflect this character.

Neighbouring building across from Columbia Street: The streetwall on Columbia has a 2 storey datum line of stone materials. This material and height is reflected on the school facade facing Columbia Street.

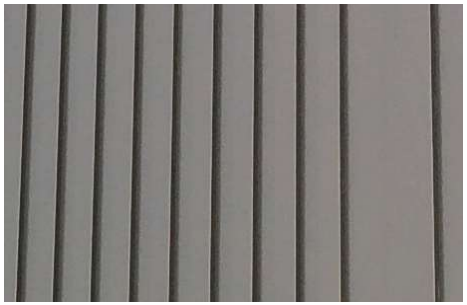
2 DESIGN RATIONALE

2.9 MATERIALITY - INSPIRATION

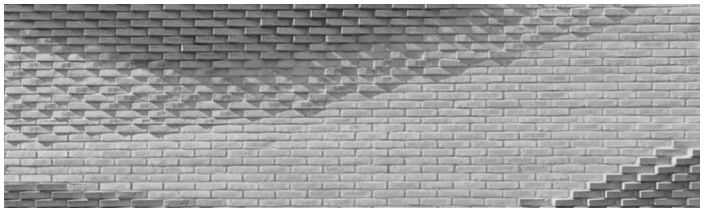
Roof-top steel braces and fencing



Metal claddings with visually attractive patterns and highlight colours



Grey brick veneer at the base, with visually attractive pattern



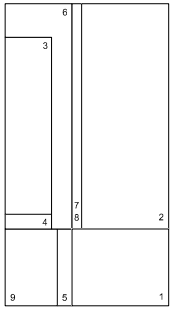
2 DESIGN RATIONALE

2.9 MATERIALITY - PROPOSED

High quality durable materials are intended, including:

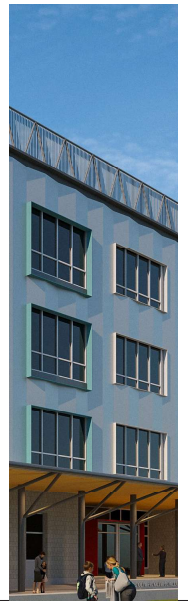
- architectural concrete porch to transition from grade to the Flood Construction Level of the main floor
- ground-faced concrete masonry at ground storey for durability and neighbourhood context
- zinc-coloured metal cladding at 2nd, 3rd, and 4th storeys intended to have visually interesting texture
- composite accent panels featuring accent colour for vestibules
- metal window trim featuring accent colours
- anodized aluminum window frames
- anodized aluminum sun shades
- steel exterior columns and struts, supporting the canopies
- steel guard structures
- exterior mass timber elements (soffits of canopy and covered play structure)

The colour palette is intended to be generally intrinsic to each material, neutral, and peaceful, with discrete splashes of colours around windows and at entries.



EXTERIOR MATERIALS (DD)

1. MASONRY CLADDING (GROUND FACE) (LIGHT GREY)
2. COATED METAL CLADDING (WEATHERED ZINC)
3. COATED METAL CLADDING NORTH ELEVATION (METALLIC GREY)
4. COATED METAL ACCENT TRIM NORTH ELEVATION (AQUA BLUE))
5. COATED METAL FLASHING (CHARCOAL)
6. ANODIZED ALUMINUM WINDOWS AND TRIM (CLEAR)
7. ANODIZED ALUMINUM SHADE DEVICES (CLEAR OR RED)
8. POWDER COATED SHADE DEVICES (RED, ORANGE, YELLOW)
9. CLT EXPOSED SOFFITS AT EXTERIOR CANOPIES (CLEAR)
10. EXPOSED STRUCTURAL STEEL (HOT DIPPED GALVANIZED)



2 DESIGN RATIONALE

2.10 ACCESSIBILITY

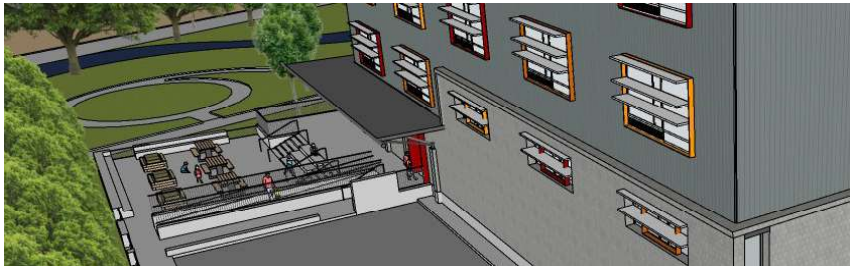
Barrier-free routes for all are provided with sensitivity to the needs of children in particular.

All entries must navigate an 80 cm grade change from the surrounding site to the main floor – mandated by the Flood Control Level. At the north side, the main entry to the school is accessed by two walkways sloped at 1 in 20 from the east and west to provide ease of access from the east and the west.

These gently sloped walkways also provide generous access to the main entry area north of the school. At the south side, a straight ramp provides access from the parking area and surrounding site to the secondary entry and the wrap-around porch. A similar ramp provides a fourth accessible route on the west side of the porch.

Two walkways (sloped at 1:20) connect the main entry to the sidewalks and north play zone.

Walkway (sloped at 1:20) leads to main entry and accessible ramp leads to west porch.



Accessible ramp leads to south entry and porch from accessible parking spaces.

2 DESIGN RATIONALE

2.11 ROOF-TOP DESIGN

An outdoor play and learning area is proposed on the roof of the building, to off-set the limited dedicated play areas at grade. The space is divided into 3 zones, consisting of a northern open area with views on False Creek and the mountains beyond, a central covered area (containing exits, elevators, washrooms, and covered outdoor learning) as well as a ball play area to the south with fencing and netting to contain balls and play objects.

The roof-top will not have any soft landscape elements. In addition to outdoor learning spaces, it will house mechanical equipment, behind a sound-controlling screen.

Roof-top play area from northeast, showing covered outdoor learning, open ball play at the south and open play area at the north.

Proposed materiality of the roof-top is:

- Floor surfacing: tiled recycled rubber, colour: green.
- Wall fencing structure: Galvanized steel
- Overhead ball control netting: Nylon mesh
- Covered area: metal cladding and roofing, grey; wood soffit, clear.

2 DESIGN RATIONALE

2.12 COMMUNITY BENEFITS

Beyond the instructional day, this school will act as a community hub, hosting sports events, providing community access to multi-purpose spaces, offering gym rentals to community groups, and supporting families as a foundational element of the neighbourhood. The school will directly address local school-aged childcare needs by providing 60 before and after school care spaces.

The spaces dedicated to be shared with the community consist of a gymnasium and three multi-purpose rooms located on the ground floor for easy access. These spaces are also connected to the wrap-around porch and the park beyond through generous glazing, a covered area and gentle grade transitions to the adjacent ground.

View from Hinge Park: Multi-purpose plaza at south-west corner, which will support the before-and-after school care program and community events outside of school hours.

2 DESIGN RATIONALE

2.13 LANDSCAPE DESIGN

The area available on site for landscaping is limited.

Given the high pedestrian traffic demands of an elementary school, the landscape is necessarily hardscape where ever students may roam – particularly in close vicinity to the building.

The hardscape will be of architectural concrete, permeable pavers where appropriate, and steel guards, where transparency is desired. The concept is for an 'inhabited edge' where the stairs, ramps and porch are integrated with seating and playing opportunities, so that the perimeter promotes interaction rather than a barrier.

Opportunity for a planted screen is provided between the parking area and the park, as well as between the multipurpose plaza at the southwest corner and the park.

2 DESIGN RATIONALE

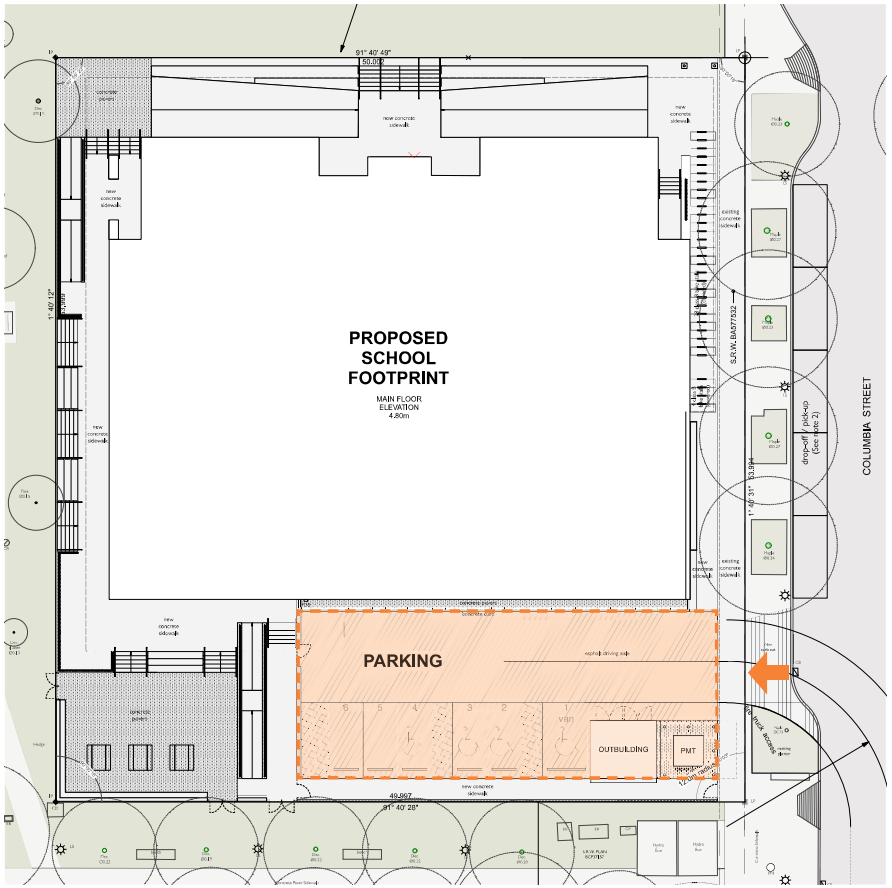
2.14 PARKING AND LOADING

Parking, loading and street improvements have been guided by the Traffic Assessment and Management Study and mandated by City instructions.

The small parking area is located to have minimal impact on the park and the public seawall at the waterfront. A fence and planting strip will provide further screening for the parking area from the south, while to the west, the entry ramp screens the parking area from the park and the multi-purpose plaza.

A small ancillary building for waste and recycling bins helps to screen the parking area from the street and park and is clustered with the school's pad-mounted transformer, adjacent to existing park transformers and electrical kiosks.

The expression and detailing of this ancillary building match the school to provide a consistent, high quality character for the school site.



Site plan showing the small parking area of 4 accessible stalls and 2 loading stalls, and the ancillary building for waste and recycling (adjacent to existing electrical kiosks that serve the Park).

3 SUSTAINABILITY

3.1 SUSTAINABILITY MEASURES

The building complies with the Green Building Policy for Rezonings:

Embodied Carbon Limits

Thanks to the structural option selected: hybrid steel and mass timber, the building will achieve a reduction of 49% in embodied carbon from the benchmark limit established by the City of Vancouver. The Embodied Carbon Design Report has been updated to reflect the selected structural system.

Resilient Buildings Planning Worksheet

The Resilient Buildings Planning Worksheet is complete.

Enhanced Commissioning

An enhanced commissioning process for energy systems will be completed in accordance with VBBL.

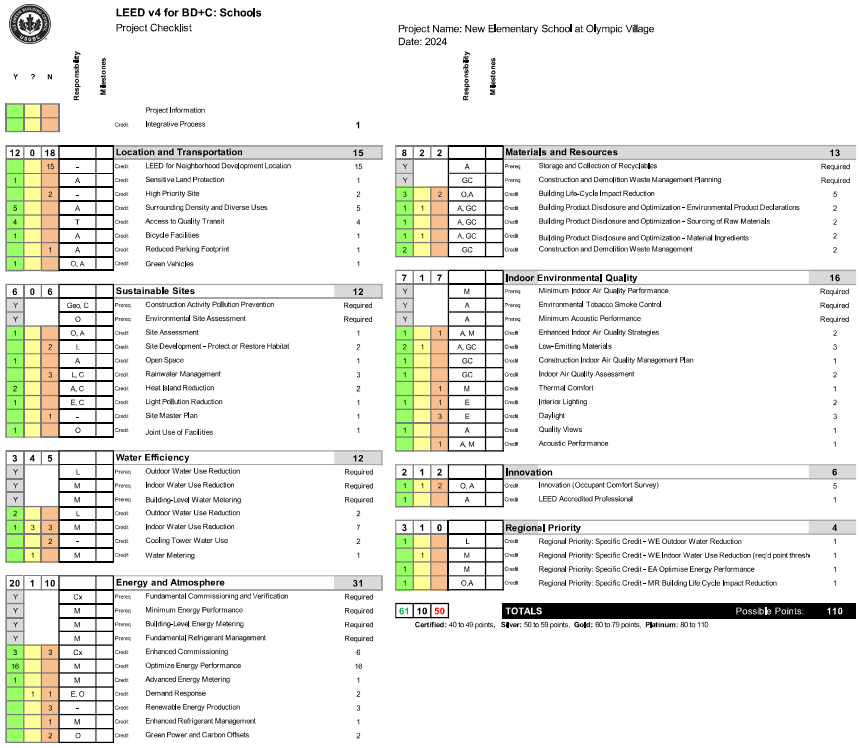
Energy System Sub-Metering

Separate main metering for major energy utility will be provided as well as sub-metering of major energy end-uses.

The building will also include the following additional sustainability measures:

LEED GOLD Equivalency (see Checklist)

Connection to the NEU network



LEED v4 for BD+C: Schools
Project Checklist

Project Name: New Elementary School at Olympic Village
Date: 2024

Y	?	N				Responsibility	Milestones
					Project Information		
				Credit	Integrative Process		1

12	0	18			**Location and Transportation**	15
		15	-	Credit	LEED for Neighborhood Development Location	15
1			A	Credit	Sensitive Land Protection	1
		2	-	Credit	High Priority Site	2
5			A	Credit	Surrounding Density and Diverse Uses	5
4			T	Credit	Access to Quality Transit	4
1			A	Credit	Bicycle Facilities	1
		1	A	Credit	Reduced Parking Footprint	1
1			O, A	Credit	Green Vehicles	1

6	0	6			**Sustainable Sites**	12
Y			Geo, C	Prereq	Construction Activity Pollution Prevention	Required
Y			O	Prereq	Environmental Site Assessment	Required
1			O, A	Credit	Site Assessment	1
		2	L	Credit	Site Development - Protect or Restore Habitat	2
1			A	Credit	Open Space	1
		3	L, C	Credit	Rainwater Management	3
2			A, C	Credit	Heat Island Reduction	2
1			E, C	Credit	Light Pollution Reduction	1
		1	-	Credit	Site Master Plan	1
1			O	Credit	Joint Use of Facilities	1

3	4	5			**Water Efficiency**	12
Y			L	Prereq	Outdoor Water Use Reduction	Required
Y			M	Prereq	Indoor Water Use Reduction	Required
Y			M	Prereq	Building-Level Water Metering	Required
2			L	Credit	Outdoor Water Use Reduction	2
1	3	3	M	Credit	Indoor Water Use Reduction	7
		2	-	Credit	Cooling Tower Water Use	2
	1		M	Credit	Water Metering	1

20	1	10			**Energy and Atmosphere**	31
Y			Cx	Prereq	Fundamental Commissioning and Verification	Required
Y			M	Prereq	Minimum Energy Performance	Required
Y			M	Prereq	Building-Level Energy Metering	Required
Y			M	Prereq	Fundamental Refrigerant Management	Required
3		3	Cx	Credit	Enhanced Commissioning	6
16			M	Credit	Optimize Energy Performance	18
1			M	Credit	Advanced Energy Metering	1
	1	1	E, O	Credit	Demand Response	2
		3	-	Credit	Renewable Energy Production	3
		1	M	Credit	Enhanced Refrigerant Management	1
		2	O	Credit	Green Power and Carbon Offsets	2

8	2	2			**Materials and Resources**	13
Y			A	Prereq	Storage and Collection of Recyclables	Required
Y			GC	Prereq	Construction and Demolition Waste Management Planning	Required
3		2	O,A	Credit	Building Life-Cycle Impact Reduction	5
1	1		A, GC	Credit	Building Product Disclosure and Optimization - Environmental Product Declarations	2
1			A, GC	Credit	Building Product Disclosure and Optimization - Sourcing of Raw Materials	2
1	1		A, GC	Credit	Building Product Disclosure and Optimization - Material Ingredients	2
2			GC	Credit	Construction and Demolition Waste Management	2

7	1	7			**Indoor Environmental Quality**	16
Y			M	Prereq	Minimum Indoor Air Quality Performance	Required
Y			A	Prereq	Environmental Tobacco Smoke Control	Required
Y			A	Prereq	Minimum Acoustic Performance	Required
1		1	A, M	Credit	Enhanced Indoor Air Quality Strategies	2
2	1		A, GC	Credit	Low-Emitting Materials	3
1			GC	Credit	Construction Indoor Air Quality Management Plan	1
1			GC	Credit	Indoor Air Quality Assessment	2
		1	M	Credit	Thermal Comfort	1
1		1	E	Credit	Interior Lighting	2
		3	E	Credit	Daylight	3
1			A	Credit	Quality Views	1
		1	A, M	Credit	Acoustic Performance	1

2	1	2			**Innovation**	6
1	1	2	O, A	Credit	Innovation (Occupant Comfort Survey)	5
1			A	Credit	LEED Accredited Professional	1

3	1	0			**Regional Priority**	4
1			L	Credit	Regional Priority: Specific Credit - WE Outdoor Water Reduction	1
	1		M	Credit	Regional Priority: Specific Credit - WE Indoor Water Use Reduction (req'd point threshold)	1
1			M	Credit	Regional Priority: Specific Credit - EA Optimize Energy Performance	1
1			O,A	Credit	Regional Priority: Specific Credit - MR Building Life Cycle Impact Reduction	1

61	10	50	**TOTALS**	Possible Points: 110

Certified: 40 to 49 points, Silver: 50 to 59 points, Gold: 60 to 79 points, Platinum: 80 to 110

New Elementary School at Olympic Village | Preliminary LEED Checklist