

# NEW SCHOOL LOŠBATES

## P.01 COMPETITION BRIEF

### MOBA

We focus on the contemporary city.

MOBA focuses on on research, architecture and vision of cities.

U Půjčovny 4

110 00, Praha 1

Tel.: +420 222 222 521

[www.cceamoba.cz](http://www.cceamoba.cz)

### LOŠBATES

voluntary union of municipalities

Horní náves 6

251 62 Louňovice

# INTRODUCTION

The elementary school is the dream and desire of all the municipalities associated in the volunteer union of LOŠBATES. The architectural design competition is the second step to its creation. The first is the cooperation of municipalities LOuňovice, Štíhlice, BABICE, TEhovec, Svojetice that created LOŠBATES. The union originated from the need to meet the statutory duty to provide elementary schooling for children from our communities. The municipalities used to have a guaranteed schooling at the elementary school of Mukařov, but its capacity is no longer enough. And after the decision of the Mukařov council that no construction will be carried out in the area of their school in order to extend the capacity, the surrounding communities have no choice but to build their own school. Unfortunately, during the time of creation of the competition conditions, the Babice municipal councillors decided to withdraw from the union and solve the obligation to ensure compulsory school attendance for their children on their own. The union originally had a volume of about 4000 permanent residents and a school of 3 x 9 classes with a capacity of about 700 children was planned, which is in line with the demographic study prepared for LOŠBATES in 2017. After Babice left, the union has a volume of less than 3000 inhabitants and the planned school is 2 x 9 classes with a capacity of about 540 pupils.

The construction of the new school is an investment that does not have a similarity in the rich history of our communities. Though we are small villages, it is our desire to build a 21st century school that will allow modern learning and inspire children to study. We want a safe school and a school that will enable community use and will serve all our people for decades. The proposed solution should respect the chosen 2.5 hectares of building land, the surrounding area and the landscape character of the village of Louňovice. The layout of buildings and other structures must be such as to allow future extension of the school to 3 x 9 classes.

We are convinced that architectural competition is the right solution to get enough quality designs from which the jury will choose the most appropriate - according to the cost ratio and complex design quality of the building.

We believe that the winning proposal will be a good starting point for successful construction.

Josef Řehák  
Chairman of LOŠBATES

# INTRODUCTION

A competition for an elementary school for the voluntary union of municipalities LOŠBATES is another in a line of architectural contests for elementary schools in the ring around Prague. The school in Psáry has already received a building permit and it seems that it will be the first passive energy school in the Czech Republic. Teaching has already gotten underway in the school in Chýně since this September. It was built in a record time of 2.5 years from the announcing of the competition.

From these two tenders, which we organized, we learned that school buildings do not need to be assigned in a demanding, detailed and direct manner, and that architects with knowledge of the corresponding standards (e.g. stating a minimum area of 1.65 to 2 m<sup>2</sup> per student) and other basic regulations can provide school space without any needless limitations in quality. The brief for this union's school was also prepared in this spirit. In it we define the maximum number of children per class so that, by multiplying the standard value, we can achieve a large space, while we assume that, in reality, the class will not be so full for the entire time.

Another very demanding task when defining the size of the spaces is the design of the common spaces, which differ with regard to the number of classes in a hallway (for example it depends whether there are classes on both sides or only on one). Unlike classes where the minimum is given (and unfortunately usually ultimately becomes the maximum), it is possible to use the common spaces to find a way to design a school that will be able to develop and adapt to various needs.

The LOŠBATES union school is specific in that the contracting entity is four municipalities: Louňovice, Štíhlice, Tehovec and Svojetice. The municipality of Babice was also originally part of the association, though it decided to go its own way before the preparation of the competition and withdrew from the union. The creation of the brief took several months with the full cooperation of the mayors. It was also presented to and discussed with a joint municipal council. The goal is clear – to find a quality architectural design and to sign a contract for the design work with the selected team in the summer of 2018.

What we, as the organizers, would like to draw attention to is the fact that the mayors with whom the school will be designed and built are a collective full of élan, who want the best possible quality that the Czech system can offer for the youngest inhabitants of their constituencies and their teachers. Another positive aspect is the plot itself in Louňovice has its own consistent context to which it is possible to react, which is not usually the case (the land for the school is often either in an undefined region of the municipality or tends to be an island in the middle of farmland). Here the land is confined by a forest to the north, by a developed stripe of buildings along the I/2 road connecting Prague and Kutná Hora, while there is existing individual development to the east and west.

The architects that will become the creators of the school building and its surroundings will have the chance to create quality architecture unburdened by existing operations and customs moving in. The sole opponent and partner during the work will be the active political representation of the municipalities, none of which have operated their own school, and thus for the new building they will be looking for new operating models and a new team that will be working in the school. It is a unique opportunity for a quality architectural design to not only decide the physical appearance of the school, but also to outline its "spiritual" aspect as a place where the future of our society will evolve.

We wish to the architects that their superb designs define the mission and the appearance of this future school.

Igor Kovačević  
on behalf of the competition organizer



**Kateřina Vídenová** [m-a-k.eu](mailto:m-a-k.eu)

(\*1978, CZ) studied architecture at the Czech Technical University in Prague, graduating in 1997 in the atelier of Ivan Kroupa. She also studied photography for several years at the Academy of Arts, Architecture and Design in Prague. During 2009–2011 she was the assistant of the Raumlabor Berlin atelier at the Academy of Arts, Architecture and Design in Prague. She and Adam Wlazel make up Atelier MAK!.



**Dorte Kristensen** [atelierpro.nl](http://atelierpro.nl)

(\*1963, NL) studied at the Faculty of Architecture in Delft, worked in London and, since 1989, in Atelier PRO, which she now manages. She is oriented on the social aspect of architecture, which is reflected in the multi-functional typology of her projects, such as city halls, cultural and health-care facilities and numerous schools for various levels of education.

## JURY CHAIR



**David Hlouch** [hlou.ch](http://hlou.ch)

(\*1980, CZ) established his own practice in 2005, oriented primarily on commercial and residential construction, while studying architecture. After his recent return from a two-year stay in the USA, he joined the Czech Chamber of Architects and also started actively contributing to the events in the town of Tehov, where he has been the mayor since 2014.

## ALTERNATE



**Adam Halíř** [projekttil.cz](http://projekttil.cz)

(\*1975, CZ) after graduating from the Faculty of Architecture of the Czech Technical University in Prague, he established the atelier Projekttil architekti in 2001 together with Roman Brychta and Petr Lešek, being joined in 2004 by Ondřej Hofmeister. He led the project for the Líbeznice Pavilion of the first level of the elementary school and elementary school of arts in 2015.

## JURY VICE-CHAIR



**Josef Řehák** [lounovice.cz](http://lounovice.cz)

is the mayor of Louňovice and the chairman of the voluntary union of LOŠBATES, without political affiliation. He graduated from the Forestry Faculty of the Agricultural University in Brno, field of forest engineering. For many years he worked as a director of forest management and economist in a private company. He has been in the municipal council since 1994, he has been mayor since 2010. He has been a long-term chairman of the building commission, has a special expertise in decision-making in the area of land-use permit procedure, building code and expropriation. He is the spiritual father of the idea of establishing a new primary school.



**Eva Šmoldasová** [tehovec.cz](http://tehovec.cz)

is the mayor of Tehovec, Vice-Chairwoman of the LOŠBATES union, without political affiliation. She graduated from the field of Business Finance and Trade at the University of Technology in Brno and also worked primarily in the area of banking and credit cards. She has experience working in organizations in the non-profit sector oriented on women's rights and the development of schools. In Tehovec she has focused on the controlled development of the municipality, the improvement of the infrastructure and the modernization of the town hall's agenda.

## ALTERNATE



**Ivana Dubská** [svojetice.cz](http://svojetice.cz)

is the mayor of Svojetice and the Vice-Chairwoman of the LOŠBATES union, without political affiliation. After graduating from the Middle School of Economics, she worked as a secretary of the General Director of ZSE (electric utility) and subsequently gained extensive experience in foreign trade. She was a founding member of TIESSE Prague, the exclusive representative of a supplier of industrial robots and robotized workplaces of the Japanese company KAWASAKI, where she worked until 2015 when she retired. In December 2015 she was elected mayor of Svojetice.

## ALTERNATE



**Tomáš Rychta** [stihlice.cz](http://stihlice.cz)

is the mayor of Štíhllice since 2010, without political affiliation. Over the past twenty years, he has been a successful entrepreneur, and in the past seven years has specialized in waste management. Thanks to his profession, he is in constant contact with his fellow citizens and surrounding communities. His priority is the transparent handling of public money, the construction of technical infrastructure and, last but not least, the provision of amenities.

# CHECKLIST

## 1x ENVELOPE „AUTHOR“

Competition conditions, point 6.5

- contact info (document PP.01)
- 4 x affidavit (documents č. PP.02, PP.03, PP.04, PP.05)
- price offer (document PP.06)

## 6x PANELS (B2)

Competition conditions, point 6.2

- layout, see next page

## 2x PORTFOLIO (A3)

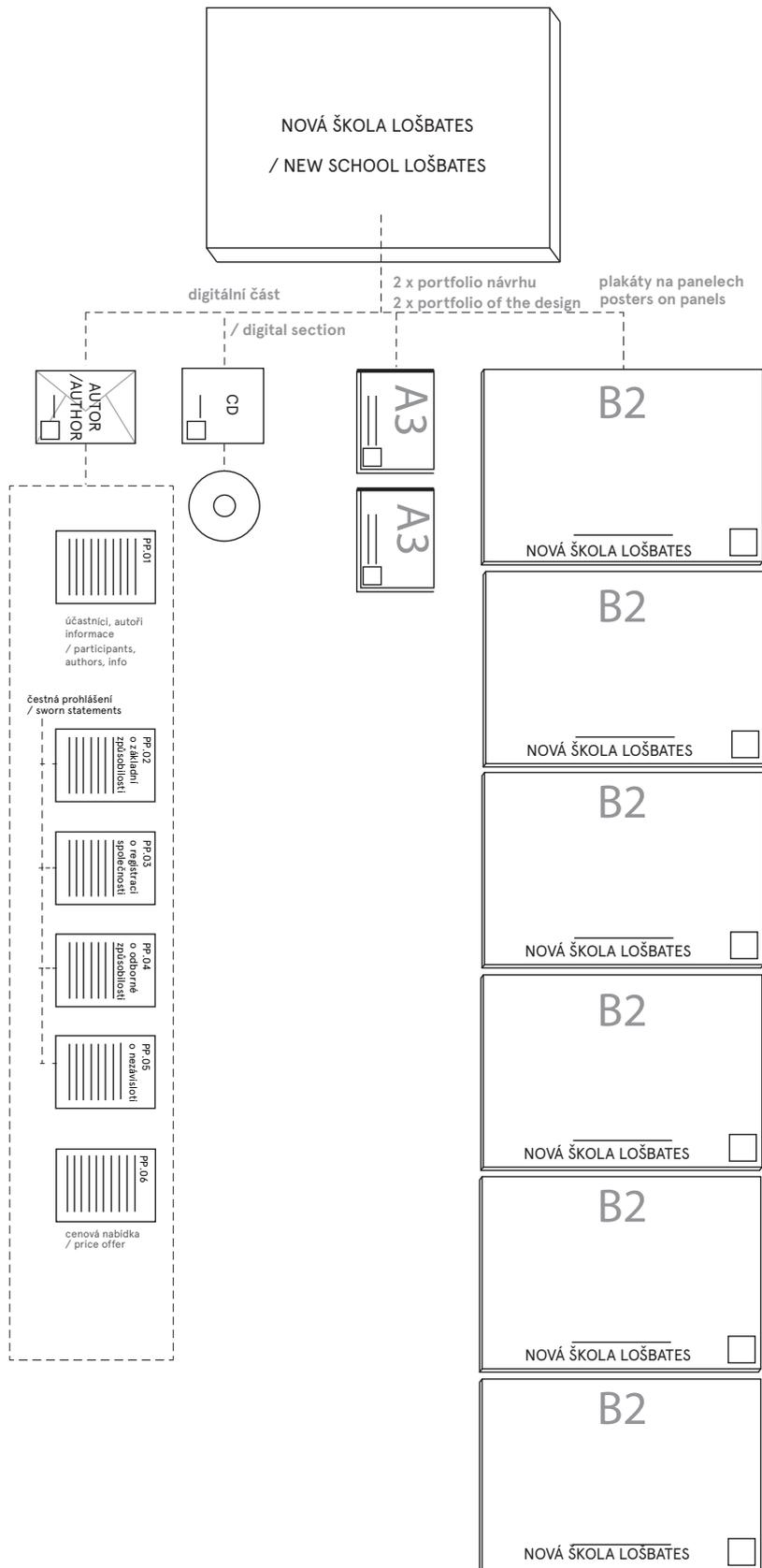
Competition conditions, point 6.3

- cover page
- annotation (500 characters, incl. spaces)
- urbanism description
- traffic description
- architecture description
- structure and facades description
- operation and functionality description (2 x 9 classes)
- future operation and functionality description (3 x 9 classes)
- energy concept description
- balance sheet of basic parameters (document P.06)

## 1x CD/DVD/USB

Competition conditions, point 6.4

- panels (pdf)
- portfolio (pdf)
- annotation (doc)
- balance sheet of basic parameters (document P.06) (xls)



# IMPORTANT INFO

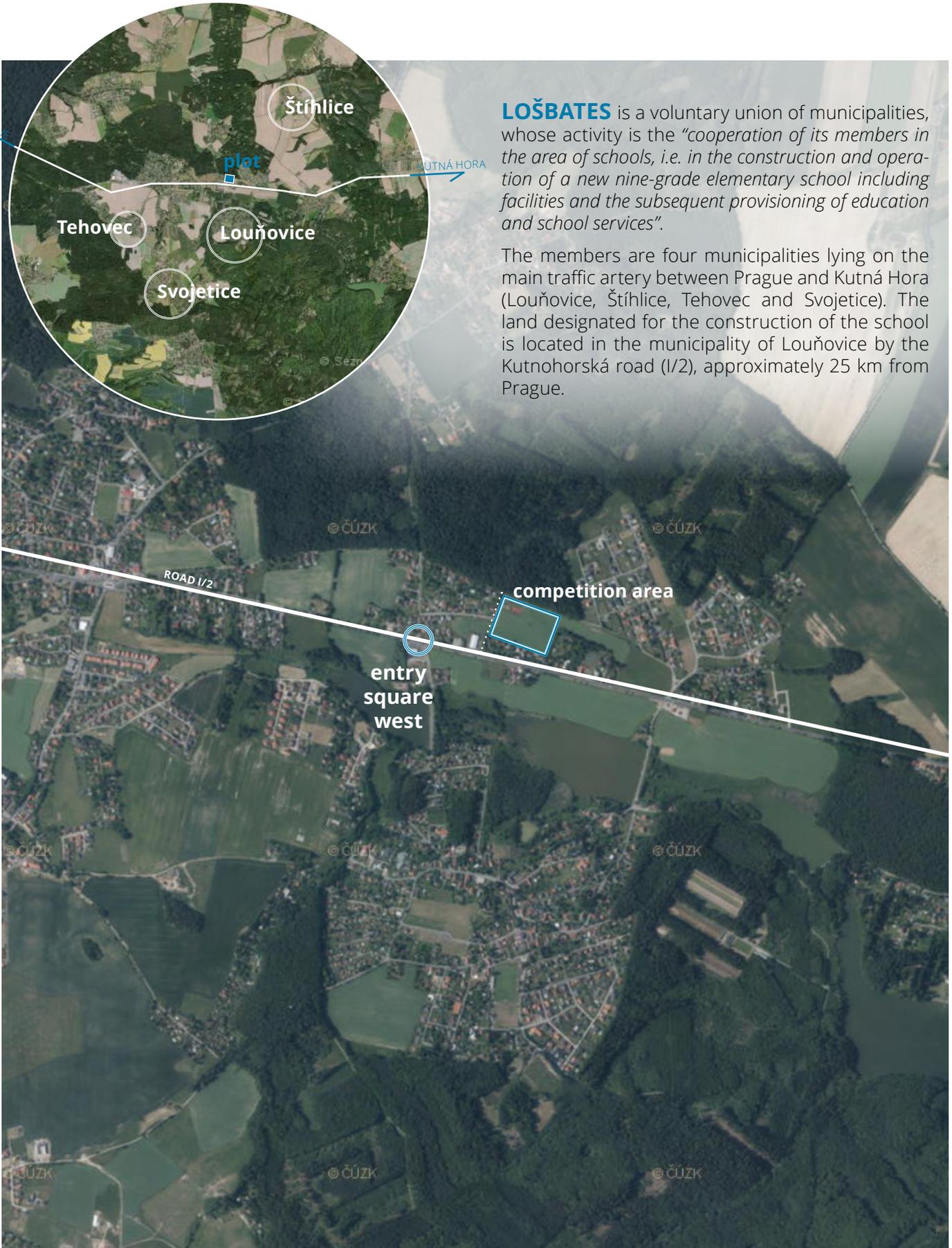
## LAYOUT OF PANELS B2



## TIMELINE



# WIDER AREA



**LOŠBATES** is a voluntary union of municipalities, whose activity is the “cooperation of its members in the area of schools, i.e. in the construction and operation of a new nine-grade elementary school including facilities and the subsequent provisioning of education and school services”.

The members are four municipalities lying on the main traffic artery between Prague and Kutná Hora (Louňovice, Štíhllice, Tehovec and Svojetice). The land designated for the construction of the school is located in the municipality of Louňovice by the Kutnohorská road (I/2), approximately 25 km from Prague.

Source: mapy.cz, kr-stredočeský, registry of the voluntary unions of municipalities, LOŠBATES



**CADASTRAL AREA: Louňovice 538451**

**TOTAL AREA (WITHOUT TRANSPORT SOLUTION): 27 220 m<sup>2</sup>**

In document P.03, just like in document P.02, the proposal for dividing the plot is proposed, on the basis of which it is possible to design the appropriate transport infrastructure.

**DESIGNATION IN LAND-USE PLAN: OV/0,6/12**

The building site is hemmed in to the south by family houses, which shields it from the 1/2 road, and by a forest to the north, with which it is in direct contact. A municipal playground belongs to the designed area and it can be used during lessons.

It is currently possible to get to the plot from the Kutnohorská road by turning onto Zajezdní Street at the place which the land-use plan designates as the "west entry square", and then along this street to Souběžná Street. This relatively twisty connection to the main road should be simplified by the proposal of a one-way connecting road joining this part of Souběžná Street, which leads along the border of the plot, and the Kutnohorská road between buildings 368 and 313. This will create a sustainable street structure, thanks to which the further development of this part of Louňovice will be possible. This street has already been introduced to the land-use plan. Its proposal is part of the assignment (documents P.02 and P.03).

# BRIEF



**THE GOAL OF THE COMPETITION** is to find the best solution for an elementary **SCHOOL WITH A SIZE OF 2 X 9 CLASSES** containing, in addition to preparatory classes, the primary and secondary levels, also the **CARETAKER'S FLAT** and space for an **ELEMENTARY ART SCHOOL**. In addition to the school itself, we are also requesting the design of **FLATS FOR PERSONNEL**, to resolve the school's transportation **CONNECTION TO THE MAIN ROAD**, and **PARKING**.

## CONSTRUCTION EXPENSES

The LOŠBATES union of municipalities is willing to invest CZK 175 million, w/o VAT, in the construction of the school, including the permanently built-in parts of the interior. The interior equipment and landscaping is not included in this amount. When designing the building it is important to seek a balance between the requested school program and the outlined budget, both now on the level of investment and, especially, on the operational level.

## URBAN AND TRANSPORT CONNECTIONS

It is important for the new building to suitably supplement the existing situation and to make the maximum use of it. The project preparation is currently underway for moving the bus stops, which are now located in front of and behind the intersection of Kutnohorská x Obecní and Zájední streets so that they are closer to the school, i.e. past the intersection in the direction of Prague. A new Prague-Kostelec n.Č.l. bus stop will be created in front of building no. 20 across from the existing bus stop for the Kostelec n.Č.l.-Prague direction. Plus there will be new pedestrian crossing built right in front of the bus stop. The construction will also include the creation of a new pavement along the left side of the 1/2 road in the direction from Prague (i.e. closer to the plot of the future school).

Apart from resolving the stationary traffic, including K+R, a large task for the tender applicants will be the actual transport connection of the new school complex. The assignment includes the design of an intersection from Kutnohorská Street between building nos. 368 and 313 to give rise to a logical street grid and so the approach to the school is as simple as possible. The new intersection should be without traffic lights and with a turning

lane in the direction from Prague and it should not affect the continuity of the existing traffic. We call upon the applicants to design the form of the overall operations: the smooth flow of cars, that will be bringing and picking up the children, the stopping of the school bus, which should have priority before the individual traffic when arriving and departing, safe pedestrian and cycling routes. The urban/transport design should bear full operations not only at the times when the teaching begins and ends, but also during afternoon programs and activities and during the use of the school spaces by the public. According to the urban development plan, the greenery coefficient for the plot is 0.6 and the maximum building height on the land is 12 m.

## ENERGY CONCEPT

We believe that the contestants will perceive the design of the new school just like the contracting authority: as a public investment where money should not be needlessly squandered, and also as a building that influences the life of the communities in all the involved municipalities. The energy concept of the entire area of the school should take into account the chosen construction and materials, the future energy intensity of operation and the comfort of all the users. A building that is friendly to its environment and pleasant for use is the clear wish of the contracting authority. We deliberately did not define the requirements for the use of specific technologies or systems in the assignment, nor do we provide concrete figures. The building's energy concept should epitomize economy and a smart solution and take into account the comprehensive operations of the school complex

**PREPARATORY CLASS**

The goal of the preparatory class is to systematically prepare the children for the gradual inclusion in the elementary school's education process. A capacity for 40 children is proposed and it can be operationally connected with the primary level

**PRIMARY LEVEL**

The capacity of the 10 classrooms for the primary level will be designed so that 30 students can be taught in each of them. This is the maximum operational option, there will optimally be a smaller number of children in the classes. The children will spend the whole day in these classes and thus they should include corresponding relaxation zones. There will be one workshop and two classrooms for the teaching of languages as part of the primary level; all will have a capacity of half a class. The teachers in the primary level spend most of their time with the children in the classrooms, according to experience from other schools. They could meet among themselves in a combined office. After-school facilities are expected for the primary level. They should be designed for a total of 100 children, though it is not a simple room or hall, but rooms or smartly-designed spaces in which the instructors can take care of the appropriate number of children. It is best to find other possible methods and modes of use for the after-school facilities, since a mono-functional program of afternoon child care will not make full use of them. It is hard to precisely estimate the real capacity of the after-school facilities in advance, and the figure of 100 children will most likely not be sufficient. At the same time, we would also like to avoid the needless over-sizing of the space. Thus it is simple to use some of the regular classrooms as the after-school facilities. This is a highly probable operational option and it is necessary to take it into consideration in the operating proposal for the elementary level. We recommend placing the change rooms individually with the classes. We also recommend that they do not have individual lockable lockers. These recommendations are not binding, but are based on best practice from other schools.

Seeing that the school could expand in the future, it is necessary to design the basic operations so that it is possible to expand from 2 x 9 to 3 x 9 classes. In the primary level this means an increase of 5 classes for 30 students with the corresponding personnel and appropriate bathroom and administrative facilities.

**SECONDARY LEVEL**

The secondary level is comprised of four regular classrooms and four large specialized classrooms, which will also be used as regular classrooms. One of these four large specialized classrooms will be used for biology, the second for geography and another for language lessons (multimedia classroom). The chemistry and physics classroom will be supplemented with a laboratory for 15 students. Other classrooms with half the capacity are the two language classrooms, a computer room with a server

room, a practical training classroom (workshop), art class and a practice kitchen. The offices, their individual capacities and placement are left up to the contestants. There are plans for a total of 10-12 teachers for the secondary level. We also recommend thinking about the arrangement and placement of the change rooms. The selection of a specific suitable solution is up to the contestants, but once again, based on the best practice from other schools, we would prefer if they were not centralized and to equip them with lockable lockers for each student. After the expansion this level would expand by 4 regular classrooms with the corresponding bathroom and administrative facilities.

**AUDITORIUM**

The auditorium is a multipurpose space with good acoustics for musical and drama lessons, school clubs and activities, the organization of school performances and the possibility of use by the public. The placement of the auditorium in the school is not defined by the brief. It is necessary for it to be functionally separate from the school operations, i.e. so public events could function as a fully autonomous space. At the same time, it is also necessary to count on a nearby storage space for musical instruments and other aids. It would be best to also design a space for parents waiting for their children, such as a community or self-service cafe.

**LIBRARY**

A library with a capacity of 1600 volumes and annual growth of 80 volumes should be conceived as a school library with a reading room for the students, office and bathroom facilities. The library is considered to be only for the school's use.

**GYMNASIUM**

The playing surface of the gymnasium must be designed so that five-a-side football (which is the sport with the largest dimensions) can be played here, along with handball, basketball and other collective sports. The gymnasium will be open to the public after school. Thus it is necessary to propose the operations so that they do not interfere with the school's operations for hygienic and safety reasons. It is also best to have stands along the longer side with at least three rows, ideally with a gradual arrangement.

**SCHOOL MANAGEMENT**

The management of the school includes a principal's office, secretariat, other office spaces and a handy archive. The arrangement here is not precisely defined, though there must be room, of course, for the principal, vice-principal, 2-3 technical/economic staff and a secretary. We recommend thinking about the operation and design of the staff room. The staff room can be used for meetings of the entire school teaching staff and for the communication between the school management and the employees. It is, however, up to the specific solution as to whether to approach the staff room as an important space or to duly compensate its function by other spaces.

# BRIEF

### SCHOOL FACILITIES

The school facilities are designated for only basic requirements, i.e. the need to store school furniture, seasonal furniture, office supplies and about 5000 volumes of textbooks. The number, arrangement and dimensions of the space is up to the constants. The utility rooms and chosen technologies are left up to the consideration of the constants. It is important to mention that we prefer a design (and thus the methods for heating, ventilation, water heating, etc.) that is as economical as possible, both in terms of investments and operations. The connection to the water and separate sewage system will be from the I / 2 road.

### CARETAKER'S FLAT

The caretaker's flat (2+1) should be located in the school building and should ideally be close to the caretaker's workshop and storage space in the school's facilities. The entrance to the flat should be independent and separate from the space used for teaching.

### CAFETERIA

The cafeteria should be designed and sized for the output of 2 x 300 meals per day. Some of the meals will be delivered outside of the school – to preschools or to the municipalities' social facilities. The plan is for all the students and employees to alternate in two intervals. In the event of the expansion, the number of diners will increase by 270 students and an adequate number of employees. It is necessary to indicate this change at least as an expansion plan.

### KITCHEN FACILITIES

The kitchen facilities are to be designed for 1000 meals per day. This is an operation that is often underestimated in schools. The kitchen facilities are to be designed for comprehensive kitchen operations, in which it is necessary to design clean and dirty paths, food storage, waste handling and other important aspects of each standard kitchen facility.

### FLATS FOR SCHOOL EMPLOYEES

The design counts on a separate block of flats with five small flats, in total with an area of about 180 m<sup>2</sup>. Their placement is left up to the applicants, but they should be operationally separate from the school buildings and have a separate entrance.

### SCHOOL OF ART AND 3RD AGE COURSES

This applies to the operation of six classrooms with a total area of about 170 m<sup>2</sup>. The entrance and operation should be independent of the school buildings.

### OUTDOOR SPACE

Seeing as the school is an important public building, it will become a kind of centre for all four municipalities. The definition of the forms and functions of the outdoor spaces are therefore of the utmost importance. The immediate vicinity of the school should have both a functional and a social and aesthetic quality. Together with the

design of the operational and functional contexts inside and outside of the school building, this is the foundation stone of the entire design.

### TEACHING GARDEN

The activities that should take place here include the growing of plants and gardening (both as part of the teaching or in free time), outdoor education, various types of sports and, of course, relaxation and games.

### OUTDOOR EDUCATION

The applicants should design a covered outdoor space for teaching. Its size is not specified. The definition of this space is up to the applicants. It is necessary to take the protection against sun, noise and other intrusive elements into consideration. If more than one such space will be designed, it is necessary to take into consideration their mutual visual and acoustic relationship.

### OUTDOOR SPORTS FACILITIES

It is possible to include the existing playground on the plot in the school complex or to design a new playground. In both cases the requirement is to create a 200 m athletic oval with four lanes and sports surfaces on which it is possible to perform basic athletics disciplines such as the long jump, high jump or shot put. Outdoor courts for sports such as basketball, handball and five-a-side football should also be part of the design.

### PARKING

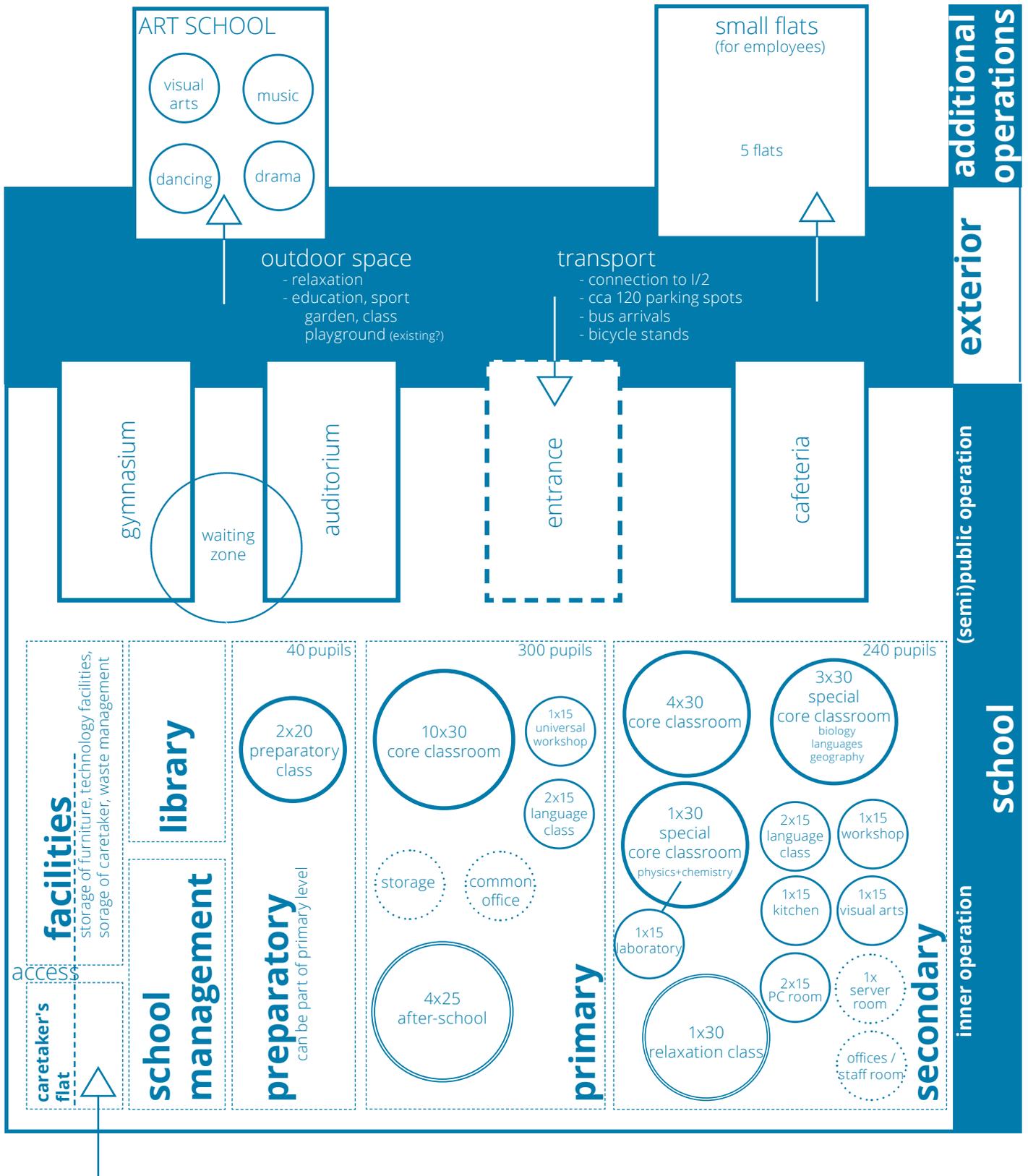
The development of short-term parking for the school requires more than just the blind fulfilment of the standards. We urge the contestants to consider various school operations during the entire day and to consider the proposal of the traffic solutions and parking as carefully and creatively as possible and to avoid parking spaces suitable for a shopping centre. Parking will work in several modes here, with each having its requirements. The long-term parking of the school employees should be designed to be separate from short-term parking. A considerable number of children (especially in the primary level) are taken to the school by car. Moreover, children from grades 1 to 3 tend to be accompanied into the school itself, which increases the demand on short-term parking. A further need for parking arises when one-time events (sports matches, etc.) are held. Preliminary calculations show that it will be necessary to solve parking for about 120 cars.

### EXPANSION

The expansion will take into account, apart from more classes of the primary and secondary levels, also the capacity of cafeteria and a new smaller gymnasium. It is up to the contestants if the expansion affects other functions, e.g. the library. The expansion should take place without significant interference in the school classes. The detail in which the expansion is described is up to the consideration of the individual contestants.

## OPERATION SCHEME

RELATIONS BETWEEN INDIVIDUAL OPERATIONS DESCRIBED IN THE TEXT; DIMENSIONS ARE ONLY ILLUSTRATIONAL.



### KEY:

CLASSROOMS x PUPILS  
room description



# BRIEF

## OPERATIONS AND THEIR MINIMAL SPATIAL REQUIREMENTS

SELECTED MINIMUM SPATIAL DEMANDS  
PER PUPIL MENTIONED IN DECREE  
410/2005 COLL.

Full version of the Decree (in Czech):

<https://www.zakonyprolidi.cz/cs/2005-410>

	pupils
<b>Preparatory classes separately or as a part of primary level</b>	<b>40</b>
2 x core class + relaxation zone	20
<i>locker rooms, bathrooms, cleaning</i>	
<b>Primary level</b>	<b>300</b>
10 x core class + workplace / relaxation zone	30
workshop	15
2 x language class	15
common office	
after-school (4 x 25) (possibility to use the core classes)	100
<i>locker rooms, bathrooms pupils, bathroom teachers, cleaning</i>	
5 x expansion: core class + workplace / relaxation zone + facilities	30
<b>Secondary level</b>	<b>240</b>
4 x universal core class	30
language class (core class)	30
specialised biology class (core class)	30
specialised geography class (core class)	30
specialised chemistry, physics class (core class)	30
laboratory biology, chemistry, physics	15
2 x PC room	15
2 x language class	15
workshop	15
practice kitchen	15
club	30
offices + maybe staff room	
server room	
<i>locker rooms, bathrooms pupils, bathroom teachers, cleaning</i>	
4 x expansion: core class + facilities	30
<b>Library</b>	1600 volumes (+80 yearly)
<b>Cafeteria</b>	2 x 300 meals daily
Cafeteria after expansion	2 x 450 meals daily
<b>Kitchen</b>	1000 meals daily
<b>Auditorium</b>	120
<b>Gymnasium</b> (with field 44 x 24 m and space around); headroom (to obstacle) 8 m	
expansion: gymnasium (with field 24 x 20 m and space around)	
<b>Waiting zone</b> / self-service café	
<i>facilities, storage, changing rooms, bathrooms, cleaning</i>	
<b>School management</b>	
director, secretariat, archive	
<b>Caretaker's flat</b>	layout 2 rooms + kitchen
<i>workshop, storage</i>	

- unbuilt area of land intended for the stay and play of children of at least 4 m<sup>2</sup> per 1 child regardless of the age of children. The land must be fenced.

- per 1 child of preschool age, the area of the day room should be 4 m<sup>2</sup> (3 if the dining room / gym is structurally separated)

- regular classroom: 1.65 m<sup>2</sup> / pupil

- specialised classrooms, laboratories, PC etc. min 2 m<sup>2</sup> / pupil

- work activities of primary school at least 4 m<sup>2</sup> / pupil

- dressing room min 0,25 m<sup>2</sup> / pupil

- dressing room at the gym – min 0,4 m of bench / pupil; washroom accessible from dressing room, adequate storage space, min 1 shower head per 8 pupils

- interest education: spaces designed to allow the activity for which they are designed – min. area per pupil 2 m<sup>2</sup> – if these are not included in the school (club, team, etc.), there must be a room for storing clothes

- the site must have a paved area and a grassy area for the pupils' breaks

- preschool children: For 1 child, the daily room area used as a toy and bedroom must be at least 4 m<sup>2</sup>; if the bedroom, dining room or gym are structurally separate, the living room area must be at least 3 m<sup>2</sup> per child

<b>Separately: Art school</b>	<b>168 m<sup>2</sup></b>
-------------------------------	--------------------------

4 x Music class 12 m<sup>2</sup>

1 x Visual arts class 60 m<sup>2</sup>

1 x Dance and drama class 60 m<sup>2</sup>

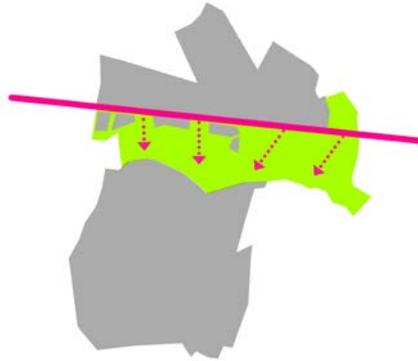
<b>Separately: Flats for staff</b>	<b>180 m<sup>2</sup></b>
------------------------------------	--------------------------

5 x flat for employee

## URBAN CONCEPT OF LAND-USE PLAN

### THREE PARTS

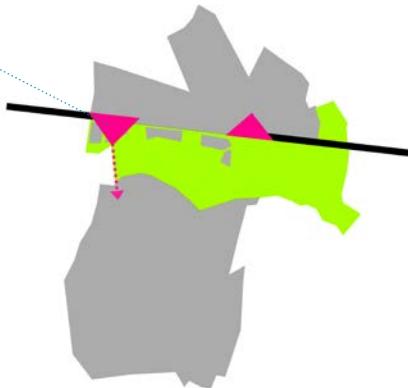
We propose protecting, to the greatest possible extent, one of the most distinct Louňovice qualities – the landscape around the valley with several ponds that are flanked by forests.



The proposal is based on three mutually distinguishable parts. Two of these are comprised of developed areas (Louňovice and Louňovičky) and the third is the landscape in between, i.e. the “inter-landscape”. We propose views of the landscape to the south from the Kutnohorská road. We propose enriching the area between the seats merging into the landscape of the ponds with new landscape elements, which support the views of the ponds and keep the division of the busy Kutnohorská road from the original seat.

### ENTRY SQUARE

entry square  
west



We propose an urban emphasis of the symbolic entrance to the municipality from the main traffic artery – the Kutnohorská road. On the intersection of the access roads to the areas of Louňovice and Louňovičky, we propose a new public space, herein-after referred to as the “entry square”.

### NEIGHBOURHOOD PATH AND INCLUSION OF INTER-LANDSCAPE



We propose the creation of a new pedestrian connection - the neighbourhood path (we took the idea from the rural development program). We connect small and large public spaces with different characters on the path like a string, thereby changing their course and supporting the diversity, segmentation and identity of the places.



## OV / 0,6 / 12

According to Chapter F Operative Part of the Land-Use Plan, the designation of the construction plot means:

Inclusion in area with a different method of use / greenery coefficient / regulated building height

### OV - amenities

area of amenities pursuant to Section 6 of Decree No. 501/2006 Coll.

#### MAIN USE

Buildings and facilities for education, social services, family care, health services, culture, public administration, public protection, catering facilities, religious buildings, playgrounds and uncovered sports fields.

#### PERMITTED USE

Transport and technical infrastructure buildings and auxiliary buildings related to the main use of the area.

#### CONDITIONALLY PERMITTED USE

Housing or flats under the condition that they are used as a supplement to the main function. Unobtrusive service premises or craft production up to a size of 200 m<sup>2</sup> of gross floor space, under the condition that they are used as a supplement to the main function. Buildings for administration with up to 300 m<sup>2</sup> of gross floor space, under the condition that they are used as a supplement to the main function. Independent sports buildings and facilities (multipurpose hall, general gymnasium) and buildings for accommodation with up to 30 beds, under the conditions that they will be suitably integrated in the street structure and that the entrances to these buildings will face the public space. Other buildings, activities and facilities if they correspond to the character of the region and do not interfere with the main use of the area.

#### NON-PERMITTED USE

Storage complexes (apart from their administrative parts, see above), stopping areas for lorries and buses and for trailers of these lorries, transport service facilities, second hand car lots.

#### SUPPLEMENTARY CONDITIONS OF USE

- All of the civil engineering networks will be resolved as underground (especially electrical and telecommunication lines), all of the technical facilities will be resolved as built into the buildings (especially transformer stations).
- The requirements for stationary traffic (parking) resulting from the proposed buildings will be satisfied on the developer's land, not on public land.
- The placement of the buildings and facilities in the developable area 08 (U hřiště), for which there are valid, legally specified noise limits in protected internal and external spaces, is subject to the documentation of the fulfilment of valid hygienic limits in the territorial proceedings.
- Buildings subject to connection to the public water and sewage networks are permitted in the developable areas. The draining of rainwater into the sanitary sewers is not permitted.

The maximum height of the roof ridge is limited to a height of 12 m from the lowest point of the original (natural) adjacent terrain.

### 0,6 - Greenery coefficient,

which specifies the minimum required share of unpaved surfaces on the land of the planned building or set of buildings, if there are multiple buildings on multiple plots. If 60%, for example, is specified for a construction site measuring 1000 m<sup>2</sup>, this means that at least 600 m<sup>2</sup> of the construction site must be covered by unpaved layers for the growth of vegetation. For the purposes of the calculation, the unpaved area is also considered to be vegetation on an underground structure, in whole or in part, if the depth of the vegetation layer is at least 0.6 m and the surface of the roof, including the vegetation layer, does not project more than 0.5 m above the adjacent surrounding terrain. A construction site that is divided in the urban development plan into a space for housing and a space for orchards and gardens is counted together (as a sum of the orchards and gardens + the part for housing) for the calculation of the greenery coefficient.

### 12 - regulated building height,

which is understood to be the distance measured vertically from the lowest point of the original (natural) adjacent terrain to the level of the main moulding. The level of the main moulding is understood to be the intersection of the outer face of the circumferential wall and the roof of the proposed building or the upper edge of the parapet. In the case of a building on a hill, the height can be specified independently for parts of the building. It is possible to build the following from the level of the maximum regulated height of the building:

- a) a sloping roof (with possible loft levels) in a maximum angle of 45° and with a maximum height of 6 m,
- b) one receding floor to a maximum height of 3.5 m, receding from the facade facing the public space and one other facade by at least 2 m.

If the building's gable faces the basic public area, the height of the moulding is understood to mean the higher gutter edge of the sloping roof. If the opposite sides of the building touch two roads that have different levels, the obligation for fulfilling the regulated building height is considered at a width of 5 m from the street-front facade to the depth of the plot. The regulated building height is given in metres. The maximum height of the roof ridge is limited to a height of 12 m from the lowest point of the original (natural) adjacent terrain.

# PHOTOS



Photodocumentation is the document no. P.05.

# PHOTOS



