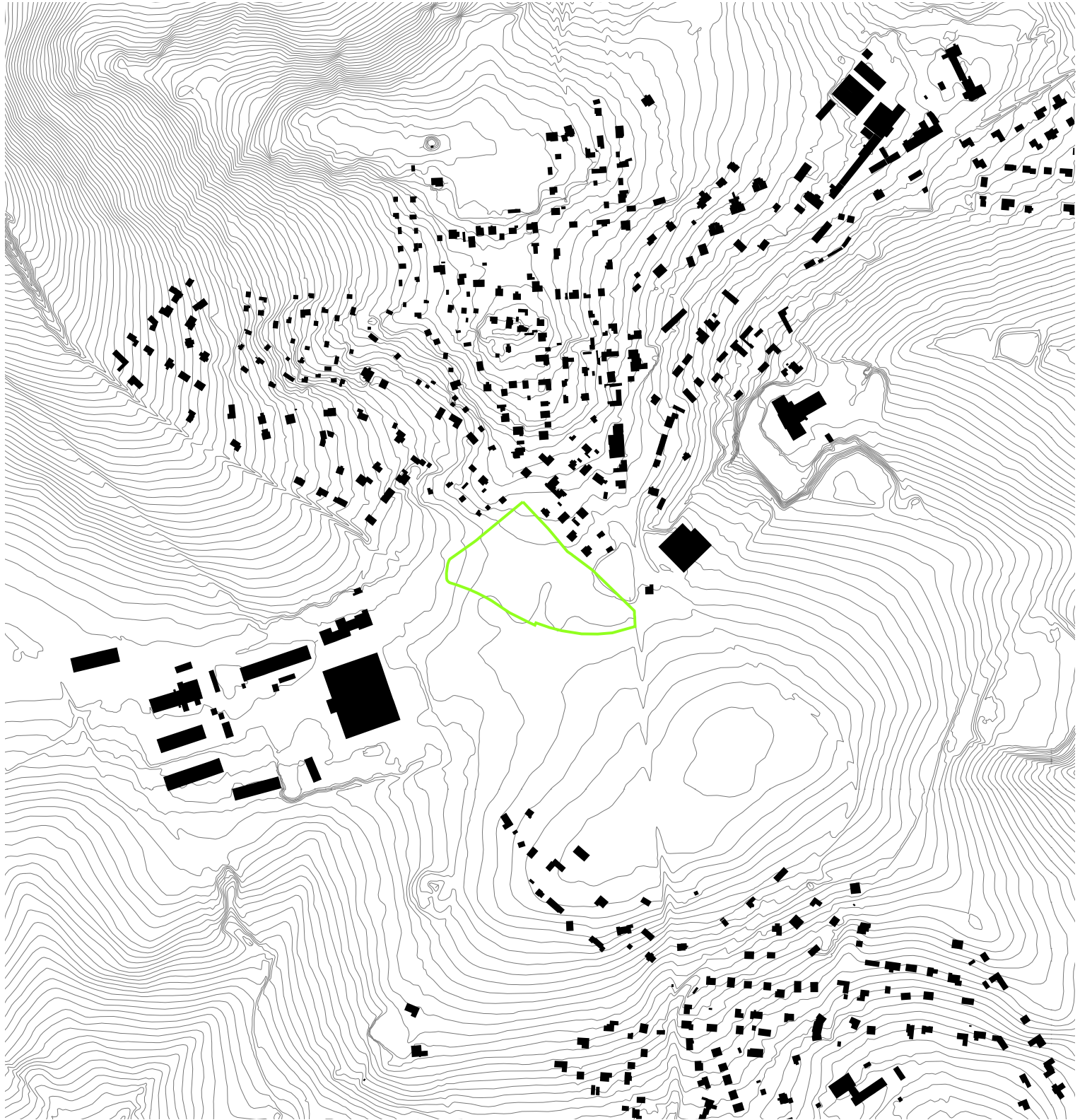
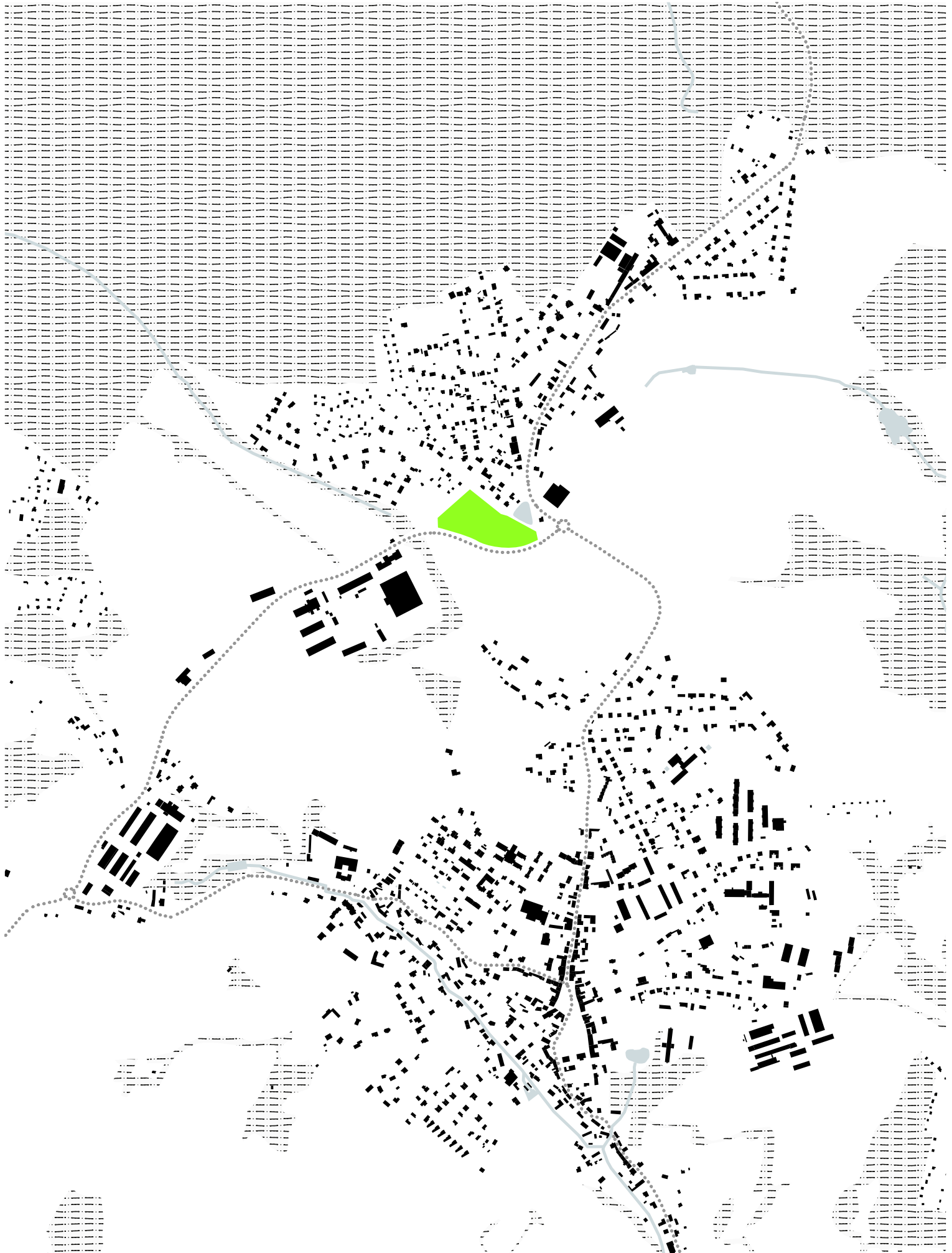


### CCEA MOBA



The Voluntary Association of Municipalities (DSO) School of Jílovsko Region announces an open one-phase architectural competition for a new primary school - School of Jílovsko. The subject of the competition is the new building of a pri-

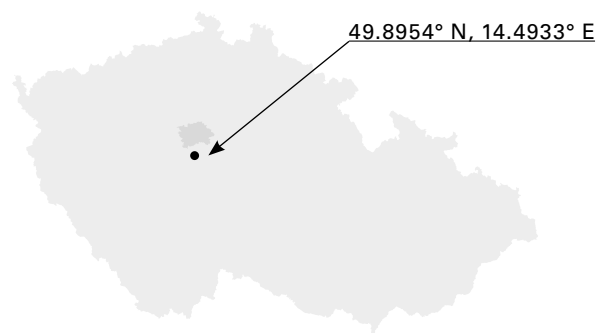
mary school in Jílové u Prahy, which will provide its pupils with valuable facilities for education, sport and leisure, and at the same time will offer to the citizens not only of the region of Jílovsko spaces for social, cultural and sporting activities.





# 1 Jílové u Prahy

The historic town of Jílové lies less than 20 km south of Prague in a hilly landscape, 3 km from the right bank of the Sázava River, surrounded by massive hills. The town consists of seven parts in three cadastral areas - Jílové u Prahy, Radlín, Kabáty, Studené, Žampach, Borek and Luka pod Medníkem. The total number of inhabitants is currently 5227.





In the medieval times there were important gold mines here and the decline or prosperity of the town often depended on the amount of gold exploited in the local mines. Gold mining continued on a limited scale until 1968, when the last mine closed as unprofitable. In 1992, Jílové u Prahy was recognised by the Ministry of Culture

of the Czech Republic as an urban conservation area. The most historically valuable buildings include the town hall, built in the 14th century and later rebuilt in the Baroque style, and the Church of St. Vojtěch with a Gothic panel altar. Today, the town and its surroundings are especially popular for tourism, cultural events and recreation.

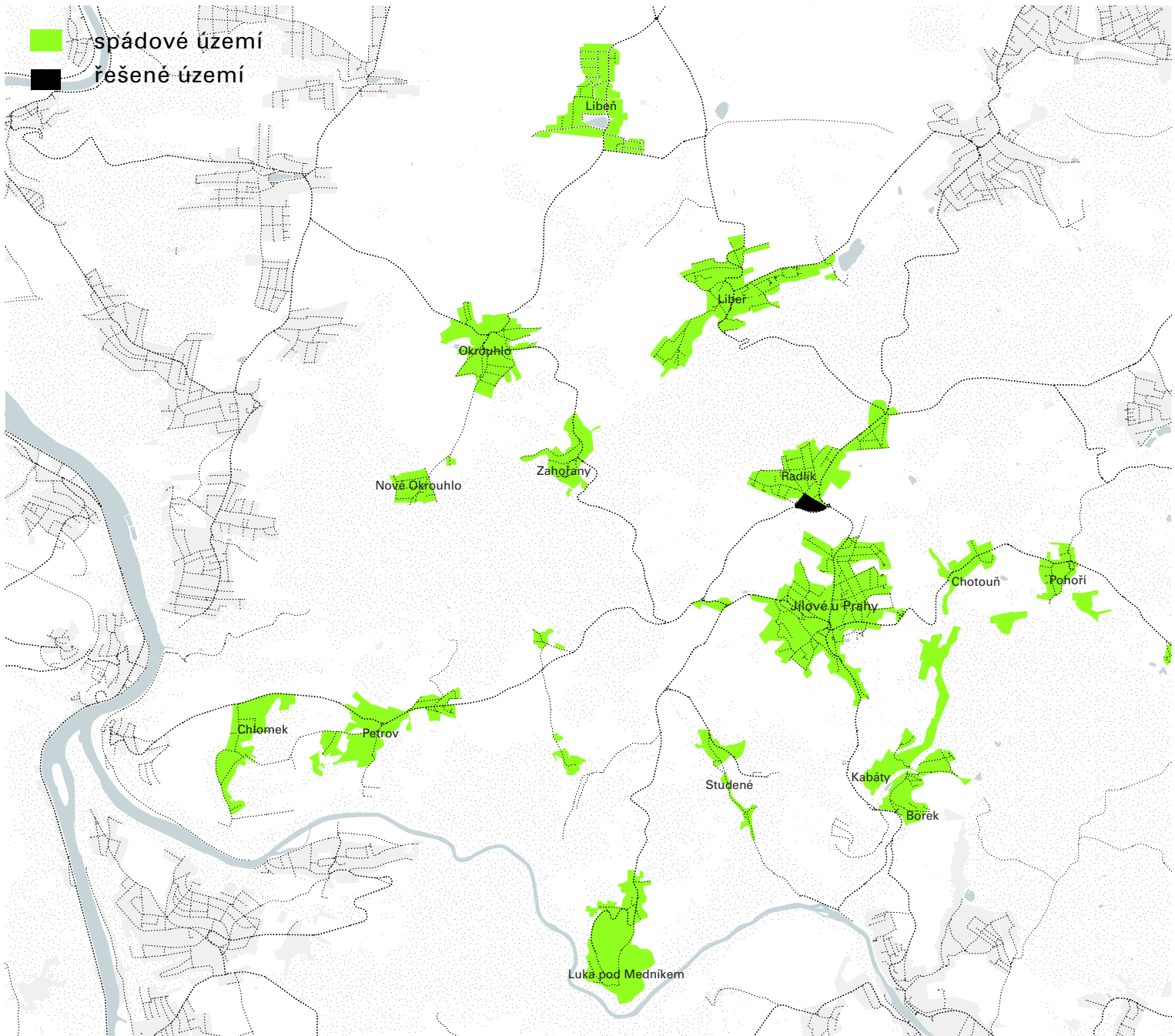


## 2 Voluntary Association of Municipalities

For the purpose of construction, operation and maintenance of the new primary school building, the “Voluntary Association of Municipalities School of Jílovsko” was established by the municipalities of Jílové u Prahy, Libeř, Petrov, Okrouhlo and Pohoří. The aim of the association is to ensure the fulfilment of compulsory schooling, education and school services for children residing in the administrative districts concerned, where a significant increase in the population, and therefore in the number of children required

to attend school, can be expected in the future. There is currently only one primary school in the catchment area - the primary school Jílové u Prahy - with a real capacity of 540 pupils. The total number of pupils in the catchment area is likely to be around 1000\* in the next ten years. The construction of the new school, as an addition to the existing school, is therefore intended to ensure sufficient teaching capacity for the children of Jílovsko in the future.

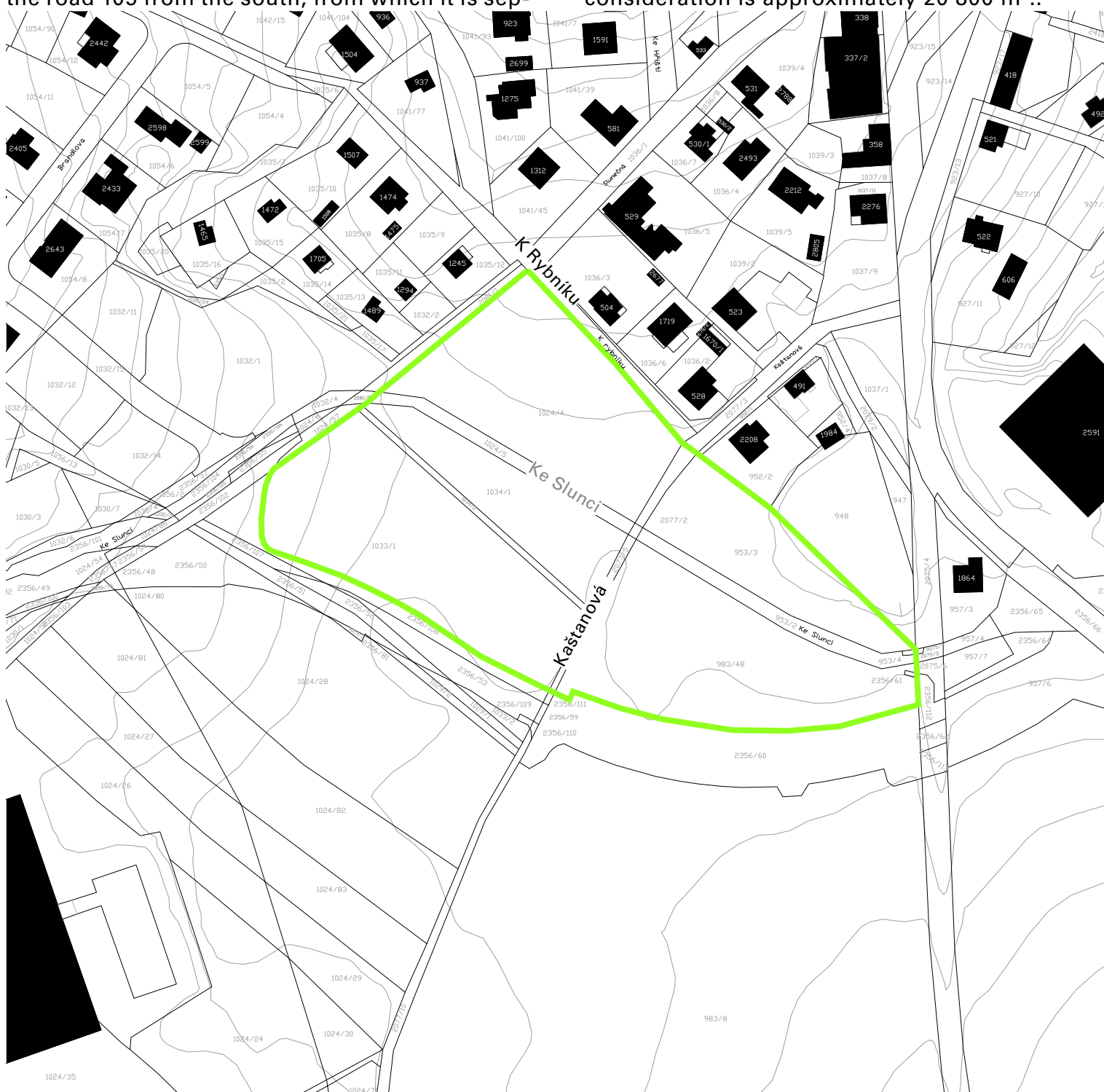
\*source: Demographic study, DSO Škola Jílovsko, 03/2024



## 2 Competition area

The addressed area is located on parcels No. 1024/4, 1024/5, 1034/1, 1034/2, 1033/1, 2077/2, 2077/3 (partly), 2077/5, 953/2, 953/3, 953/4, 983/48, 2356/61 in the cadastral area of Jílový u Prahy, on the southern edge of the village Radlák. The land of the future school is integrated between the existing development of houses from the north and the road 105 from the south, from which it is sep-

arated by a noise protection wall. To the west of the site is an industrial area. The power lines that currently run through the site will be relocated. The street Ke Slunci, which runs across the site, will be removed. The north-south axis through the site in the extension of Kaštanová Street is to be maintained. The total area of the area under consideration is approximately 20 800 m<sup>2</sup>.





### 3 Brief

The aim of the competition is to obtain a design for the school complex that is convincing in terms of architecture, urban layout and operational concepts. The primary school will consist of first and second level with parallel teaching for grades 1 to 9, two classes per grade, with a total capacity of 540 pupils. The school will also include 4 pre-school classes with a separate entrance, as well as a canteen with a kitchen, a sports hall, an apartment for the school caretaker and possibly a couple of smaller apartment-studios for staff.

The school should embody openness, promote social cohesion and be a welcoming and safe place not only for education but also for leisure. The aim is to provide a stimulating environment that develops the well-being of the young generation, while at the same time ensuring a healthy physical activity culture. Considering that the school, as a place where children spend a large part of their time, is a crucial environment for their education and growing up, it should be considered that the spatial layout of the school grounds has the potential to have a major impact on personal development. At the same time, the school is a place where the school system meets the ever-changing attitudes in society, which always bring new issues with which the young generation is confronted. The design should therefore work with timelessness, adaptability and a high degree of flexibility to allow the school to adapt to new trends and challenges. In this context, great emphasis should be placed on communal and social spaces, which are key not only for meeting and spending time together, but also for integrating alternative teaching methods that go beyond frontal teaching within the classroom. It is important that the school building is also capable of implementing possible changes in the

organisation of school teaching and the working environment of teachers, as well as the renovation and modernisation of the technical equipment of the building.

The campus spaces should be designed clearly, variably and versatile to a large extent. As the campus will not only serve pupils, teachers and staff but also the local community, it is essential that the spaces are largely multi-purpose and can be used for a variety of extra-curricular activities. It is envisaged that the school premises, being planned as a community school, will be used extensively for extra-curricular and non-formal education, and all school facilities will be used effectively - even at weekends and during holidays.

The new site should be designed to be as sustainable as possible, in all the ways that this notion offers. Efficiency, simplicity and the possibility of synergies should be considered in all phases and cycles of the school building. The building should be environmentally friendly with the least possible negative environmental impact, not only in the space it creates but also in the area in which it will be located.

The contracting authority expects the architecture of the proposed buildings to be friendly, inclusive and at the same time distinctive and ambitious in a good sense, with a positive relationship to the surroundings and the users of the Association School. The architecture should be dominant in its sophistication and quality, while retaining a simple, clean style. The expression should be progressive, dynamic, light, yet stable and cohesive.

## 4 Program

### DISPOSITION:

Operationally, the school will be divided into several parts and modes, especially with regard to the degree of public accessibility. Educational areas will be largely closed to the public, while areas such as the sports hall, outdoor sports facilities or the bistro will be open to the public. In addition, the school gastronomic facilities need to be incorporated, the design of which requires attention in terms of hygiene and catering. At the same time, it must be taken into account that a public road for pedestrians and cyclists (not for car traffic) will pass through the site. The key is to find a solution that allows all the operations to function without conflict and offers a clear and as intuitive layout as possible.

### DELIMITATION OF SPACES:

Indoor and outdoor spaces should be designed so that there is no public access to areas where children may be taught or where children may spend free time during school hours. As the school is responsible for the children during school hours, it should not be possible for children to leave the school grounds by any route other than the main entrance. Afternoon arrangements for extra-curricular activities must at the same time allow the public to come and go independently of the main entrance, i.e. so that they can get directly to the outdoor sports field, for example.

### ENTRANCES:

The main entrance should be bright, clear and easily accessible from all main access routes. As it will function together for both Level I and Level II, and at the same time represent a "crossroads" to the different areas of the school ( canteen, assembly hall, sports area), it should allow for

collision-free movement of all pupils and staff, especially during the morning arrival to school. As the central point of the school, linked to the main meeting area of the assembly hall, it should embody openness and clarity. The aim is to allow easy control over all arrivals. A reception desk will therefore be located in the entrance area to provide a check on visitors to the school. There will also be a waiting area with seating, facilities for visitors and parents, and a parent-teacher conference room. It is important to separate clean and soiled areas and to foresee a dirt-trapping area to eliminate the carry-in of dirt into the building. The section of the building where the pre-school classes will be located should have a separate entrance. Of course, provision for wheelchair access to the school grounds and buildings is essential.

In addition to the main entrance, the school will have additional secondary entrances. The supply entrance will be used mainly for the kitchen and it is important that there is no crossover with the normal school operations. A further entrance, or link to the exterior, will be provided by the canteen, which will have an open entrance to the garden with outdoor dining. The sports hall, which will be used regularly outside school hours, will have a separate entrance with its own reception. Furthermore, accessibility to spaces and classrooms that can be rented out and used for extra-curricular activities needs to be arranged.

Areas that should allow public access outside of school hours will be:

Sports hall including changing rooms, gymnastics hall and outdoor sports field, canteen, bistro, music education classroom and ceramics workshop.



## HALLWAYS AND CIRCULATION ROUTES:

Hallways should be designed to serve not only as communication and escape routes, but also as educational, recreational and play areas. Wider corridors are preferred, with the possibility of bringing some teaching into the hallway area and for easy supervision of children. They can also be used to extend the space and connect classrooms, which can be used for example for after-school clubs. A larger number of relaxation zones with seats, benches and play elements will be placed on each floor to contribute to different forms of relaxation during breaks and after school. The corridors should also allow for active movement and games such as table tennis or table football. It is essential that these zones are not located in the main circulation routes and do not restrict them in any way. The hallways will also be used for displays of inspirational materials or pupils' work.

## LOCKERS / CHANGING AREA:

Changing areas should allow easy changing of pupils and staff as close to the school entrance as possible, ensuring easier maintenance of the premises during the winter period. Ideally, simple benches should be provided at all lockers for changing into slippers/school shoes and taking off coats. The changing area should not be too cramped or cluttered.

Pupils in 1st grade are often accompanied by their parents to the changing areas. Therefore, a solution should be considered to allow first graders and their chaperones easy access to the locker rooms without significant conflict with other older students.

## 1<sup>ST</sup> LEVEL:

For the 1st primary school level, 10 core class-

rooms will be designed. The maximum capacity of one classroom is 30 children, the class size should be adapted to this number. The pupils in Level I spend most of their lessons in one classroom, therefore the classroom should be arranged to include an appropriate relaxation area. To facilitate supervision of the children, this zone should not be physically or visually separated from the main classroom area, but mobile dividers may be used. If location permits, it is advantageous to provide access from classrooms through French windows onto terraces.

## Subject-specific classrooms of the 1<sup>st</sup> level

In addition to the core classrooms, the pupils of the first level will have several specialised classrooms at their disposal. Two smaller language classrooms equipped with IT technology will be available for language teaching, which is taught in a split schedule (i.e. with half the number of pupils).

There will be one larger IT classroom, which will also be used for teaching robotics. This classroom will be used for working on both fixed and mobile devices. It is important that the design includes sufficient storage space for IT equipment, including battery charging facilities. The IT classroom should be located close to the school's IT facilities for easy access and management of technology.

The classroom for music education will be used for both 1st and 2nd level and will also be used outside the classroom for clubs or as a rehearsal room. Due to the anticipated use of the music room for rhythmic exercises, active listening, movement and dance games and drama education, it should be equipped with a soundproof floor and ideally located on the ground floor to allow free movement and creation that will not acoustically interfere with the teaching of other classes. The music room will also include suffi-

cient storage or storage space for instruments and equipment.

It is at the discretion of the competitors whether to incorporate a research classroom into the design, which should serve as a specialist science classroom equipped with desks with sinks and drawers. For space reasons, it is optional whether this space will be part of the school.

In addition, storage for teaching aids and textbooks must be provided for in Level I.

### **Teachers' facilities**

Grade I teachers will spend most of their time with the children in the classrooms. They will have a shared teacher's room to relax and meet with other teachers. The room will be designed to accommodate 10 teachers and will provide a common seating area, a kitchenette with a coffee maker and refrigerator, a printer, and a place to drop off items when arriving at school. For teaching assistants, who spend even more time with the pupils than class teachers, a small storage facility, such as a locker, should be provided in the shared room. Next to sanitary facilities also showers should be provided.

### **After-school club**

The school foresees 2 after-school departments within the first level, which will be used for both morning and afternoon gathering of the children before school. The individual departments may eventually be in the first grade classrooms. For practical reasons, however, a solution where the teaching and the after-school club take place in different rooms is preferred, so that there is no need to regularly clear out the space and rearrange it to accommodate the different types of activities. It is important that the after-school clubs have easy and direct access to the outdoor area. A shared day room should be envisaged for ed-

ucators to deposit belongings and rest, with the possibility of a small kitchenette for a coffee machine, fridge, etc.

### **2<sup>ND</sup> LEVEL**

Level II pupils are no longer as tied to their core classroom; they go out into the hallways or out into the garden during breaks and move between classrooms several times during the day. Greater emphasis should therefore be placed on connecting spaces that will be set up for a variety of age-appropriate uses.

For Level II, 8 core classrooms will be designed. These should be flexible spaces that allow for individualization of instruction and provide a variety of work areas and spaces for self-study or teamwork. 2 of the Tier II stem classrooms should be divisible into two parts to create two separately usable, sound-isolated smaller classrooms for split education. The solution should be practical and easy to use, whilst allowing the spatial and acoustic quality of the rooms to be maintained in both options.

### **Teacher's facilities**

Level II teachers no longer have continuous instruction throughout the day and attend a specific class for a lesson. They should be provided with a base in the form of a common room. There will not be a desk for each teacher in the room, however, each teacher should have a place to store their belongings. Space for lesson preparation and focused work for individuals or groups should be in the form of separate quiet areas and corners. The common room will be used mainly for consultation with colleagues, joint meetings and relaxation. A small kitchen should therefore be included. The teachers should also have changing rooms nearby for changing and showering. The total number of Level II teachers is estimated at 15. Teaching assistants, who are fewer

in Level II than in Level I, should be provided with storage space in the common room.

### **Subject-specific classrooms of the 2<sup>nd</sup> level**

A significant part of the teaching of the second level takes place in specialised classrooms. Each subject-specific room should be connected or close to a cabinet used for teachers' preparation and as a storage room for teaching aids.

The school will have 3 science classrooms - physics, chemistry and biology - each with attached cabinets. The space for science education will also include a laboratory equipped with lab counters with several workstations, with each lab workstation having a counter for water and waste. The area above the teacher's desk should be equipped with a fume hood. Storage of chemicals should be in a separate room.

For foreign language teaching, which will take place with half-sized classes, it is necessary to design 3 smaller classrooms. Information technology, robotics and 3D-printing will be taught in the IT classroom. Like the IT classroom of Level I, it should be connected to the IT facilities and server room of the school, including a cabinet and storage room.

Art and design classes will be taught in the art classroom, which should be equipped with a larger number of sinks. In addition, a ceramics classroom will be provided for pottery, which will also be used for clubs outside the school. The ceramics facility will include a kiln, which will not be accessible to children for safety reasons, and a storage area for pottery works in progress. A shared music classroom for Level I and II will be used for music education. Multimedia education will take place in a separate classroom with equipment for radio, drama, film and a recording studio.

Crafting classes will be taught in a split schedule.

There should be a total of 3 workshops - wood-working, metalworking, and sewing - with sufficient space for handling and processing art materials. It should be taken into account that work activities may generate noise, so they should not be located in close proximity to classrooms.

The pupils will also have the opportunity to use a teaching kitchen as part of their education. For hygiene reasons it must be separate from the main canteen kitchen, but other forms of connection or synergy may be considered. The teaching kitchen should have 5 working sets for groups of 3-4 children. The set should include a hob, sink, work surface and connections for small electronic kitchen appliances. The kitchen should also include 1-2 ovens, a dishwasher, a large sink, a fridge/freezer and storage space for kitchen utensils and small appliances.

In addition to the classrooms, which will serve as storage for teaching aids for specialized subjects, storage for textbooks and possibly other aids should also be envisaged.

## **COMMON SPACES**

### **Clubroom**

The school's clubroom will be attended primarily by pupils in Level II, i.e. grades 5 to 9, sometimes even grade 4. The purpose of the club is to provide a multi-purpose, low-key meeting space for children across the grades. The room should be at least one to two classrooms in size, with the ability to vary the space. It is envisaged that the club will be used mainly during after school hours, for example after lunch before going home, but will also serve during breaks and free periods, always supervised. The space should be divided into three zones, according to the activities they will be used for. The first zone will be relaxing and social, and will be used for activities that require neither more quiet nor active move-



ment, such as discussion and others..

The second zone will be a play zone, designed for activity and movement of children and allowing also for storage of play equipment.

The third zone should be a quiet zone, used for reading books, concentrating on tasks and other quiet activities.

### **School library**

The library should act as a cultural space for the school. It should be a space for literary workshops, film club, talks, prevention programmes, small concerts and performances and exhibitions of pupils' artwork. Children will be able to use it even during recess, always with adult supervision. The library will be used for school purposes only and will not be open to the public.

### **Assembly hall**

The school assembly hall is intended to be an open space that connects to the entrance hall and staircase. It should be a multifunctional space that is a kind of open core and a link between the different spaces. It should not be a separated, enclosed space. The assembly hall should be connected to the changing rooms, the school bistro and canteen and the school library. It should also include relaxation areas. The hall will be used for example for larger school events and assemblies for approximately 100-200 people.

### **Outdoor spaces**

Great emphasis should be placed on the concept of outdoor spaces, which play an important role not only for leisure but also for teaching. The outdoor spaces will include at least two roofed outdoor classrooms common to Level I and II, for which green roofs of the building can also be used. In addition, there should be various types of play and sports elements outside for use by the children of the after-school club as well as by

the pupils of Level II during breaks. Emphasis is placed on the easy accessibility and educational usability of the outdoor spaces. For teaching purposes, it is appropriate to place growing beds or a greenhouse on the property or to create habitat demonstrations (meadow, orchard, pond) with the possibility of using the adjacent pond. A zoo corner could also be placed in relation to level I. The proposal should also offer outdoor areas for recreational use.

### **Sanitary facilities**

Sanitary facilities will be designed in sufficient numbers, separately for pupils, teachers and staff. The required number must be adapted to the required standards. As the campus will have several functionally separate units, it is important that the sanitary facilities are appropriately distributed throughout the campus.

## **SCHOOL MANAGEMENT**

The school management section should be located near the main entrance and be easily accessible for visitors. It will include a total of six offices, one of which will serve as the principal's office, two for the vice principals, two for the administrative and economic department and one as the secretariat. There should also be a filing room and a storage room for stationery and a total of 4000 textbooks, as well as a copy centre area. A meeting room with an adjacent kitchenette will be provided for joint meetings. Meetings between teachers and parents will take place in the parent-teacher room, ideally located near the main entrance.

## **SCHOOL COUNSELLING CENTRE**

The aim of the counselling centre is to improve the social climate of the school and to offer both counselling and preventive care through

the use of a special and social psychologist and speech therapist. A total of 2 offices, each with two desks, are to be designed for the counselling centre staff. An isolation room should also be provided as a space to calm disturbed children, alternatively as a quarantine area in case of a pandemic. In addition, staff should be provided with a smaller classroom-sized space for working with children.

## SPORTS FACILITIES

### Sports hall

The sports section of the school will be used not only by the school but also by the public outside school hours and will also be rented for commercial sports use. The sports hall will therefore have its own entrance with a reception area. There will be toilet facilities and a changing room for jackets and coats for visitors near the entrance. .

The sports hall will be designed in such way that it can be divided into 3 parts by dividing curtains. The size of the total playing area should be 40x20 m, plus run-ins. The clear height of the hall will be at least 7 m. As the hall will also be used for larger sporting events, a grandstand for 200 spectators will be added. In addition to the large hall, there will be a multi-purpose, 13x13 m gymnastics hall, ideally with overlaps. The hall will also include a foam pit. Both the sports hall and the gymnastics hall should have an easily accessible storage area for sports equipment and tools. An equipped strength training gym/area may be integrated into the sports facilities, but the aim is not to generate additional square metres.

### Changing rooms

A total of 8 smaller changing rooms should be designed, 4 for girls, 4 for boys, always with direct connection to toilets and showers. The changing rooms should also be easily accessible from the

outside. PE teachers and coaches will have their own cabinet/locker room including shower facilities.

### Technical facilities

The sports area should have a large enough supply entrance from the exterior to allow for moving equipment for various events. Space for technical facilities and a cleaning room should also be provided.

### Outdoor sports grounds

Outdoor sports grounds will offer a running track and a sports field. The athletics track does not have to conform to a specific standard in terms of length and form, and an atypical form may be chosen in favour of a better spatial arrangement. A long jump track should also be included. The outdoor sports field will ideally correspond to the standard size of a basketball court (28 x 15 m), with the understanding that it will be used for various types of team sports and games. There will be access to a small tool storage area from the outside, ideally 2 separate ones for the school and external users of the sports ground.

## GASTRONOMIC FACILITIES

### Kitchen

The kitchen should be designed to allow for the preparation of up to 1200 meals per day, with some meals to be delivered to other facilities. It is not intended to serve meals to the public at this time. It is important that the layout of the kitchen allows for smooth food preparation processes, that sufficient space is provided for separate food storage, and that all components of regular catering operations comply with the requirements of occupational health and food hygiene. It is preferred to locate the kitchen and storage on the same floor as the supply entrance. In any

case, the supply and delivery entrance should allow for the smooth handling of food and food for delivery.

It is necessary to ensure easy and practical transport of food between the kitchen and the canteen serving window, especially if the canteen and kitchen are not on the same floor. The kitchen staff will have sanitary facilities including a shower room, a day room and a management office which will be accessible from the canteen. The proposal should also offer a solution for waste segregation and the location of waste containers, which will ideally be located close to the canteen / kitchen.

### **Canteen**

The canteen will provide seating for 200, with lunches taking place in several shifts. The serving window should be positioned so as not to generate queues that would interfere too much with the space between the dining tables. Toilets and washbasins should be available for diners near the window. The layout of the dispensing and returning window should allow for the smoothest possible operation.

The dining room should be connected to an outdoor terrace for summer dining, which will also be used outside of class time for internal events such as garden parties. It is therefore important that the dining room provides not only a connection and opening to the terrace but also the possibility of a separate entrance to allow the dining room to be used independently of school operations.

### **School Bistro**

The school bistro may be used to serve snacks and sell other goods ( refreshments, basic school supplies), especially during breaks. It will be accessible to the pupils from the assembly hall, and

may also be connected to the kitchen, although it is important that it is separate from the canteen. It is envisaged that an external operator will be in charge of the bistro and that the public will be able to use it. It is therefore important to allow a separate entrance. Advantages would be the adjacent mobile forms of varied seating both indoors and outdoors and the proximity to the gym or outdoor sports field.

### **TECHNICAL FACILITIES**

The technical rooms should be designed large enough to take into account the proposed energy concept of the building. The IT-base of the school will consist of a server room, an IT-cabinet and a storage room. It is advisable to design the location of the server room in such a way as to contribute to reducing the energy consumption of the cooling required for this room. IT classrooms should also be located nearby. On each floor, or in each section of the site, there should be a storage room for cleaning work, always equipped with a sink. The warehouse will also be used for parking cleaning trucks, charging the large cleaning truck and storing cleaning equipment. For the cleaning staff, a small facility with changing room, toilet and shower should be designed.

The school caretaker will have a workshop that will function as a storage and base for maintenance work, minor repairs and craft activities. It will also serve as a garage for a garden tractor. It is important that the workshop is connected to both the interior and exterior by a sufficiently large door or gate. The workshop should be located close to the furniture storage area or be directly connected to it. The furniture storage will also be easily accessible, ideally also from the exterior, and will be used for storing school and seasonal furniture.



## PRE-SCHOOL CLASSES

The aim of the pre-school classes is to systematically prepare children for gradual integration into the educational process of primary school. Classes are held in the morning hours. It is planned to have a total of 4 classes for 10-15 children, two of which will serve the children of the preparatory classes of the already existing primary school in Jílové u Prahy, which currently does not have sufficient space for these needs.

Since the pupils in the preparatory classes are children who are not yet of school age or at the same level of development as others, the entrance to the preparatory classes should be separate from the main entrance so that they are not immediately confronted with the busy crowd of a typical school morning. A locker room solution will also be included. At the same time, a solution needs to be devised for how to use these spaces as classrooms for Level I classes in the event of reduced need for preparatory classes in the future. Therefore, the preparatory classes section should not be located in a completely separate area but should offer the possibility of connecting to the Level I area so that it can function in a variable mode. It should provide storage space and sufficient social facilities for pupils. The teachers of the preparatory classes and their assistants will be provided with a day room for a total of 8 persons, as well as social facilities.

## APARTMENTS

The school campus should include a caretaker's apartment of the recommended size of 3 + 1 (three rooms + kitchen). It is important that it allows comfortable living for the caretaker and his family.

In case of sufficient space capacity, it will be an advantage if a smaller number of rooms can be accommodated within the school site, i.e. 2-3 stu-

dio apartments for teachers or other school staff. Given that the size of the school site requires an economical use of space, staff apartments are only seen by the contracting authority as a possible addition that could bring certain benefits and qualities for the future staff of the school. However, this is not an essential part of the building programme or a discriminatory criterion in the assessment of proposals.

## ENERGY CONCEPT

The site of the new school should be as sustainable as possible, both in terms of space and energy concept. As the establishment of the school requires a large investment, it is a priority that the future operation of the site is as efficient as possible, minimising costs and energy consumption from non-renewable sources. The building should be respectful of its surroundings - both environmentally and visually. The energy concept of the building and the entire campus should offer energy-saving, smart solutions and take into account the complex functioning of the campus (use of natural ventilation and solar radiation while eliminating excessive overheating from solar radiation, water recovery, use of device generated heat,...). The school is not opposed to the use of advanced technology and systems, while not aiming to use overly complex high-tech electronics that require specific knowledge to operate. The sophistication of the energy solution should be based on simplicity and timelessness.

## TRANSPORT AND PARKING

The design should offer a safe transport solution that takes into account the needs of the supply and service of the site as well as the comfort and safety of children. The street Kaštanova, which passes through the site and on which the cycle path 19A runs, will in the future only serve pedes-

trian and cycle traffic. The intention is to prioritise pedestrian and cycle traffic within the school site. Therefore, sufficient bicycle and scooter parking should also be provided. Bus services will also be relevant for the arrival of children to school. The nearest bus stops are located at the village square of Radlík (buses from Libeň, Libeř and Jílové) and at the neighbouring industrial zone (buses from Petrov and Okrouhlo). These are regular public transport lines, not school bus lines. Adequate parking spaces must be provided for

school staff inside the premises. In addition, K+R parking must be provided for the safe drop-off and pick-up of children in front of the school. The exact number of parking spaces is at the discretion of the competitors. The goal of the traffic design is to reduce the number of those arriving or being brought by car and to eliminate collision points of movement between children and cars as much as possible.





## 5 Zoning plan

According to the currently valid zoning plan, not all of the land in question is intended for the construction of civic amenities. Currently, amendments to the Zoning Plan are being discussed, on the basis of which all the affected plots will have a functional area designated for civic amenities. The proposal for the new school will already be subject to the new Zoning Plan, which will come into force in January or February 2025.

The area for the location of the new elementary school will be defined as buildable area Z.04 with the use OV - public civic amenities, which allows the construction of facilities for education and upbringing. Other permissible uses include (public) greenery, public spaces, small additional buildings and transport and technical infrastructure to serve the area. Conditionally, housing is permissible in this area, on condition that it is directly related to the site, as well as civic amenities as an additional function that does not interfere with the main use, and collective parking (such as multi-storey parking houses or large-capacity parking lots on the ground).

The character and structure of the development will be defined as “areal intensive development structure” (AI), where the development is not regulated in terms of character and structure

but is based on the specific requirements for the function and operation of the premises. In the positioning of buildings, care shall be taken to ensure the efficient use of the premises and to provide a sufficient proportion of green space along the boundaries of the premises adjacent to residential areas in order to protect the landscape character.

The maximum height of the building will be set at 15 m, with the coefficient of the maximum land development not being set. The coefficient of the minimum proportion of green space on the plot will be 0.2.

As a condition of the development of the area, it will be further specified that the extension of K Rybníku Street along the water area up to the road connecting Radlík with Jílové should be enabled, with public spaces designed to provide access to the water area taking into account this natural value. Furthermore, it is necessary to ensure continuity between public spaces in the designed area and the existing Kaštanová Street, permeability of the area for pedestrians and cyclists, and to ensure optimum transport accessibility of the proposed development with street spaces sufficiently comfortable and capacious for all transport facilities of local roads.





## 6 Jury

### Independent part



#### **Ellen Dettinger**

German architect born in Munich, graduated from the Faculty of Architecture at the FH Munich. In 1994 she co-founded the architectural firm Schürmann Dettinger Architekten with Felix Schürmann. Their studio has completed a number of school buildings, such as the Gymnasium Trudering in Munich, the Montessori Primary School in Gilching, the Freiham School Campus in Munich, the Gymnasium Herrsching, the Free Waldorf School Berlin Mitte with kindergarten.



#### **Daria Balejová**

Graduated from the Faculty of Architecture of the Czech Technical University in Prague, completed a foreign internship at the Ecole Nationale Supérieure d'Architecture, Nantes. She has worked in the studios of Ian Bryan Architects, AI - Design, Eva Jiříčná and Petr Vágner architectural office. Since 2014 she has been leading the ZAN studio at the FA CTU. Currently, she cooperates with A-LT architects. She has long been involved in the development of the town of Řevnice, where she lives and has worked as a town architect since 2016.



#### **Andrea Ravagnani**

Is the founder of Andrea Ravagnani Architects, an international architecture firm based in Rome. He has projects in Italy, Norway and the Czech Republic. RVA has won numerous awards and prizes in international competitions, with winning designs for the Troja School in Prague and the Innovation Centre for the Ústí Region. Andrea Ravagnani won the 2013 Newitalianblood Award as the best young Italian architectural practice U36.



#### **Ondřej Píhrt**

Graduated from the Faculty of Architecture of the CTU in Prague and completed a foreign study internship at the Technical University of Munich in the studio of Herman Kaufmann. After several years of collaboration, he founded the studio RAP partners (2008) with Mojmir Ranný. Since 2015, he has been working together with Štefan Šulek and Ondřej Laciga in the studio SOA architekti, where he has been working on a wide range of projects, most recently focusing on school buildings.



#### **Ondrej Palenčar** - alternate

Graduated from the Faculty of Architecture of Brno University of Technology. He completed internships at Ensa Montpellier (FR), Mecanoo architekten Delft (NL), Kuba Pilař architekti Brno. After graduation he worked in the Swiss office Atelier Pietrini Neuchatel. In 2018 he founded the architectural platform Atelier TŘI. ČTRNÁCT architekti and its Slovak branch TRI.ŠTRNÁSŤ, which focuses on projects of various typologies, from public buildings to rural architecture or small cultural centres.

## Dependent part



**Jan Kukla**

representative and councillor of the town of Jílové u Prahy



**Zuzana Johanidesová**

architect of the town of Jílové u Prahy



**Jaroslav Hrubý**

mayor of the municipality of Libeň



**Jan Stachura** - alternate

deputy mayor of the town of Jílové u Prahy



**Pavlína Menclová** - alternate

mayor of the municipality of Petrov u Prahy

