



ARCHITEKTONICKÁ SOUTĚŽ O NÁVRH / ARCHITECTURAL DESIGN COMPETITION  
**NOVÁ ŠKOLA CHÝNĚ / NEW SCHOOL CHÝNĚ**

## COMPETITION BRIEF

**CCEA**

We focus on the contemporary city.

CCEA is involved in defining the Central European Culture.

[Centre for Central European Architecture]

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*The current primary school in Chýně was built in 1864. Oddly enough, at the start of the 20th century the school inspectorate of the era recommended that the school be expanded. Though this expansion never took place, it must be said that for many years the school served its purpose adequately in its original size, with no need of extra capacity. Indeed, at the turn of the millennium, the school was attended by the very lowest number of children in its recent history, and was threatened with closure. Fortunately, the municipality managed to protect its school, and last year the institution could celebrate the 150th anniversary of its founding.*

*A growth in demand for school capacity was set in motion by the approval of the new zoning plan in 2004. Shortly afterwards, massive housing construction began within Chýně, such that from a starting point of 550 inhabitants at the time of approval, the village swelled to its current figure of nearly 2500 residents listing it as a permanent address. On the basis of the presently valid zoning plan, as well as the known construction aims of real estate developers, a further increase in the local population can be assumed in the immediate future to figures of between 4000 to 5000 residents. Complicating the already vexed situation even further is the continual refusal of surrounding communities to accept pupils from Chýně, as they themselves have problems with the capacity of their own schools.*

*Hence it is only logical that the theme of a new primary school has become a question discussed with particular intensity in recent years in Chýně. The community first reacted to the growing demand with an addition to the present building, yet this was only a temporary solution and has not sufficed for current development, let alone the future. Fortunately, the municipality owns a suitable plot for construction of an entirely new school building, which the zoning plan would allow for this purpose. The plot is located at the southwest edge of the built-up area of the village, though in a few years the location will already be part of the wider centre.*

*Discussions concerning the new school began to acquire a more concrete form in 2012. In October 2012, the school board presented the municipal council with materials for the design of possible variants of the building. Subsequently, in December, the municipal council created a 'Committee for Construction of a New Primary School', with the task of preparing the documentation for constructing the school and, with respect to demographic growth, to perform an analysis of the utilisation of the school over the long term. At the recommendation of this committee, the council approved in June 2014 the proposal to open an architectural competition for the concept of a new primary school. Understandably, the necessity of this construction project remained the focus of passionate discussion, and the plan for a new school became one of the major themes of the municipal elections in October 2014. For the council that resulted from the last election, construction of the new school is an unambiguous priority.*

*To receive feedback from the residents of the community and ascertain their views on all the important attributes of the new school, we undertook in January 2015 a public meeting with the residents of Chýně in the framework of a 'planning weekend'. From the conclusions reached, it is clearly evident that much more is expected from the school building than simply the fulfilment of standards and regulations. The school should be an educational, sports, cultural and above all community centre for the entire municipality. It would need a pleasant atmosphere, and the creation of an open and friendly atmosphere.*

*The school that we want should be safe, open towards the children, and with an inspiring and stimulating environment for modern pedagogy, including alternative educational methods. The entire space of the school should allow for its effective*





use by children, parents and teachers, as well as the broader public during non-school-related activities. Our aim is not an imposing building, but rather one that will be aesthetically pleasing yet at the same time with form subordinated to function rather than the reverse. The new school will make fully material our ideas of a modern and tasteful environment for the instruction and care of children, as well as the needs of all residents of Chýně.

We eagerly await the chance to view the designs presented within this architectural competition, and their ingenuity and creativity in matching our own ideas as well as finding a common path towards meeting all of our goals.

**Mgr. Anna Chvojková**  
starostka obce

An architectural competition for a school is a challenging process.

The first meetings with the municipality regarding the organization of the competition took place about a year ago, during which we have introduced the concept of the design competition and its advantages over other methods of selecting an architect. The competition will supply the township with a broad spectrum of original designs for the new school, and allow it to find a solution that under different selection procedures may not have been available. Then the actual preparation of the competition followed.

The public has been participating in formulating the school program within the communication with their municipality including a planning workshop. Their expectations and needs are reflected in this brief to the greatest possible extent. During finalization of the brief, we examined instances of the good practice and various experience of the directors and staff of similar schools in similarly-sized municipalities in the Czech Republic. Their observations and recommendations are also reflected in this document, as well as demands and needs that might differ slightly from the extant legislation. Only a few months prior to the official announcement, the preparation of the brief became quite intense and as organizers immersed in work we almost failed to notice the rising enthusiasm for the competition on the part of everyone involved in the definition of the program; whether the Mayor, councilors, members of the Committee for the construction of the new school or the participants of the planning workshop. For official approval of the competition conditions, a special meeting of the council was scheduled for 23rd February of this year.

Despite the highly detailed discussions over the school's program and the definition of the school as a new educational, cultural, social and sports centre of the municipality, in between the lines of these four attributes and the necessary capacities and dimensions described below, one needs to pay attention to the much deeper meaning and mission of the school. It will doubtless become a landmark of Chýně and a living centre of the community and must be approached as the largest and most important public building, intended to serve several centuries.

We would like to encourage the architects to observe in their designs not only the optimal operational and social links, but also to answer the the question of wher our architecture is heading. This question is not an invocation to design pompous buildings, but instea the opposite.

We wish a great many excellent competition entries for to Chýně and for the participants, enjoyment in their work and good luck in the evaluation of their proposals.

**Ing. arch. Igor Kovačević, Ph.D.**  
competition organizer - CCEA



## COMPETITION JURY

## INDEPENDENT MEMBERS

**Pavel Nasadil / Ing. arch. MgA.**

Graduated from the Academy of Fine Arts in the class of Emil Příklad in 2005. Together with Jan Horký, he founded the studio FAM Architekti. Apart from numerous projects in the Czech Republic they collaborate with the British architectural office Feilden + Mawson. FAM Architekti have experience with individual housing as well as complex typologies of public and transport buildings. Thanks to several victorious architectural competitions, they have also gained experience with projects for public administrations and institutions and municipalities.

**Gabu Heindl / Mag. Arch., M.Arch.II**

Graduated from the Academy of Fine Arts in Vienna and Princeton University (USA). She has taught a.o. at the Technical University in Graz, TU Delft, Berlage Institute in Rotterdam and Kunstakademie Düsseldorf. Since 2007 she has headed of her own studio GABU Heindl Architektur and at the same time teaches at the Vienna Academy of Fine Arts. Apart from other projects, GABU Heindl Architektur also designs public buildings and cultural and educational facilities. The studio takes a public stand against chauvinist, racist or discriminating architecture, exploitative project proposals or speculative ventures. In 2013 they successfully finished the reconstruction and extension of a grammar school in Wiener Neustadt, where participatory planning - involving over a hundred of teachers and a thousand of school children - played a crucial part in the process.

**Martina Buřičová / Ing. arch.**

A graduate from the Faculty of Architecture at the Czech Technical University in Prague. After a few years of collaboration with the studio S.H.S. architekti and experience from France, she cofounded with Štěpán Kubiček their own architectural office caraa.cz. Apart from other awards, they have won a Grand Prix in the category of reconstructions. Currently Martina Buřičová also holds a position as a teaching assistant at the CTU's Faculty of Architecture where she teaches the first year's students the basics of architectural design.

## DEPENDENT MEMBERS

**Anna Chvojková / Mgr.**

The Mayor of municipality of Chýně, without party affiliation. She graduated from the Charles University in Prague, Faculty of Natural Sciences, majoring in geography, specializing in cartography, social geography and regional development, with part of her studies completed in Spain. She has worked in the non-profit sector as a project manager for human resources and European subsidies. Anna Chvojková has lived in Chýně for more than six years, and also carried out a demography study for the municipality.

**Petra Vacková / Ing.**

The Vicemayor of Chýně, who has lived there for more than seven years. She has graduated from the University of Chemistry and Technology in Prague, majoring in physics and chemistry of solids (technology silicates). For many years, she was the head of marketing and sales for Dutch international companies operating in the Czech Republic. Currently she works as an expert for the Ministry of Education, Youth and Sport in the field of European subsidies. Within the program Research, development and education she specializes in supporting education in science, technology, engineering, mathematics, as well as supporting the environmental education and enterprise in regional and higher education. In Chýně she is active in the fields of community planning and sustainable development.

## ALTERNATES

**Ondřej Pihrt / Ing. arch.**

A graduate from the Faculty of Architecture at Czech Technical University in Prague, he also spent a few years studying and working in Germany. After a longer collaboration with Mojmír Ranný, in 2008 they formed the architectural office RAP partners, where they focus mainly on architecture of smaller scale. Last year they won the architectural competition for the primary school in Psáry and now continue their work on the school's design and construction.

**Petr Štěpánek / Mgr. Ing.**

Teaches at the University of Economics in Prague. His specialty is public procurement, both from the theoretical and practical standpoints. He organizes public procurements for various municipalities in the Czech Republic. In Chýně, where he has lived for quite a long time, he is a member of the Financial Committee and the Committee for the construction of the new school.



## NEW SCHOOL CHÝNĚ

For the people of Chýně, the new primary school will also serve as a new educational, cultural, social and sport center. It is very important to underline its future part in the life of the local community. As a consequence, the aim of the competition is not only to find a proper economical and sustainable solution for the new school, but also to lay the groundwork for the new social center of Chýně.

The school is organized in the following stages, according to Czech educational practice: the preparatory class (age 5-6), 1st (age 6-11) and 2nd (age 11-15) stage. The teaching will be parallel (classes A and B for each year): the 1st stage will have 10 classrooms with a maximum of 330 pupils, the 2nd stage will have a capacity of 8 classrooms (some of which will also be specialized) and a maximum of 240 pupils.

The swimming pool and ancillary services – referred to here as phase 2 – are also part of the competition subject.

The size and dimensions of the classroom and the children's comfort, as well as the comfort of their teachers, are seen as an important element of the design. The 1st grade pupils spend many hours a day in a single classroom and so it is necessary to design the classrooms with proper parameters and space for relaxation. The quality of the space is not equivalent to its size, but to the creation of a space that is inspirational and pleasant to be in. A certain tension exists between the minimal required surface per pupil, the quality of the space and the investment and operational costs. We hope that the participant will answer this challenge with their quality designs.

The participants are supposed to think carefully about the ways and means of achieving interior environment comfort, e.g. how to tackle its overheating, how to work with the fact that in the morning the classes are used quite intensively, whereas in the evening there is no activity.

### Investment costs

The municipality of Chýně has a yearly budget of around 20 mil. CZK, with around 3 mil. CZK for investments. It is obvious that it is not in the power of the municipality to finance the project of a building as demanding as this much-needed primary school by itself and that they will ask for other sources of financing from the subsidy programs of the Czech Republic or European Union. When designing the school it is crucial to find a good balance between the building program and the budget of Chýně and still keep in mind the investment (as Chýně will have to co-finance the whole project, as is customary in such cases) as well as the operational costs.

The township is prepared to invest 140 mil. CZK exclusive of VAT for construction of the school, this sum to include the built-in sections of the interior, exterior fittings and landscaping. Not included in this sum are connecting facilities or the possible phase 2 – the swimming pool and ancillary services for the school.

### Energy concept of the buildings

We believe that the participants will see the building of the school from the same point of view as the client does – as a public investment, where there should be no useless waste of money, as a building that will have an important impact on the community life in the whole municipality and as a building that is at the same time an enormous opportunity.

The energy concept of the buildings will be described in the text section from the perspective of energy efficiency and comfort of the pupils, staff members and other users. The school and other buildings should be designed to optimize the use of energy and ensure reasonable running costs. A clear wish of the client is to have a building that is environmentally sound and comfortable for use. The technologies, systems or precise numbers are intentionally not specified in the brief. The energy concept should embody conservation, smart solutions and take into account the complex functioning of the school premises.



## Preparatory class

The aim of the preparatory class is to prepare the children for easier transition into the educational process of the primary school. A capacity of 20 children is proposed, and the class can be operationally connected with the 1st grade.

## 1st stage

10 master classrooms for the 1st grade will be designed so that there could be 33 students taught at once. This figure is the maximal version of the proposal; in reality there will be fewer students in every class. The children will spend their whole day in these classrooms, so there should be a proper relaxation zone. A workshop and two smaller classrooms for foreign language education are also part of the 1st grade; all of them should be designed for half a class.

Based on experience from other schools, the teachers, spend most of their time together with children in their classrooms. The common gatherings of the teachers should take place in their proper staff room (day room) or, if more convenient for an individual design, in the common room.

There will be an after-school club for the children of the 1st grade. Its capacity is proposed as up to 150 children, however it should not be conceived as one basic big room/hall, but more as cleverly designed space(s), in which the teachers can easily handle the assigned number of children. It is advised to search for other regimes of usage for this space, because the after-school club will not keep it busy for too much time. The real capacity of the after-school club is very difficult to foresee and the number 150 is probably an underestimated guess. At the same time, though, we want to avoid designing unnecessary space, so the after-school club will most certainly use some of the master classrooms as well. This is important to take into account for the design of the flow.

We recommend placing the cloakrooms for every classroom separately. We also recommend not proposing the use of individual lockers. These recommendations come both from bad experience and good practice of other schools.

## 2nd stage

The core of the 2nd stage is formed by four master classrooms and four specialized large classrooms that will also serve as master ones. One will be for biology, chemistry and physics, one for arts and the other two for foreign languages.

In addition, there are smaller specialized classrooms for half of the class. These are the laboratory for chemis-

try, biology and physics, foreign language classrooms equipped with audio and video technology, workshop, practice kitchen and IT classroom. Connected to the last one should be a server room, which can also be used as an office.

The teachers' offices (cabinets), their individual capacities and position in the school are left up to the decision of the architect. In total we are assuming the figure of 10 to 12 teachers for the 2nd grade.

We recommend thinking through the cloakrooms and their positioning. Although it is the architect's decision, based again on the experience from other schools we would prefer if the cloakrooms were not put together in one single spot for all the classes. We would also prefer if there were individual lockers for each student.

## Gymnasiums

Two gyms are proposed, one smaller for the 1st grade with the dimensions about 12 x 24 m, and another one, bigger, for the 2nd grade. This bigger gym is not defined by its dimensions, but by the supposition that it should serve for matches in basketball, volleyball, floorball and handball. It is up to each participant whether to design as well some spaces for potential spectators. Each of the gyms needs storage space for the sports equipment, facilities for the students, cabinet, and facilities for the teachers. It is allowed to share one space of this kind by both gyms; however, it can be also designed as two completely separate flows. The gyms will be used by the public after school hours. It is necessary to design these spaces so that they can be accessed and used without interfering with the strictly teaching part of the school (both for security and hygiene reasons).

## Hall (small auditorium)

The hall is a multifunctional space with good acoustics for music and drama classes, clubs and after-school activities, various school performances and also for public use (expositions, concerts, theatre). The position of the hall in the school is not specified. It is necessary that it can function and be accessed as a space fully independent of the normal school functions. In addition, there must also be storage space close by for the musical instruments and other equipment.

## Library

The library has a capacity of 15 000 volumes with the yearly growth of 80. It should be conceived as a school library with some reading space for the children, office and facilities. Under certain circumstances, the library will be accessible to public. Again, this should not interfere with the school operation.



## School management

The school management comprises the director, vice-director, secretary and 2 to 3 other office workers. The disposition or the concept of closed or open spaces is left up to the decision of the participants. We recommend thinking through the functioning and design of the common room. It can serve to accommodate the whole staff for common meetings and for communication between the management and the staff (typically by notice boards and storing the class books). However, the question is open whether to conceive it as an important room, or whether to relocate and supplement its functions in some other spaces.

## School facilities

The facilities are defined only by a few basic needs, one of which is the need to store school furniture, seasonal furniture, office supplies and about 5 000 textbooks. The number and location of these spaces is not defined. Another need is for school maintenance, which means the assignment of proper space for the janitor's workshop and storage. The technological equipment and spaces for it (HVAC, water heating, various technical and control rooms) are not defined by the brief – it is up to the architect to come up with the technological and energy management solution for the building. Our sole but crucial interest is that we prefer the design that is, in terms of its investment and operating costs, as economical as possible.

## School canteen

The kitchen should be designed for the preparation of 800 meals per day. Part of the meals will be distributed outside of the school – to nursery school or social facilities of the municipality. The canteen should accommodate 220 children and staff at once. The children will take turns in using the canteen.

Well placed in relation to the kitchen, and also other publicly used spaces of the school, there should be a "space for the parents and school visitors", which is a kind of a day room or a community self-service café for the parents waiting until their children finish their after-school activities. The goal of this space is for the parents to spend their time here pleasantly, with dignity and sociability, and if possible take some refreshment. During the midday the locals can come here and have a "school lunch". The space should be designed for about 40 people.

## Outdoor space

Keeping in mind that the school will create some kind of a new centrality in Chýně, and become some sort of magnet for its inhabitants, we find it crucial to define the form and functions of the outside and public spaces. The new school here deserves much more than a utilitarian mixture of required functions filled in with left-over greenery. The immediate surroundings of the school should have a quality of usage, social and aesthetic quality as well. Together with addressing the operational and functional connections inside and outside of the school, the exterior proposal is the cornerstone of the whole design.

The school surroundings can but need not to be connected with the nearby park Višňovka. Among the activities that should take place there belong: cultivation of flowers and edible plants, gardening in general (as part of the education as well as a free-time activity), outdoor class or classes (in a roofed/covered area or space, also in the amphitheater if proposed), various kinds of sports and, of course, games, playing and relaxation.

The architects should define the outside space for education – the outdoor classroom. Neither the size nor the number of such classrooms is specified. However, we should draw attention to the possible determinants and limitations, such as sunlight, noise and in case of multiple exterior classes, their mutual visual and acoustic contact.

An important part of the outside space is the sporting area. It should cover the basic demands of team sports, such as small-scale football, handball, volleyball, basketball, eventually softball. In addition, it should include a running track and space for athletic disciplines. The design and solution is not limited by this brief, but is left on the participant's creativity and decision. Neither a full football field, nor professional athletic tracks are required.

A specific aim for designing the outside space in this competition is the requirement of proposing the design in two phases. Phase one (the main one) is the school building and its surroundings. Phase 2 is the eventual later building of the swimming pool and ancillary services. Phase 2 depends on other sources of financing and, even though its realization would be more than welcome by the municipality, currently it is not possible to say when it can get started.

The outside space should be designed to be complete and finished in phase 1. However phase 2 must be possible to undertake with as few losses and complications as possible.

## Urbanism and transport

The public space as a whole, as defined by the school and its premises, traffic connection and accessibility, will create a new urban focus for the locals. In accordance with the requirements of property ownership, it will be important to find an optimal way to solve the morning and afternoon traffic rushes. The transport solution of the wider lo-



ality has to be taken into account in the design proposal – and challenged – with the outcome of possible improvements that would prevent possible conflicts.

The urban solution must be strong enough to handle the full-time school operation, in the morning, during after-school activities, as well as in use by the public in various instances. It should also allow the possibility of smooth transition into building the phase 2 in the future.

According to the zoning plan height of the school should not exceed 15 m.

### **Parking and the new bus stop**

The car parking must be thought through well, given that there are various needs and regimes of parking. Long-time parking places for the school staff should be separate from the short-time parking. These short-time parking spots will be extensively used, mainly in the morning by those parents of the small children in the 1st grade who they accompany even inside the building. A different need for parking spaces will come from various events held at the school, whether of a cultural or a sporting character.

The solution for the short-term parking demands more than blind adherence to the norms and legislation. We encourage the participants to take into account the many operational variants of the school in their designs and to be thorough and creative in their approach towards the traffic and parking situation – even, dare we say, to be bold and revolutionary. We would not like to see a parking lot of shopping-center proportions, which would be used for roughly half an hour a day, in the competition designs.

Another issue for the traffic is the organization of cycling access and parking for the bicycles. The participants can also profit from the planned change in the bus lines and propose a place for a bus stop according to their design's needs. Currently the buses connecting Chýně with Prague's Zličín and Motol act as a shuttle around our competition area, their turning point being the north-western edge of Višňovka. The lines should be prolonged to the nearby railway stop, where the buses should turn and continue on the new planned road that is south of the competition area (as drawn in the material no. 2).

### **Phase 2 – Swimming pool and ancillary services**

As a separate building (or buildings) there should be a swimming pool and ancillary services of the school. The swimming pool should be used both for school purposes and for the general public, with proper facilities and technology. Complementary spaces can be added (such as sauna or wellness), but are not required.

The ancillary services should be conceived as rentable units, where there could be apart from the classic relevant services also the offices of e.g. pediatrician or speech therapist. The size and design of these services is not defined by this brief.

Phase 2 represent a possible vision of Chýně and will not be carried out together with the school. The swimming pool and the ancillary services should create some added value to the school and help with defining and completing the public space of Chýně in general.



**PREPARATORY CLASS**

1 class  
20 pupils

pupils / teachers rooms

master classroom + relax area (20) 1

cloakroom, WC, utility room

separate or as a part of 1st stage

**1<sup>ST</sup> STAGE**

2 x 5 classes  
330 pupils

pupils / teachers rooms

master classroom + relax area (33) 10

workshop (16) 1

foreign languages classroom (16) 2

cabinet / day room (11) 1

after-school club (150)

cabinet of after-school club (5-6) 1

cloakrooms for pupils

WC - pupils, WC - teachers

utility room

**2<sup>ND</sup> STAGE**

2 x 4 classes  
240 pupils

pupils / teachers rooms

universal master classroom (30) 4

foreign languages classroom (30) 2

foreign languages classroom (15) 1

visual arts classroom (30) 1

classroom - chem, bio, physics (30) 1

laboratory - chem, bio, physics (15) 1

classroom - IT / computers (15) 1

cabinet - server room 1

workshop (15) 1

practice kitchen (15) 1

cabinet (10-12)

cloakrooms for pupils

WC - pupils, WC - teachers

utility room

**GYMNASIUM SMALL**

primarily for the 1st stage

size

gymnasium (cca 12 x 24 m)

**GYMNASIUM BIG**

primarily for the 2nd stage

size

gymnasium (based on the type of sports)

storage

changing room, WC and showers - pupils

cabinet, WC, and showers - teachers

utility room

It is allowed for one space of storage, changing rooms and other facilities to be shared both gyms; however it can be also designed as two separate spaces based on the given design proposal.

Both gyms will be used by the public after school hours. It must be possible for them to be accessed and used without interfering with the strictly educational part of the school.

**HALL (AUDITORIUM)**

multifunction space

hall (for about 120 people)

storage

WC, utility room

The hall will be used by the public after school hours. It must be possible for it to be accessed and used without interfering with the strictly educational part of the school.

**LIBRARY**

capacity

library (15 000 volumes + growth 80/year)

reading room

office / administration

WC, utility room

Under a certain regime the library will be accessible to public. This should not interfere with the school operation.



## SCHOOL MANAGEMENT

director  
+ 4-5

director's office  
secretary  
+ office(s)  
common room  
archive

## SCHOOL FACILITIES

maintenance storages

storage space for furniture, seasonal furniture, text books (about 5000 volumes), office supplies, etc.  
workshop / cabinet of janitor  
janitor's storage  
technical facilities

## CANTEEN

regime: 3 x  
220 pupils

	capacity	rooms
canteen	(220)	
kitchen	(preparing 800 meals/day)	1
space for parents and visitors	(40)	1

cloakrooms for pupils  
WC - pupils, WC - teachers  
utility room

The space for parents and visitors is a common room for parents waiting for their children and during lunchtime for public dining.

## OUTSIDE SPACES

meeting place in front of the entrance  
garden, park on the school site, landscaping  
open school space, mobile furniture  
sport fields  
exterior classroom space for teaching

The size of sport fields is determined by the type of sports, and should include athletic disciplines.

The sport fields will be used by the public after school hours. It must be possible for them to be accessed and used without interfering with the strictly educational part of the school.

access routes  
parking  
bicycle parking  
supply of all the school parts  
space for dustbins

Parking for the school staff should be separate from the other types of parking.

Communications, staircases and barrier-free accesses will be addressed according to valid legislation, norms and regulations. The same principle applies to the hygienic spaces and facilities.

**PHASE 2** - depends on other sources of investment. Even though extremely welcome by the municipality, phase 2 currently has no means of financing and the time for it to be built cannot be estimated. The size and form of these spaces is not defined and is left up to the participants.

## SWIMMING POOL

PHASE 2

swimming pool for teaching and for the public  
facilities  
changing rooms, showers, WC, utility room

## ANCILLARY SERVICES

PHASE 2

rental spaces for services  
rental spaces for the doctors and therapists  
facilities, WC, utility room

