



CREATING SCHOOLS APPROPRIATE FOR THE NEXT GENERATION

PRE – K THROUGH 12





STUDENT COMMONS AT U-32 MIDDLE AND HIGH SCHOOL
EAST MONTPELIER, VERMONT

AT gbA:

We listen to our clients, whether they're our next door neighbors, or across the world.

We emphasize collaboration within our studio and with our clients.

We engage the clients and community to reach a common goal.

We work with our clients to ensure that our designs complement their educational philosophies.

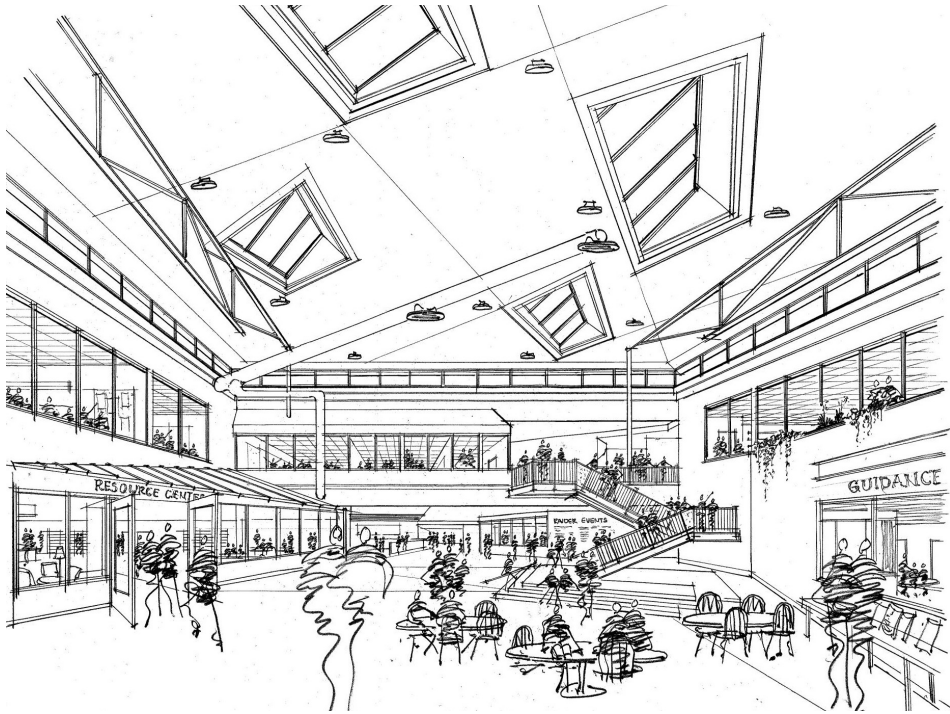
We create beautiful and unique design solutions.

We believe that the design is the means for a great project. Expensive materials are not required.

We support our clients every step of the way, from conception to construction.

"The addition and renovation were extremely well designed, cost effective, and functional. U32's energy consumption was noticeably reduced and the community ended up with a project that is a delight for all users."

- Marta B. Cambra, Principal U-32 Middle/High School.



SKETCH OF STUDENT COMMONS AT U-32 MIDDLE AND HIGH SCHOOL

WE LISTEN TO OUR CLIENTS

Communication is key, whether we are designing a library for our hometown or a school for a community on the other side of the world. Regardless of distance, the design process begins with us learning about the people we are designing for.

We begin by asking questions.

This initial meeting may include the school's leadership team, students, and/or community leaders. Throughout the design process, these meetings will be key. We maintain clear, open communication with the client's team to ensure that we are correctly interpreting their design needs.

In most cases, our learning does not stop there.

Whether we are working down the street from our studio or across the Atlantic, we want to make sure that we know as much about the community and culture as possible. We visit, research, and engage in the community to make sure that our final designs truly represent the people who will be enjoying them for years to come.



ST JOHNSBURY ACADEMY PROPOSED DORMITORY AND RESTAURANT

ST JOHNSBURY, VERMONT



GYMNASIUM AT SOUTH ROYALTON SCHOOL K-12
SOUTH ROYALTON, VERMONT

WE EMPHASIZE COLLABORATION WITHIN OUR STUDIO AND WITH OUR CLIENTS

At gbA, our staff has experience designing and building educational facilities throughout Vermont and around the world

We utilize technology to remain in close communication with clients across the globe, and to form and maintain close relationships with consultants and clients alike.

Our emphasis on collaboration throughout the design process ensures that each project is customized to our clients' individual needs, while taking into account the site on which we are building and the climate in which it is located.

We are also careful to evaluate existing facilities in order to determine what can be reused or repurposed, and what needs replacement. This is one of the many ways we work to save both money and resources for our clients.

"It's going to be a hub of opportunities, a place where people can come to learn skills and get the help they need to build a better and brighter future. An advocate for economic opportunity for all Vermonters, CVCAC also has a range of programs designed to help move people out of poverty and make them more self sufficient."

-Hal Cohen, Executive Director



ELEVATION FOR CAPSTONE COMMUNITY ACTION

BARRE, VERMONT



MAIN ENTRY FOR CAPSTONE COMMUNITY ACTION

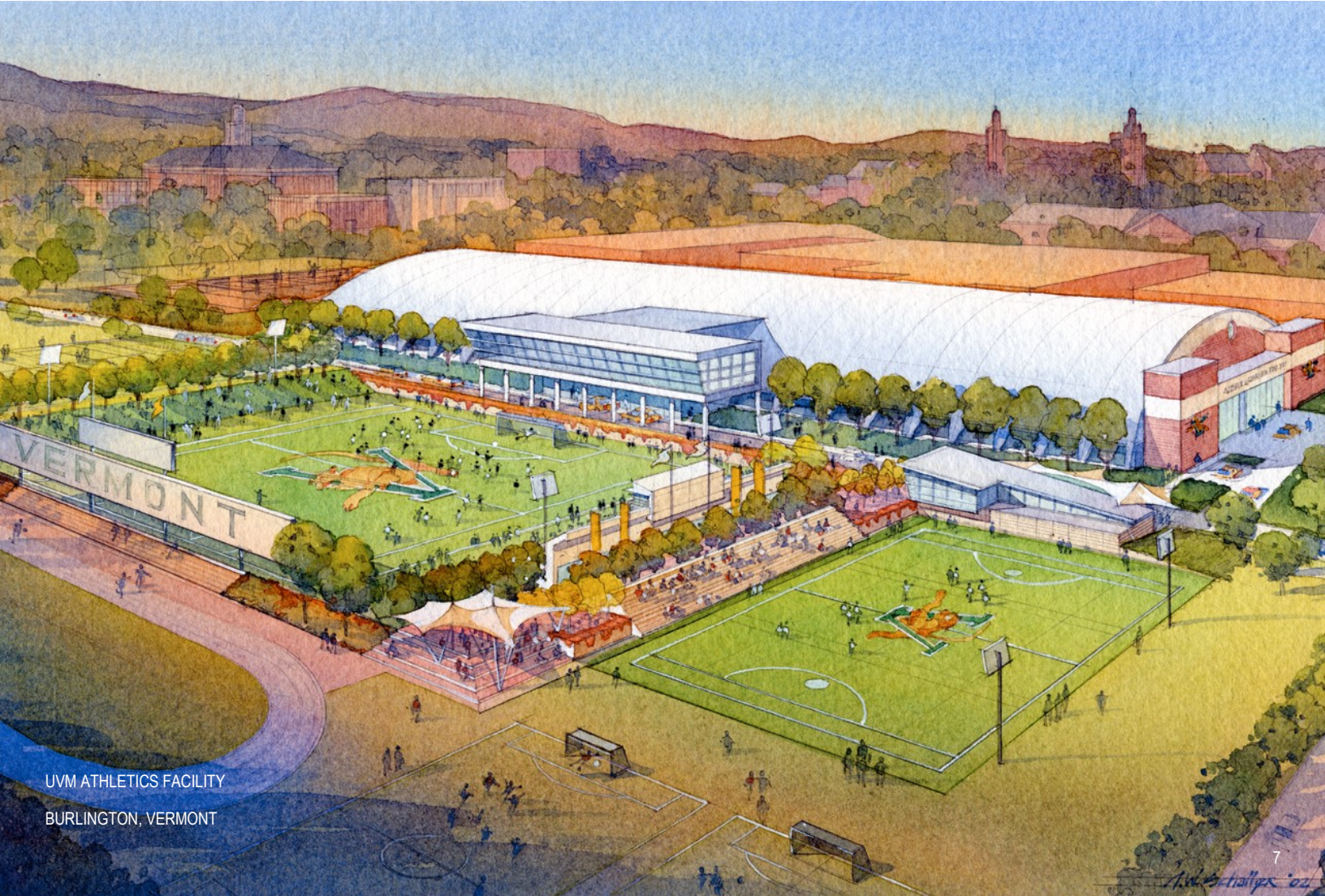
Capstone provides educational opportunities and social support for teens and young adults.

WE ENGAGE THE CLIENTS AND COMMUNITY TO REACH A COMMON GOAL

We believe in including not only our clients, but their communities, as well, in our design process.

We assist our clients in engaging community members in the planned changes with visual aids and open meetings.

Our success rate in achieving approval from the community is extremely high, and we feel strongly that communicating with the people who will be utilizing the spaces we create helps us in designing for our clients' specific needs.



UVM ATHLETICS FACILITY
BURLINGTON, VERMONT

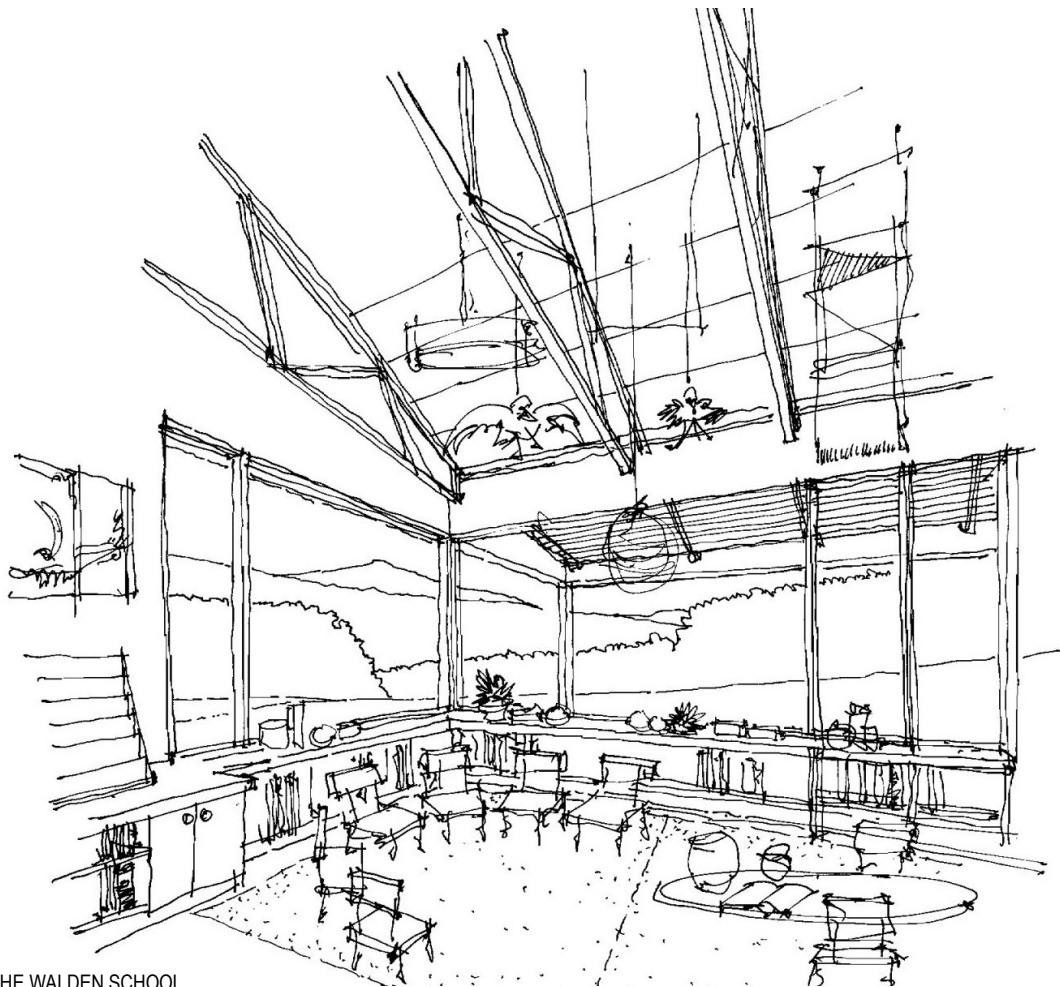


UVM ATHLETICS FACILITY
BURLINGTON, VERMONT

WE WORK WITH OUR CLIENTS TO ENSURE THAT OUR DESIGNS COMPLEMENT THEIR EDUCATIONAL PHILOSOPHY

Some frequently relevant and vital portions of our designs include:

- Collaborative spaces
- Innovation and technology
- Learning centers and libraries
- Sustainability
- Emphasis of a global community
- Safety and security



CLASSROOM AT THE WALDEN SCHOOL

WALDEN, VERMONT



READING ELEMENTARY SCHOOL
READING, VERMONT

COLLABORATIVE SPACES

Many educational philosophies are centered around a theme, and focus on working in groups. We strive to ensure that our spaces reflect this collaborative mindset. Collaborative Learning attempts to create real world connections and engagement with students in order to teach innovative thinking. This translates into multiple types of spaces in the classroom, including spaces for individual learning, small groups, large groups, and lectures.

INNOVATION & TECHNOLOGY

As technology evolves, so does the workplace. We place an emphasis on forward-thinking design, creating spaces that can change and evolve along with the needs of the students and teachers.

Innovation labs, Makerspaces, and Learning Commons are new learning environments in the twenty first century education. These spaces all provide opportunities for students to work individually or collaboratively on various hands-on projects. These “messy” spaces help develop self directed and self assessing learners.



JEDEVINE MEMORIAL LIBRARY ELEVATION

HARDWICK, VERMONT



LIBRARY AT JOHNSON STATE COLLEGE
JOHNSON, VERMONT

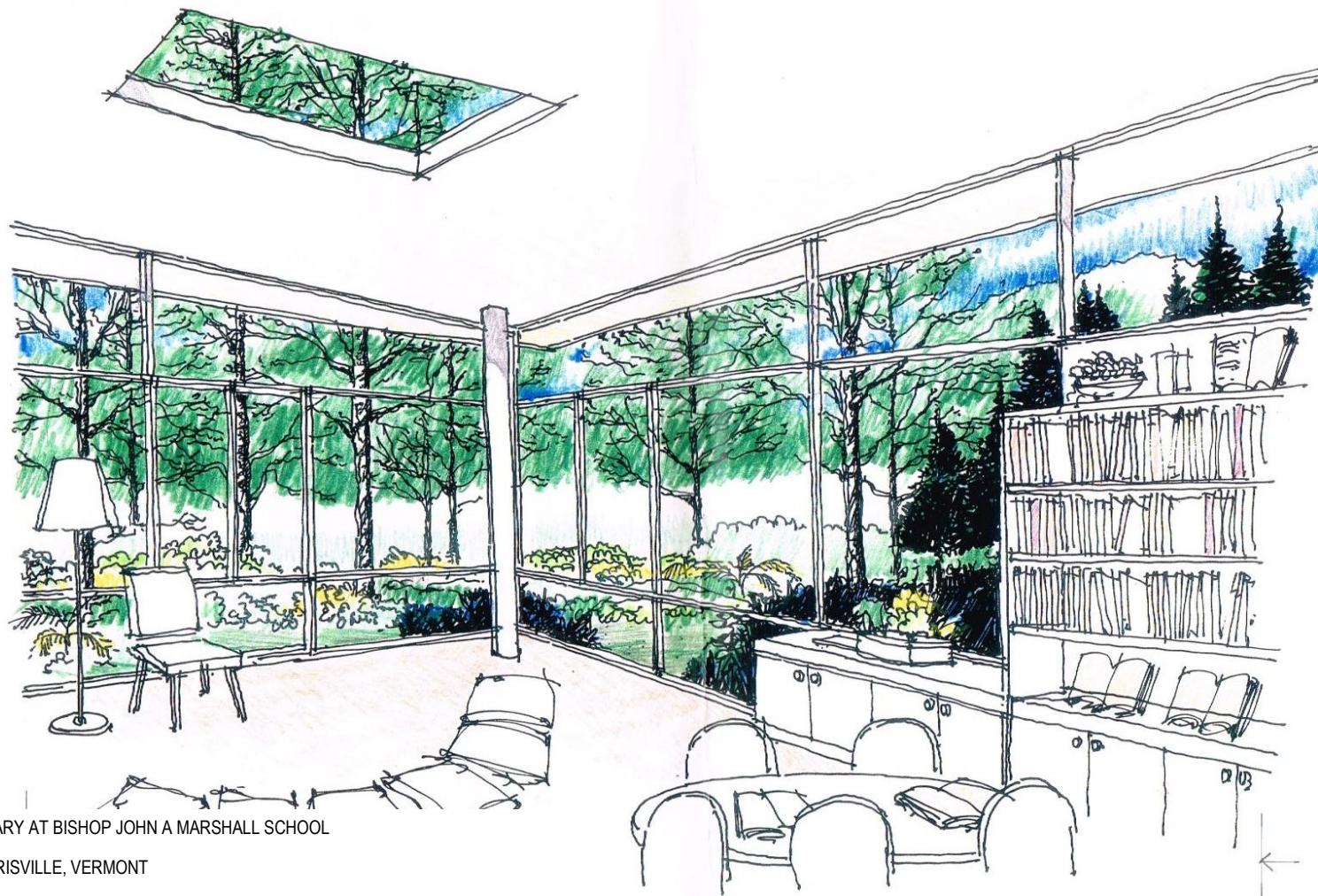
LEARNING CENTERS & LIBRARIES

We believe that libraries and learning centers are key in establishing a technologically advanced design. More and more, we see an emphasis on blending traditional library stacks and materials with the ability to access those materials online.

Libraries also require a combination of both individual work spaces and collaborative ones, with the ability to effectively section the two off from each other.

At high schools and middle schools especially, there is a movement towards the coffee shop/bookstore environment, which allows for more active learning.

In turn, we more often see the children's libraries of elementary schools becoming exciting places to interact and engage with literature in a hands-on way.



LIBRARY AT BISHOP JOHN A MARSHALL SCHOOL
MORRISVILLE, VERMONT



SITE PLAN FOR BISHOP JOHN A MARSHALL SCHOOL
MORRISVILLE, VERMONT

SUSTAINABILITY:

The built environment can have both positive and negative impacts on the environment, as well as the people that live in and around it.

We at gbA place a strong emphasis on green building, which reviews all of these impacts and attempts to mitigate the negative and accentuate the positive.

Categories that are reviewed in this process include:

- Indoor environmental quality
- Energy use
- Water use
- Material selection
- Connection to the outdoors

INDOOR ENVIRONMENTAL QUALITY

On average, Americans spend 90% of their time indoors. It has been proven that both students and faculty perform better in a day-lit school with views to the outside. Where appropriate, our designs strive to incorporate as much natural lighting as possible.



CAPITOL DISTRICT HEAT PLANT
MONTPELIER, VERMONT

SUSTAINABLE SITES.

The design of a building can have significant impact on its site. Green buildings should minimize the adverse impacts of building by selecting lands that are not prime agricultural locations, encouraging green space, limiting heat island effects, and managing storm water run off efficiently.

WATER EFFICIENCY

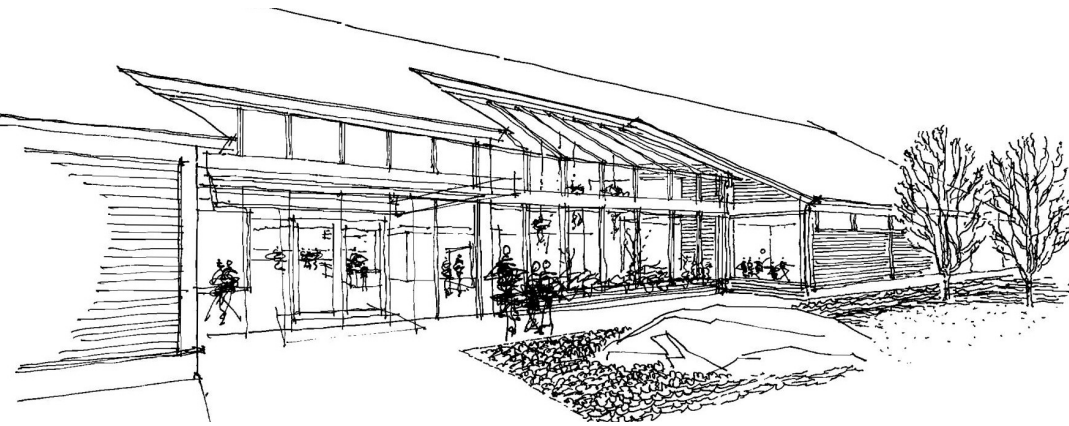
Green buildings should also limit the use of fresh water. Impervious surface area on the building site should be limited, and water should be reused where possible.

ENERGY CONSERVATION.

Energy use should be limited, and sustainable energy sources should be utilized where possible. This has the added benefit of being more cost-efficient for our clients.

MATERIAL SELECTION

We strongly believe that we have a responsibility to use materials that are no or low volatile organic compounds that can trigger respiratory issues such as asthma.



DROP OFF AREA FOR THE WALDEN SCHOOL

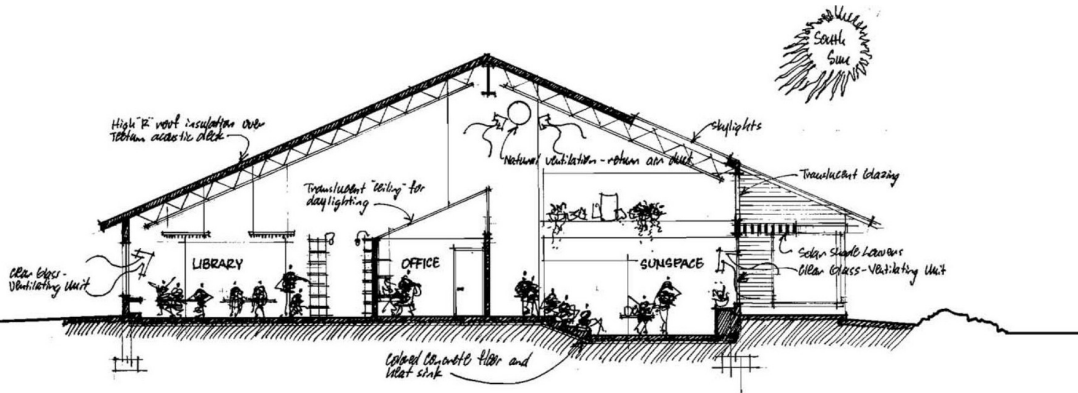
MORRISVILLE, VERMONT

CONNECTION TO THE OUTDOORS

We believe that outdoor learning promotes a relationship with the natural environment that, in turn, leads to a better understanding of the world. Place-based education can encourage students to engage in environmental stewardship well into the future.

Studies also show that children who spend increased time outside are healthier, less stressed, more confident, and better able to concentrate.

Our designs respond to the local climate and create a visual and physical connection to the outdoors.



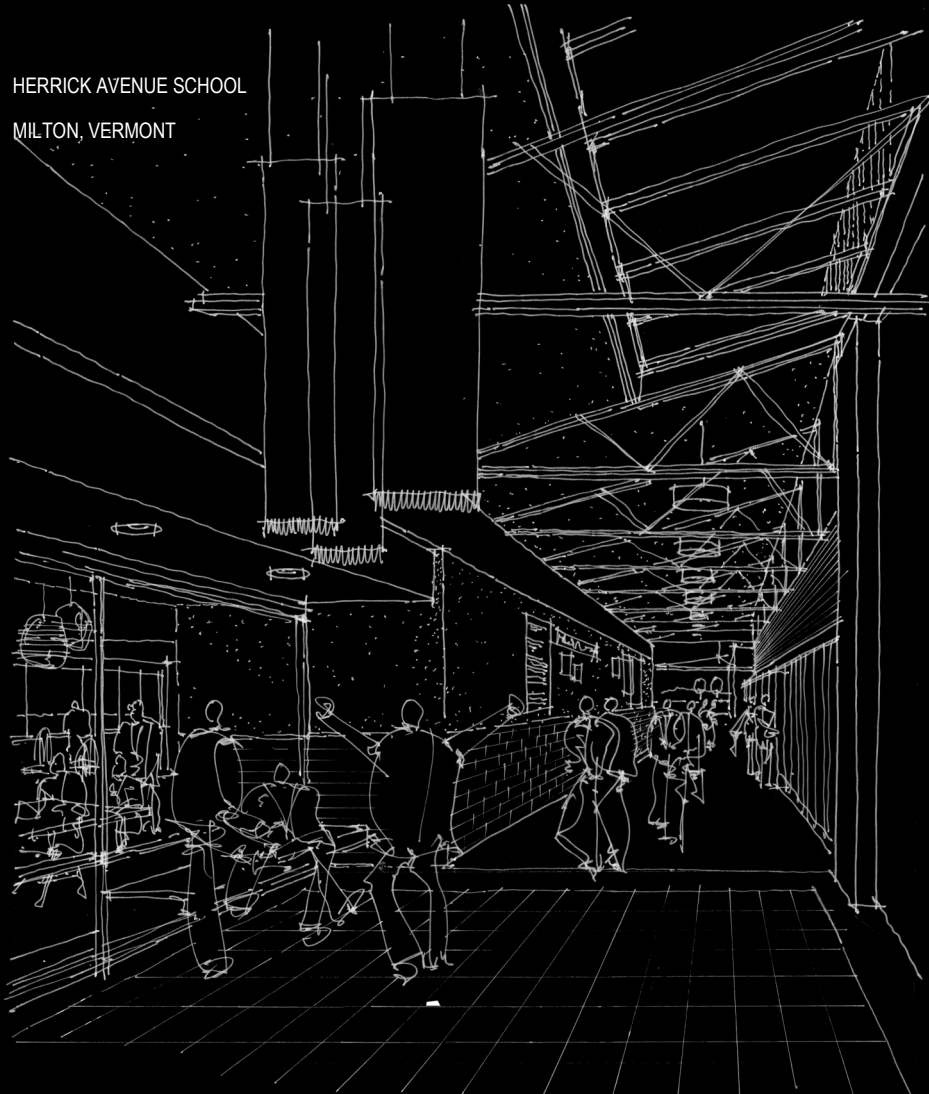
LIBRARY/ SUNSPACE FOR THE WALDEN SCHOOL

MORRISVILLE, VERMONT

gbA's PROCESS IN RELATION TO SUSTAINABILITY

We work with our clients to develop strategies for the creation of green buildings, while keeping to their budgets. We review sustainable options early in the project, and follow through with our clients' goals throughout the design and construction process.

HERRICK AVENUE SCHOOL
MILTON, VERMONT



GLOBAL COMMUNITY

As we are continually learning through our international work, technology is constantly making the world smaller.

It is imperative that students gain the skills necessary to work in this global community, including creative and innovative thinking.

Many educational philosophies respond to this need by connecting their students with other students and classrooms around the world.

This form of distance learning supports vital international thinking, and our designs often incorporate the spaces to make this type of communication and collaboration possible.

U-32 HIGH SCHOOL
MONTPELIER, VERMONT



SAFETY AND SECURITY

Every school focuses first and foremost on the safety of their students. This necessarily includes the identification of any security risks and the decision to address those risks. We excel at assisting our clients in recognizing these risks and incorporating solutions into our master planning.

Safety and Security issues to review may include:

- Potential natural disasters including flooding and power outages
- Exterior campus risks including how visitors approach the site and the building.
- The safety and security of the play areas and recreational fields
- The point of entry or entries to the site and building
- Potential exterior threats including a vehicle's proximity to the building
- The building procedures for lock down in relation to access to classrooms and other locations



KELLOGG-HUBBARD LIBRARY
MONTPELIER, VERMONT

CREATING BEAUTIFUL AND UNIQUE DESIGN SOLUTIONS

At gbA, we have a great passion and enthusiasm for what we do.

We build spaces that meet our clients' tangible requirements, but we also build spaces that are unique, emotionally resonant, and responsibly designed and constructed—places with a soul and spirit, with an invigorating sense of community.

Above all, we build and maintain great relationships with our clients, so that they can be sure to have an experience—and a lasting structure—that exceeds their expectations.

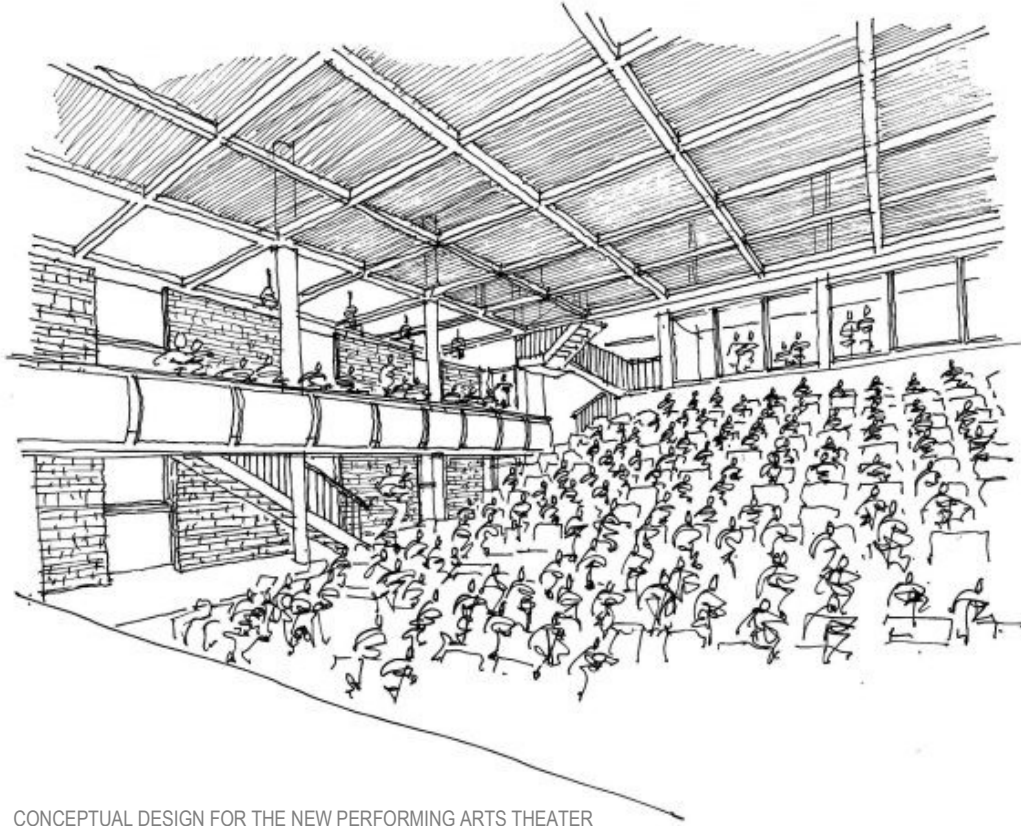


THE DESIGN IS THE MEANS FOR A GREAT PROJECT (EXPENSIVE MATERIALS ARE NOT REQUIRED)

We understand that our clients have a budget to work with, and we pride ourselves on designing beautiful buildings that meet those financial expectations.



To manage costs within budgets, gbA utilizes readily available materials where possible, and we make sure to keep our clients fully informed of all expected costs.



CONCEPTUAL DESIGN FOR THE NEW PERFORMING ARTS THEATER

ANGLO AMERICAN SCHOOL OF SOFIA, BULGARIA

DESIGN AND CONSTRUCTION PROCESS

- Master Planning—Facility Audit & Programming and Concept Design
- Financing
- Design Development
- Construction Documents
- Bidding & Negotiation
- Construction Administration

DESIGN AND CONSTRUCTION PROCESS

Master Planning

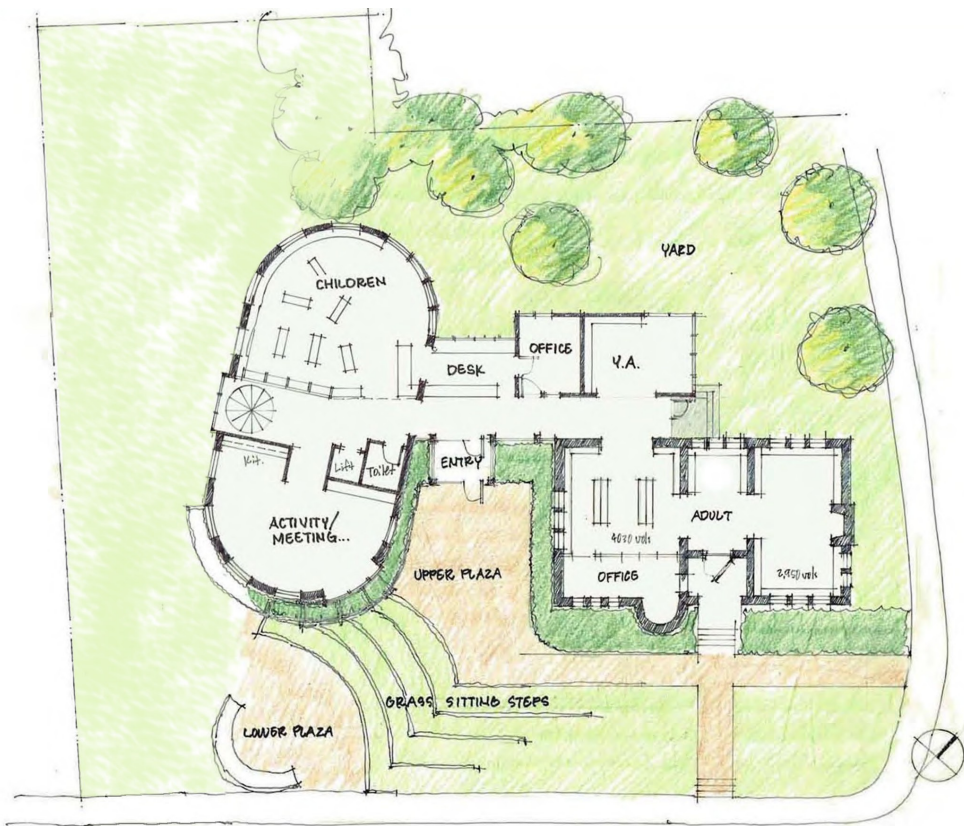
Our master planning approach is organized into two components, the Facility Audit & Programming and Concept Design.

- Facility Audit and Programming** During this phase, we develop a clear outline summary of the conditions of the current site and building, including the local and state permitting context. Major user groups will be interviewed to identify which space organization works well and what is required to address the future needs of the school. This assessment is then turned into square foot numbers.
- Concept Design** The information revealed during the previous stage is turned into physical space during conceptual design. Potential site and building development strategies are explored and reviewed with the client. Typically, three or four options are presented and discussed with the user groups and then, based on the input, a final conceptual design is put together. We often recommend each scheme be accompanied by an opinion of probable cost, so that everyone is informed as early as possible of project cost



MASTER PLAN OPTION FOR THE
ANGLO-AMERICAN SCHOOL OF SOFIA

SOFIA, BULGARIA



SKETCHES FOR JEDEVINE MEMORIAL LIBRARY RENOVATION AND EXPANSION

HARDWICK, VERMONT

THE DESIGN & CONSTRUCTION PROCESS

Design Development

Subject to approval from the owner's team and a "conceptual nod" from the various local authorities, we proceed with the refinement of the design.

Preliminary decisions on civil, structural, mechanical, electrical, and fire protection engineering will be confirmed, developed, and coordinated. We are good listeners committed to incorporating comments and requirements from you and the design team as we move forward with the project. We produce detailed drawings, preliminary outline specifications, and documentation in more detail. At this point, a very detailed line by line cost estimate is recommended, so that there will be no financial surprises when negotiating with the anticipated Construction Manager or putting the project out to bid.

Construction Documents

During this phase, final specifications and design documents are created for bidding and construction. A thorough set of construction documents will not only result in a well constructed and detailed building, but will also help to contain costs during construction because all decisions will have been made and documented in a clear manner. gbA enjoys a reputation for tight drawings and specs that translate into excellent controls for construction cost.



MAIN ENTRY AT HARWOOD UNION HIGH SCHOOL
DUXBURY VERMONT

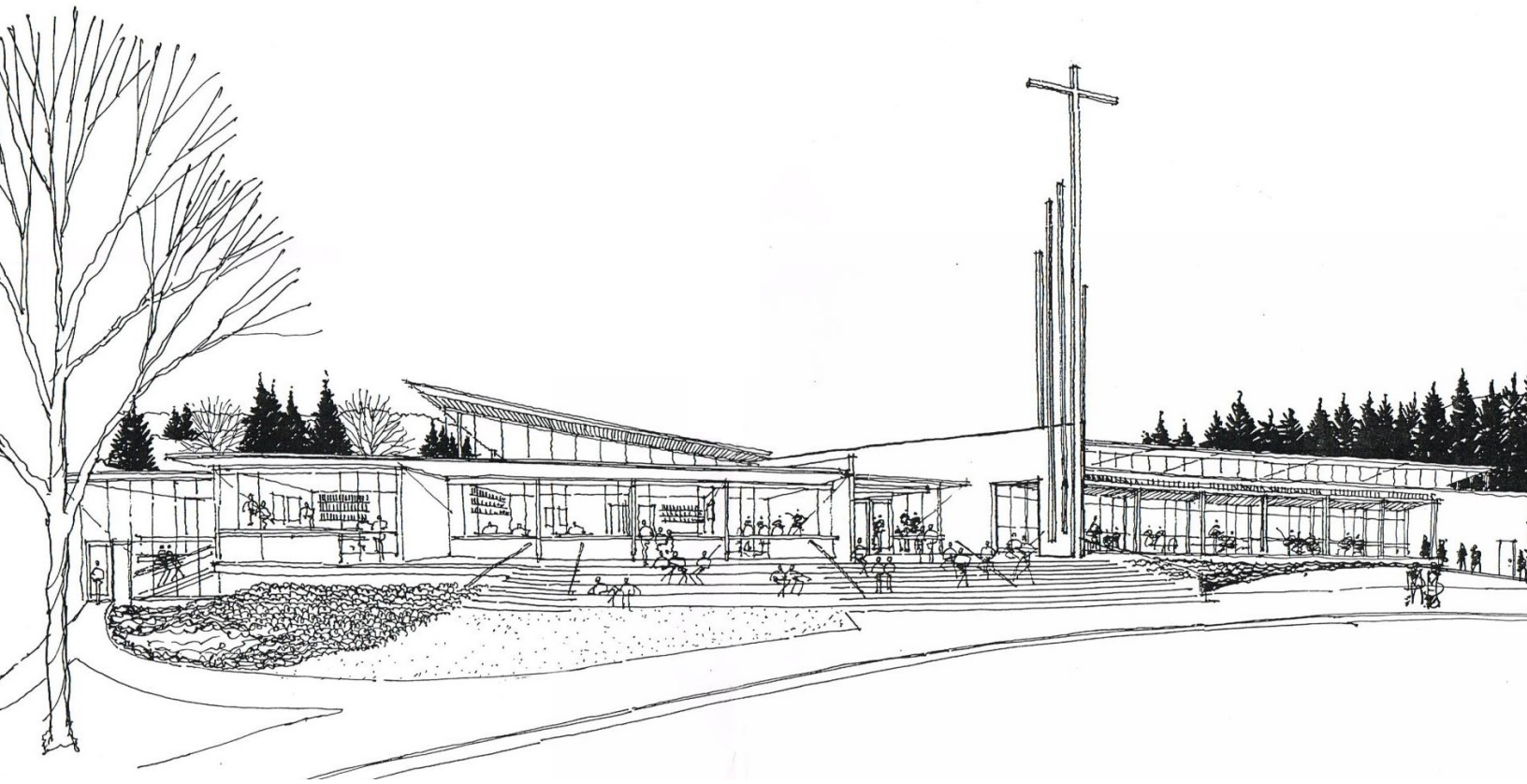
THE DESIGN & CONSTRUCTION PROCESS

Bidding & Negotiation

During this phase, our studio offers support in awarding the construction contract. We are available to answer bidder questions and assist in the interpretation and analysis of bids, proposals, and alternates.

Construction Administration

Our studio works with the builder during construction to assure conformance with the construction documents. We resolve construction issues and make clarifications when needed and review and approve requisitions for payment. We visit the site at intervals appropriate to the phase of construction, review shop drawings and product literature for submittals, review Construction Manager (CM) or General Contractor (GC) payment requisitions, and interpret the contract documents. During this phase, we represent the owner in all aspects of interfacing with the CM or GC, as well as various contractors. At substantial completion of the project, we prepare a punch list and completion inspections.



MAIN ENTRY CONCEPT SKETCH FOR BISHOP JOHN A MARSHALL SCHOOL

MORRISVILLE, VERMONT



SOUTH ROYALTON K-12 GYMNASIUM
BEFORE



SOUTH ROYALTON K-12 GYMNASIUM
AFTER

PHOTO CREDITS

South Royalton School—Photos by Gary Hall

Harwood Union High School—Photos by gbA

Capstone Community Action Center—Photos by Gary Hall

Reading Elementary School—Photos by gbA

Johnson State College Library & Learning Center—Photos by Brian Vanderbrick

Montpelier Bio-Mass — Photos by Gary Hall.

U-32 High School— Photos by gbA.

Kellogg-Hubbard Library—Photos by Jim Westphalen





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