



I.J. Holton Intermediate School

Austin, MN

New Construction/Addition Entire School/Campus Building

ATS&R
Planners/Architects/Engineers
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DESIGN TEAM

David M. Maroney, AIA, NCARB, Project Manager
Mark G. Hayes, AIA, Project Architect
Terry L. Stofferahn, PE, Mechanical Engineer
Kara Rise, LEED AP, Interior Designer
Sarah Fox, Project Designer
Clark Engineering Corporation, Structural Engineering

OWNER/CLIENT

Austin Public Schools
Austin, MN
David Krenz, Superintendent
507/460-1900

KEY STATS

Grades Served: 5-6
Capacity: 880 students
Size of Site: 14 acres
Building Area: 117,500 sq. ft.
Building Volume: 2.2 million cu. Ft.
Space per Student: 133 sq. ft.
Cost per Student: \$21,818
Square Foot Cost: \$163
Construction Cost: \$19.2 million
Total Project Cost: \$24 million
Contract Date: June 2012
Completed: Aug. 2013

PHOTOGRAPHY: STEVE SILVERMAN IMAGING

I.J. Holton Intermediate School embraces Science, Technology, Engineering, Arts, and Mathematics (STEAM), harnessing curiosity for engineering/technology learning. The design enhances real-world experiences in math, science, and the arts, motivating students through relevant problem-based applications. The design emphasizes anytime anyplace technology access; flexibility with classroom size, learning areas, teaming opportunities; and “Seeing Learning” with student engagement.

“Anytime, anyplace” technology decentralized the media center, locating space to where students learn and experiment. Six learning communities incorporate Virtual Learning Resource Centers with technology. Breakout spaces support research/development and switch to “hands-on” work without interruption.

Science classrooms feature vertical bi-fold glass panels opening to breakout spaces. Technology-enriched pivot walls open to rooms for flexibility to support STEAM. Art/technology labs showcase students and large-scale experiments occur in the “tech court.” Music spaces further emphasize the arts program.



Labs and studios feature perimeter casework, utilizing center areas for experiments/presentations/seating for teaming and demonstrations. Windows replace solid partitions, encouraging students/staff to view activities within.

“Feet and meter” markings/graphics in terrazzo floors and on walls turn hallways into teaching tools, giving students a sense of measurements, conversions and scale. Students compare their height with favorite dinosaurs and use this tool in real-life experiments involving kinetics, distances and projectiles.

