SEATON
ELEMENTARY SCHOOL
MODERNIZATION

1503 10th Street NW, Washington DC 20001
DCAM-25-CS-RFP-0002



DGS DEPARTMENT OF GENERAL SERVICES BUILD MAINTAIN SUSTAIN

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

National Capitol Planning Commission
Final Design Submission

October 30, 2026 Filing Date
December 03, 2026 Meeting Date

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Project Narative

Project Overview

Seaton Elementary School is located at 1503 10th Street NW in Ward 2, serving the Shaw community. The existing school serves grades PK3 through 5, with an enrollment of 377, though there is anticipated student enrollment of434 for SY 2028-29, and a maximum student occupancy of 510 upon completion of the modernization. The school is a Title 1 Facility, which includes robust English language learner and special education programs. The existing 66,624 SF building was built in 1969 and went through an initial renovation in 2011, and a small elevator addition in 2018. Modernization is required to meet the District of Columbia's current space standards which call for an increase to 91,31 of space, or approximately 36% of the existing building area. To achieve this without compromising outdoor area, the existing single story wing will need to be replaced.

Some of the key Project Goals identified early on were:

- Providing spaces that meet the standards established in other DCPS Facilities.
- Outdoor Play and Learning Spaces: Maintain as much as possible of the
- Main Entrance and Administrative Spaces: Make the student entry more accessible any more visible, fostering active community engagement and better oversight.
- Academic Wing. Classrooms will be right sized and more visibility will be given to the corridors. It is also a priority to cluster age cohorts and integrate Special Needs program spaces with the age cohorts they serve.
- Discovery Commons: Per the Education Specification these will vary in size and be distributed through the building and offer framework for alternative teaching models and support breakout learning groups.
- Gymnasium/Student Dining: The existing cafeteria is under 4,000 SF and does not have gymnasium equipment or storage capacity. New separate Gymnasium/Student Dining spaces will be provided to accommodate more of the student body, give flexibility to scheduling, and facilitate physical education requirements in periods of inclement weather.
- Library Spaces: Create a light filled space with support functions appropriate for 21st century instruction.

Net Zero Requirements

As part of the Project Sustainability requirements, the Seaton Elementary School Modernization project is required to meet, at a minimum, LEED Gold standard and to become an on-site Net Zero Energy Building. Recommendations of how the different proposed Design Concept Schemes may achieve ILFI Zero Energy or USGBC LEED Zero program energy consumption requirements are included in Volume II of this Concept Design Submission. Our NTZ consultant, MEP Engineers, Building Envelope consultant, Builder and subcontractor Team worked together to prioritize early design decisions that facilitate these goals. This includes but is not limited to Waste Water Heat Recovery, Geothermal Wells, Stormwater Management strategies, and Photovoltaic Panel solar-readiness. Please refer to the attached report outlining how the Team believes the modernization of Seaton Elementary School can achieve an Energy Use Intensity of 20 units or less.

School Vision

To echo the School's website, Seaton Elementary School is a community-based school that aims to nurture its students in a warm and loving learning environment. As a multi-cultural community in the Shaw neighborhood, the modernization of the School seeks to emphasizes the unique facets of the community while enhancing student development. The Design-Build Team's goal is to create a building that encourages growth and creativity in the elementary school environment.

Seaton prides itself on diversity and inclusion. The School's mascot, a bee, alludes to the community-forward nature of the School. This is meant to embody a community that comes and works together as the Seaton 'Hive.' The School believes it is crucial to nurture their cross-cultural environment and highlight the rich cultures that make up the School community.

School Goals

The School's Community identified the following priorities in their discussions with the D-B Team:

- Having a structure that embodies and supports the school value of inclusion
- Developing better entry that can handle student arrival (with interest of entry on 10th Street)
- Providing a range of large spaces that can accommodate the student body and events
- Creating and maintaining visibility and oversight of students
- Giving more points of connection to the playground
- Offering more shade on the playground, while maintaining the field and garden if possible



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Project Location / Vicinity Map



1503 10th Street NW

Ward 2
Shaw Historic District
(non-contributing)

Project Location

The proposed Modernization is at the edge of the Shaw Historic District, just east of Logan Circle and bounded by Rhode Island Ave on the North.

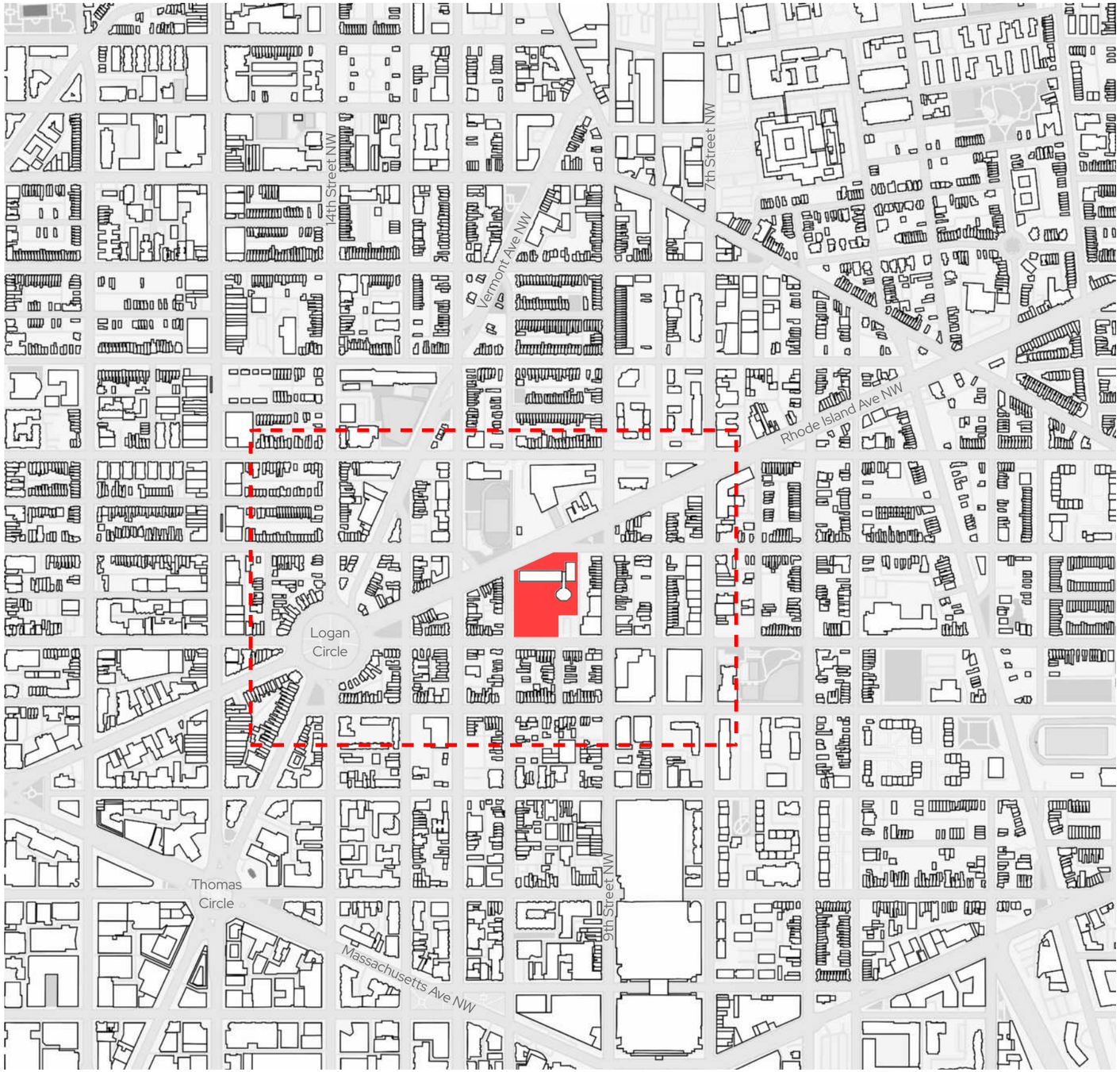




Photo of Existing Seaton Elementary

SEATON ELEMENTARY SCHOOL MODERNIZATION
Project Location
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02
NOT TO SCALE

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Project Coordination

Flood Risk

The entirety of the site is in Zone X, minimal flood risk area and there are no streams or bodies of water is the vicinity
FEMA Flood Map FIRMETTE_1100010017C

Site Improvements & Stormwater Management

Refer to supplemental attachment A5 Seaton ES Civil Concept Narrative

NEPA / Environmental Documentation

An EISF has been submitted for review by the District of Columbia, with tracking under BLRA No. 26-00453

The initial ESA reports findings triggered a limited Phase II report, which has been completed. Remaining evidence of contaminated soils has triggered additional testing south of the south-west corner of the academic wing. Additional investigation demonstrated localized contamination, with a formal report pending.

There are no negative impacts anticipated and the project will be remediating identified hazards on site as part of the project scope.

Historic Preservation / Public Outreach

The Design Team has participated in 6 School Improvement Team (SIT) meetings to engage with the school community and neighborhood stakeholders, including Advisory Neighborhood Committee (ANC) members.

Owner Leadership has also held multiple community engagement meetings and maintains a public website for information and updates regarding the modernization.

Historic Preservation Experts have been retained as part of the Design Team to assist in research, completing a Determination of Eligibility, and advising on precedents and compatibility with the Shaw Historic District.

The Team has met with Historic Preservation, CFA, and NCPC Staff for design feedback sessions, in addition to meetings with HPO's Archeological Team. Please refer to the Historic overview and Design Agency Milestones Summary.

Budget

Current budget is based on the Schematic Design Pricing with the acceptance of VE.

Budget		
RFP Budget	$	76,000,000
Breakdown		
SD + Accepted VE + Proposed VE Sub-Total	$	60,189,980.00
Design Contingency	$	1,203,800.00
General Contractor Contingency	$	1,203,800.00
Permits	$	700,000.00
Public Art	$	500,000.00
Utilities	$	400,000.00
Exploratory Investigation	$	200,000.00
Preconstruction Fee	$	153,900.00
Design Fee	$	4,067,000.00
Construction Management Fee	$	1,556,100.00
General Conditions	$	3,539,354.00
Insurance	$	1,105,709.01
Payment & Performance Bond	$	1,105,709.01
Administrative Completion	$	47,192.00
Breakdown	$	75,972,544



Schedule Milestones

Milestones	Actual	Anticipated
Notice of Award		
Letter Contract Issuance		
Kickoff Meeting and NTP w/ Design & Preconstruction	5/19/25	
Construction Management Plan Submission	6/4/25	
Building Systems Assessment Submission	7/9/25	
Concept Design & Budget Submission	8/29/25	
DGS Selection & Approval of Concept Submission	9/23/25	
Schematic Design & Budget Submission	1/29/26	
EISF Submission	5/13/26	
DGS Review & Approval of Schematic Design	5/22/26	
Demo Permit Submission	6/22/26	
DOEE & DC Water Submissions	7/22/26	
FTG Permit Submission	7/22/26	
Full Access to Site	9/1/26	
Design Development Design & Budget Submission	10/01/26	
Full Building Permit Submission	10/1/26	
50% Construction Document Submission		10/8/26
100% Construction Document Submission		02/12/27
Excavation Complete		2/5/ 27
DGS Approval & NTP GMP		2/7/ 27
Foundation Complete		3/22/27
Above-grade structure complete		6/27/27
Permanent Power Completion		9/7/27
MEP systems operational		11/24/27
Addition Dry-In		2/8/ 28
Sitework Complete		6/1/28
Substantial Completion & C of O		7/14/28
Student Move in		8/21/28
Final Completion Administrative Completion		1/29/29
Administrative Completion		3/15/29

Design Agency Milestones

Submission	Actual	Anticipated
HPO - Develop Determination of Eligibility Form	8/12/25	
Phase 1A Archeology Report	12/10/25	
CFA/HPO/NCPC Staff Level Meeting	12/10/25	
CFA/HPO/NCPC Staff Level Meeting	3/4/25	
CFA/HPO/NCPC Staff Level Meeting	5/28/25	
CFA 1st Submission Development (Concept)	6/4/26	
Phase 1B Archeology Investigation	7/23/26	
HPRB 1st Hearing (Consent)	9/26/26	
CFA 2nd Submission Development (Final)		11/5/26
*Additional Submissions as required		

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Historic Overview

Early History

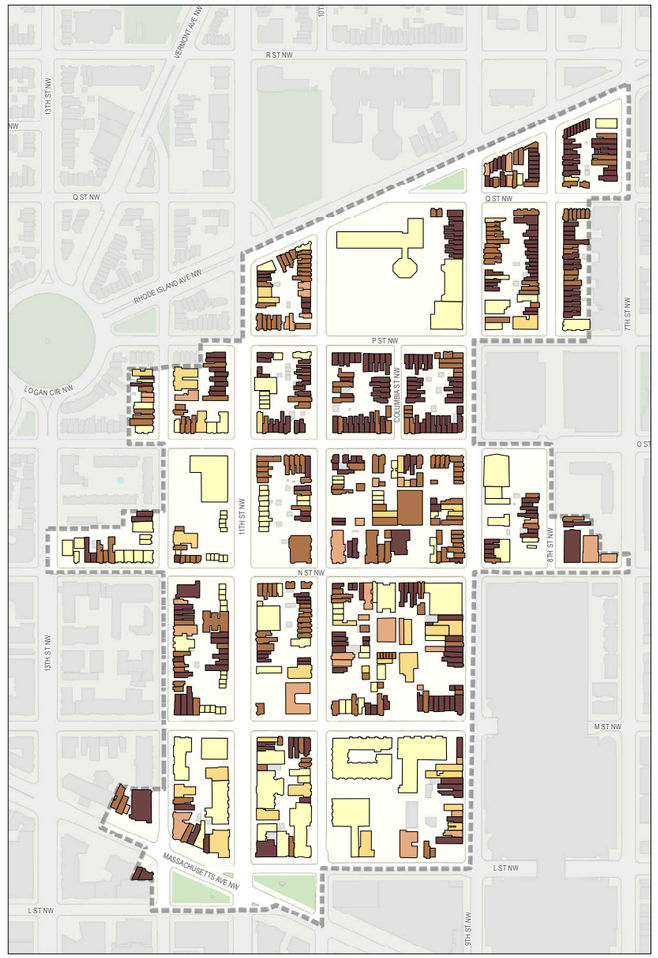
Located in Square 365, Seaton Elementary School originally formed part of the early land grant “Jamaica,” patented for 500 acres (200.3 hectares [ha]) in 1687 by John Peerce of Calvert County, Maryland. The Waring family owned the tract for much of the eighteenth century. After changing private ownership multiple times in the 1790's, Square 365 was first subdivided in 1797 to create 17 lots bisected by a central north-south alley, at the request of Congress appointed commissioners for the establishment of the new federal city.

After its early subdivision, Square 365 remained largely undeveloped into the mid-nineteenth century. Situated on the outskirts of Washington City north of Mount Vernon Square, the distant location of the area to the city core resulted in it becoming known as “Blodgett’s Wilderness Tract,” a landscape characterized by open fallow fields and scattered small frame buildings. The first documented improvements, valued at $300, appear in the 1853 tax assessment under Henry Turner’s, but his use of the site is not documented.

In 1866, Turner subdivided Square 365 into 81 new building lots bisected by a central north-south alley. He subsequently sold the western half of the subdivision in 1867 and both halves were further subdivided frequently between 1869 and 1877. The 1888 Sanborn fire insurance map indicates the entire square had been densely developed with masonry rowhouse dwellings by this time. Most dwellings had frame or brick stable buildings or sheds fronting on the rear alleys. Columbia Street NW, originally (Turner Street) ran through the center of the site. The Hamline Methodist Episcopal Church was located at the southeast corner of Square 365. The brick church was originally constructed in 1873 and enlarged by 1903. It was sold in 1924 as the racial composition of the neighborhood changed, becoming the Shiloh Baptist Institutional Church, which had a Black congregation. A school for Black students was also present outside the Project area at 917 P Street NW (Lot 124).

Demographics at the turn of the 20th century was predominantly caucasian, with select African-American households, but that breakdown shifted by the 1920's - a shift that continued through the 1940's. At the time the period of significance for the Shaw Historic District ended in 1933, the neighborhood was predominantly African American working class. In 1966, Mount Vernon West joined the Shaw urban renewal zone, receiving federal funds to revitalize the area, though these efforts were disrupted by the 1968 riots.

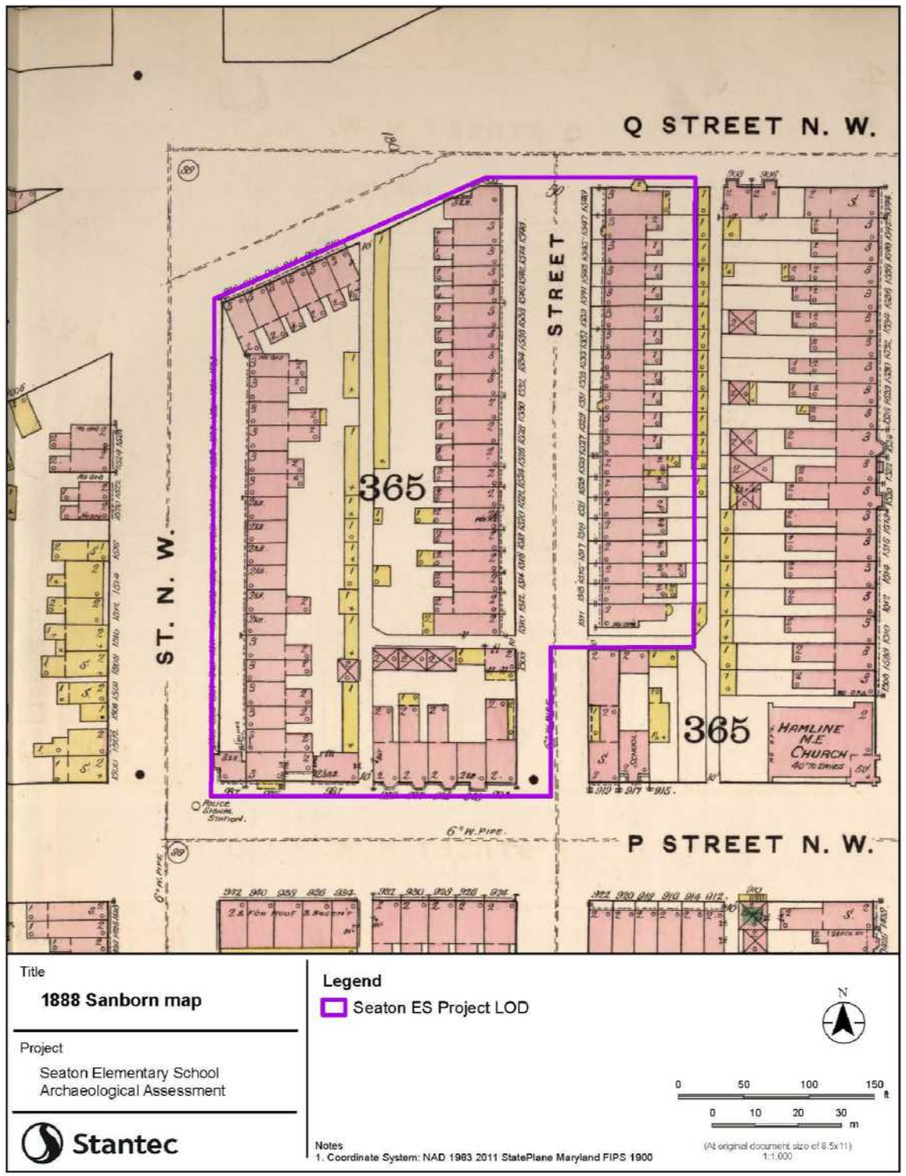
A more in-depth summary, as prepared by Stantec as part of the Phase 1A archeology report is available upon request. Additional research into landholders has been requested by DC HPO as part of a Phase 1B Archeological Investigation.



Shaw Historic District Period of Influence

- 1839 - 1880
- 1881 - 1904
- 1905 - 1918
- 1919 - 1932
- 1933 - 2014

Seaton Elementary was erected in 1969, placing it outside of the period of significance. Original construction of the school occurred prior to the Shaw Historic District establishment. The site is at the northern end of the Historic District, but has contributing structures on the east, south & west.



1888 Sanborn map with Project LOD outlined in purple. See archeological report for credits

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Historic Overview

Seaton Building History

Seaton Elementary School replaced an earlier school of the same name, but different location in the District. Designed by architect Adolf Cluss, and constructed in 1871, the earlier facility was a three-story, red brick, twelve-room school for white students. This facility was named for William W. Seaton. Born in King William County, Virginia in 1785, Seaton was a journalist who edited newspapers in Virginia and North Carolina before arriving in Washington in 1812. After continued involvement in publishing and smaller public offices, he served as Mayor of the City of Washington from 1840 to 1850.

Planning to replace the original Seaton School began as early as 1946, although Congress denied funding for the project throughout the decade. In 1951, the D.C. Commissioners requested funds for the replacement again and CFA approved plans prepared by Municipal Architect Merrel A. Coe, but the project again did not proceed due to funding. The project was redesigned in 1965 by the architectural firm of Cassell, Gray & Sulton to incorporate a pre-kindergarten program, which DCPS had begun to incorporate into their facilities. The project was submitted to CFA prior to construction and was modified to prioritize open site area.

The construction was completed in 1969, the year of Albert Cassell's death. The school is irregular in plan, consisting of three sections, all completed in 1969. The largest section is a long, three-story, rectangular-plan classroom wing that is oriented east-west. A one-story, rectangular-plan wing to its east contains an “all purpose room” that functions as both the auditorium and cafeteria (east wing). The main entrance, which faces north, and the main lobby, are located in a one-story corridor situated between the classroom and east wings. An extension of this corridor to the south forms a hyphen that provides access to a one-story, octagonal-plan pre-school/kindergarten wing. The school is of concrete encased steel structure, with concrete slab floors and roof, and exterior elevations faced in buff-colored brick veneer, laid in stretcher bond. The school has a flat roof, and the three sections of the building are accented by a precast pebble aggregate concrete parapet. The projecting flat base of the mansard-front parapet slightly overhangs the exterior elevations. In the classroom and preschool wings, the parapet overhang is supported by the raised, brick-clad structural piers that delineate the exterior bays. Fenestration consists of a combination of aluminum awning and casement-sash replacement windows on original cast stone sills. Aside from window replacement and the addition of an elevator enclosure on the west elevation of the classroom wing, the school has experienced few alterations and retains its historic integrity.

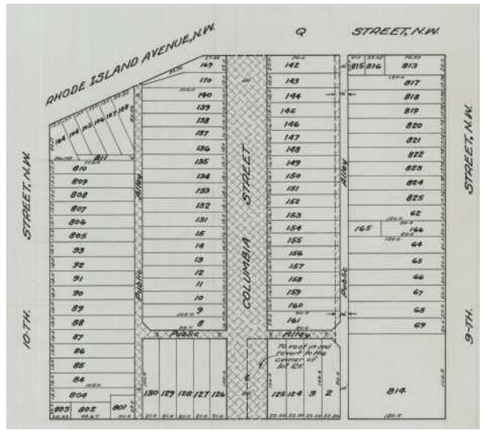
The existing interior of the school is characterized by a utilitarian, repetitive design scheme and economical materials and finishes that were standard for most elementary schools constructed during the late 1960s. Most partitions are non-load bearing concrete masonry units, many of which include some settling and cracking, including damage.

Eligibility & Outreach

ETH Traceries, under the project team umbrella, prepared a Determination of Eligibility (DOE) form, given that the facility was over 50 years old and had not yet been assessed as a historic asset. The District of Columbia State Historic Preservation Office (HPO) reviewed a DOE in August of 2025 and concurred with the application's finding that the facility should **not** be considered a resource. The full eligibility form is included as supplemental information.

The design team completed Concept level outreach to D.C. HPO given that the site is within the Shaw Historic District. HPO staff is anticipated to recommend that the new design in in harmony with the district based on the most recent review, and the Team is anticipating an HPRB review in July.

A Phase 1A Archeological Study was performed by Stantec Consulting Services Inc under ETH Traceries, in October 2025.



Square layout prior to the 1969 construction

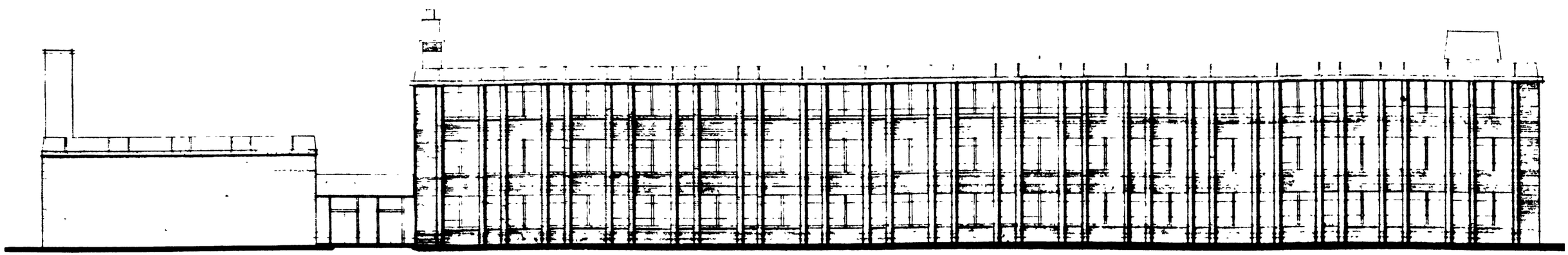


Rendered design for the existing Seaton Elementary

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Existing Conditions

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10	Existing Site Plan
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Existing Conditions
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1 Cardozo Playground Field



2 Banneker High School (Looking North)





3 Phyllis Wheatley YWCA



4 Carter G. Woodson Park



5 Residential Southern Side of Rhode Island



6 801 Rhode Island

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1 Q Street (East of Site)



2 Q Street (East of Site)



3 Q Street (East of Site)





4 Rear of Adjacent Row Houses



5 Rear of Adjacent Row Houses



6 Rear of Family Life Center



7 Shiloh Baptist (Site looking East)



8 Shiloh Baptist Church



9 Shiloh Baptist Parking Lot

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1 P Street - Typical Row Houses (Site looking South)



2 P Street



3 P Street Tree Canopy



4 P Street





5 P Street



6 P Street & 10th



7 10th Street (Site Looking West)



8 10th Street & Rhode Island



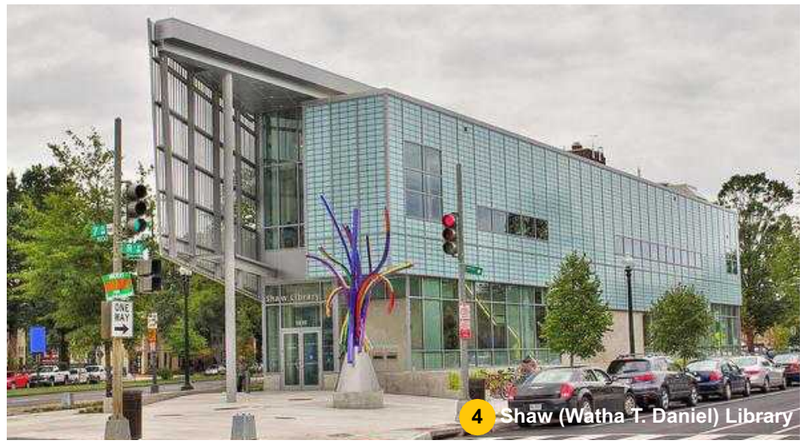
9 10th Street & Rhode Island

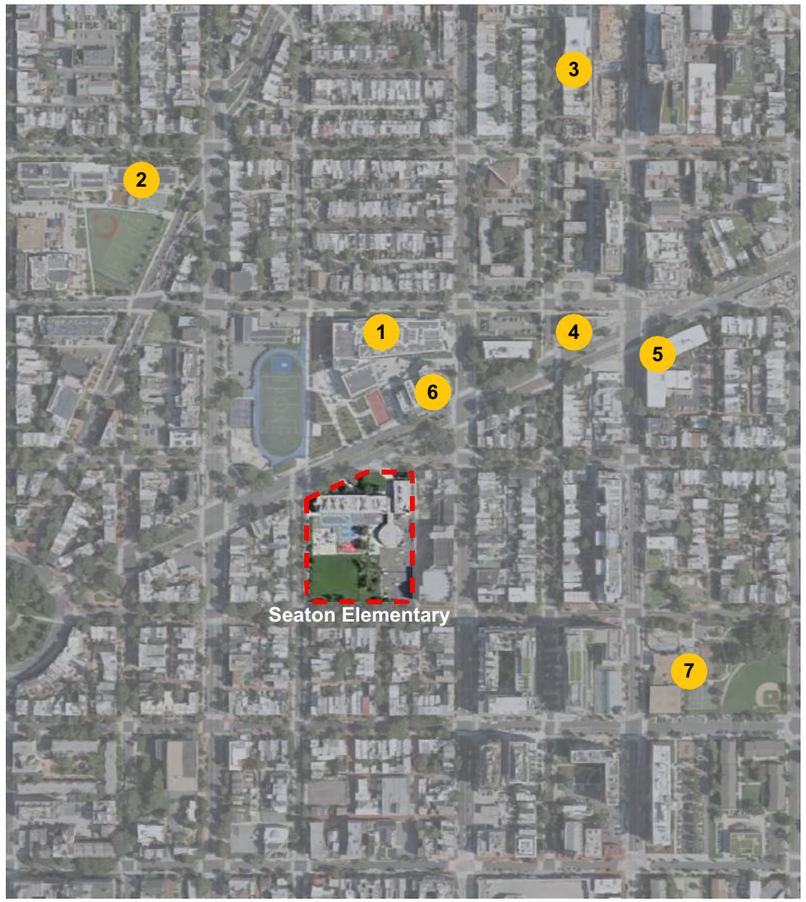
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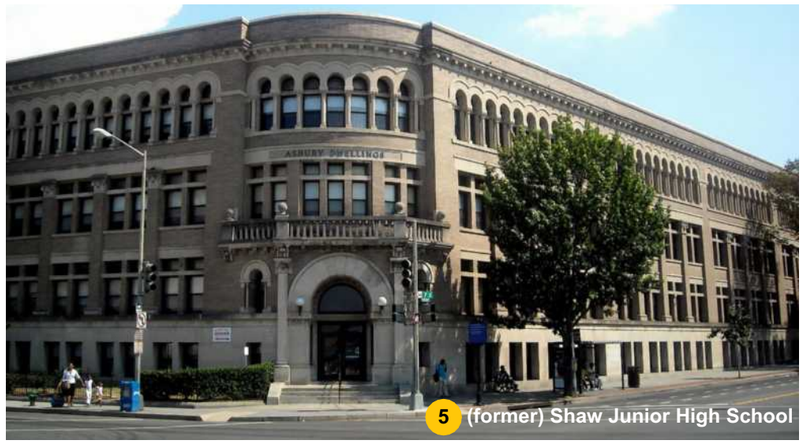

1 Benjamin Banneker High School


GARRISON
ELEMENTARY SCHOOL
2 Garrison Elementary School


3 Cleveland Elementary School


4 Shaw (Watha T. Daniel) Library


1
2
3
4
5
6
7
Seaton Elementary


5 (former) Shaw Junior High School

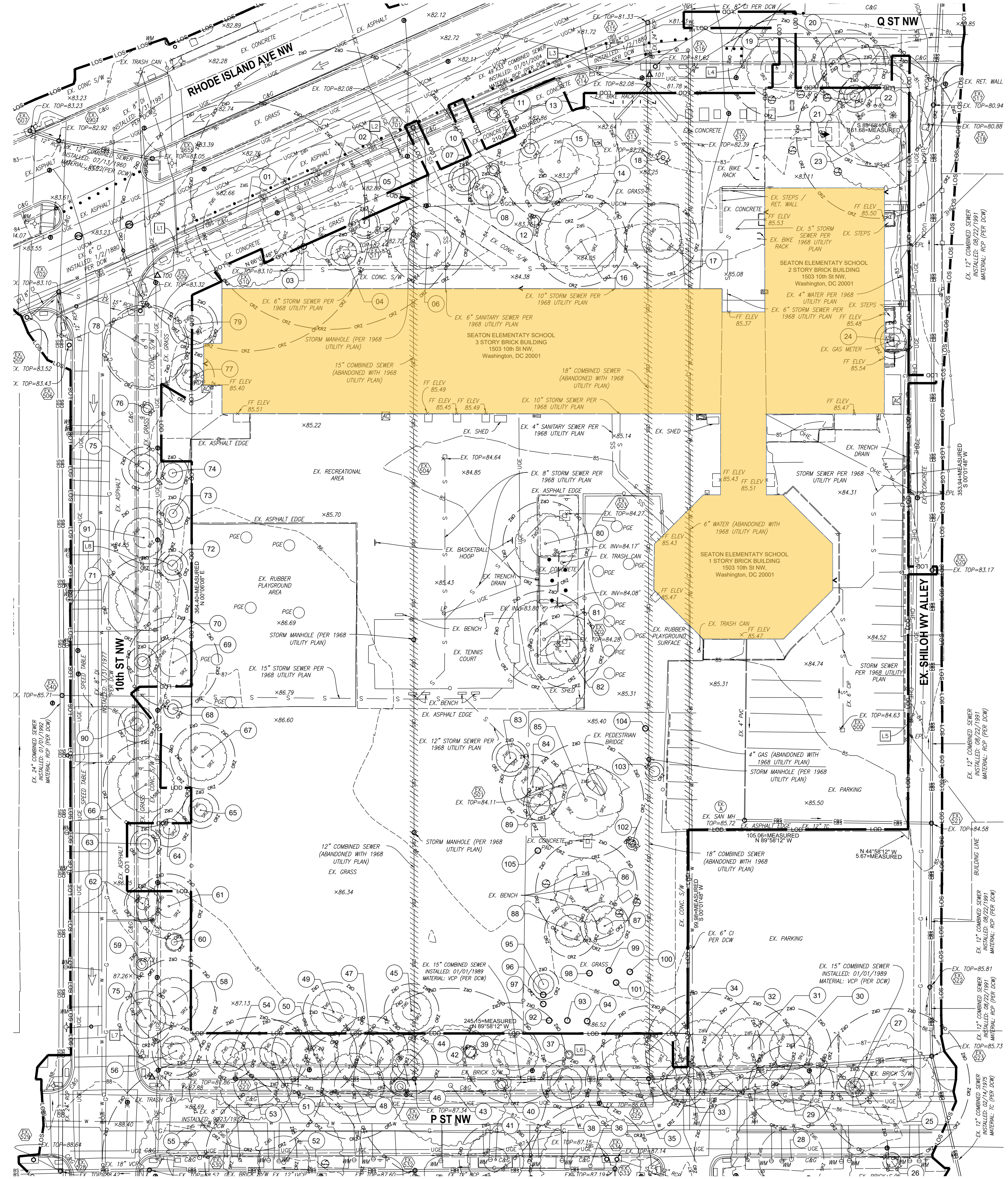

6 Phyllis Wheatley YWCA


KENNEDY
RECREATION
CENTER
7 Kennedy Recreation Center

Site Analysis

Zoning Summary

PROJECT NAME	Seaton Elementary School Modernization
PROJECT ADDRESS	1503 10th Street NW Washington, DC 20001
LOT	0832 (Tax Lot)
SQUARE	0365
ZONING DISTRICT	RF-1 Residential Flat
PUDs	none
WARD	Ward 2
FUTURE LAND USE	Commercial Medium Density (per Amendment ID 8040) Residential Medium Density (per Amendment ID 8040) Local Public Facilities
HISTORIC DISTRICT	Shaw Historic District Non-contributing
FLOOD ZONE	Area of minimal flooding - Zone X
BUILDING CATEGORY	District of Columbia Public School Primary Education Pre-K through grade 5 (no change in use)
ALLOWABLE HEIGHT	60 ft excluding penthouses per Table 4904.1 46'-4" existing
ALLOWABLE STORIES	No Limit per Table 4904.1 3 stories existing
MINIMUM LOT WIDTH	120 ft per Table 4903.1 354 ft existing (no change)
MINIMUM LOT AREA	9,000 sf per Table 4903.1 140, 142 sf existing (no change)



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Transportation and Circulation

The Project is surrounded by a mix of residential properties and mixed-use developments and is bounded by Rhode Island Avenue NW to the north of the site, Shiloh Way to the east, 10th Street NW to the west, and P Street NW and a surface parking lot to the south. A Traffic study has been conducted by Gorove Slade Engineers based on information from DCPS and traffic observations made on site in June of 2025.

The current enrollment at the school is 390 students (ranging from Pre-K3 to 5th grade) with 60 faculty and staff, and the projected maximum capacity after completion of the Project is 510 students and 60 faculty and staff. Currently, 38 parking spaces for faculty and staff are provided via the surface parking lot located in the southeast quadrant of the site. Due to the proximity to (2) metro stations and a significant number of bus routes, the project is eligible for a 50% reduction to the required parking, giving the project a required count of 13 spaces.

On-site parking for the proposed modernization is slated to be reduced from existing conditions down to approximately 14 spaces and will be provided via a surface parking lot southeast of the site and can be accessed from Shiloh Way NW. The main entrance will remain off of Q Street, adjacent to where Q Street branches from Rhode Island Avenue.

Truck maneuvering exercises using AutoTURN software were also conducted to ensure that trash collection and loading vehicles can access the designated loading and trash area using front-in/front-out maneuvers in public space.

Transit Assets

There is no traditional yellow school bus service to Seaton Elementary, but many students use public transportation, as part of the Kids Ride Free Act.

Public Buses

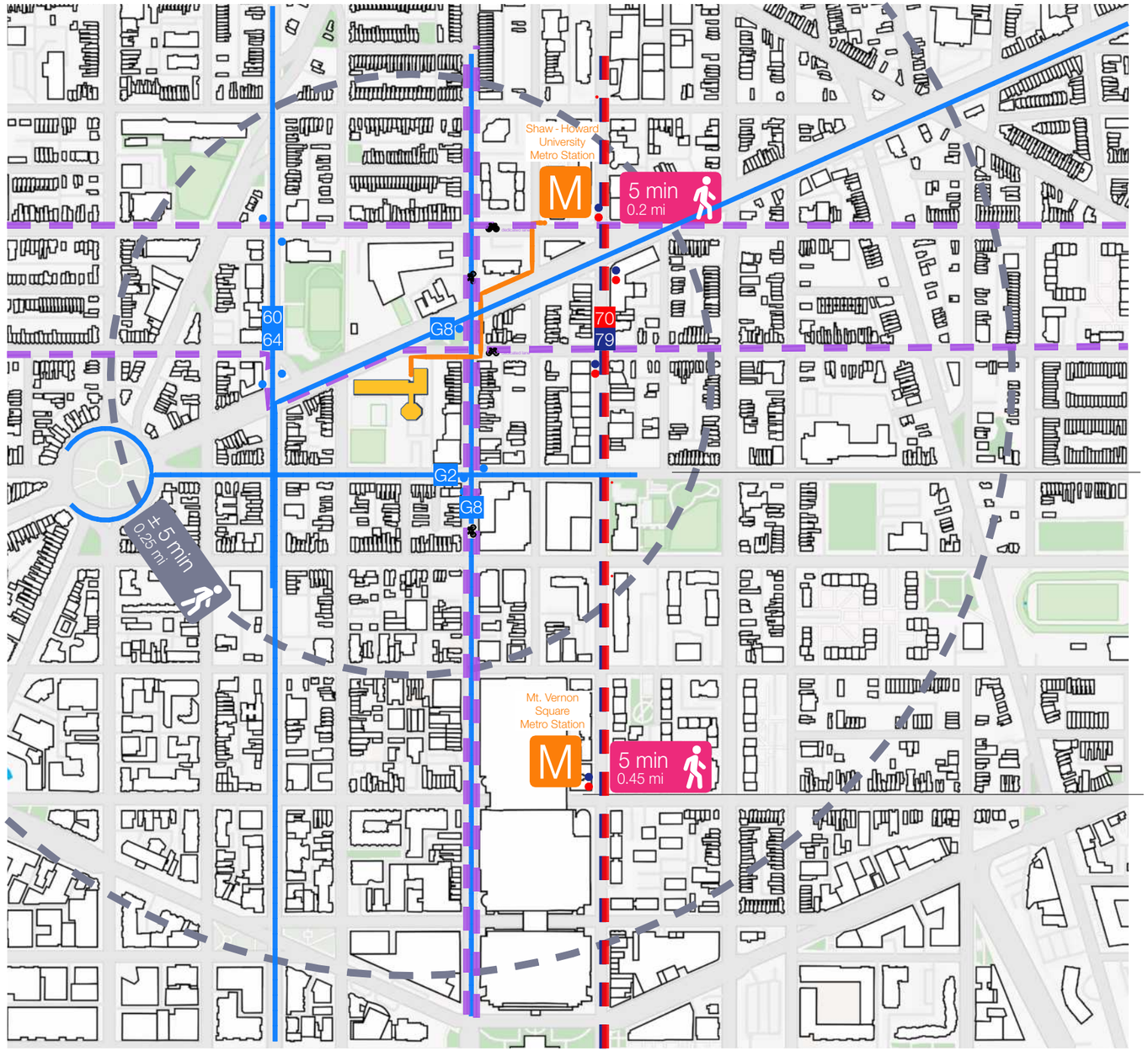
Twelve public bus routes have stops within walking distance of the school. This includes local lines, express lines, and frequent route branches.

Metrorail

The Shaw - Howard University Metro Stop has an entrance only 0.2 miles from the main entry, allowing for access by both Green and Yellow Metro lines.

Safe Bicycle Networks

Despite its busy urban fabric, the site is currently served by a strong bicycle network which fosters student use. Existing infrastructure includes protected bike lanes on Rhode Island Avenue and dedicated bike lanes on 9th and R streets. The school's traffic garden and participation in DCPS's Biking in the Park program and National Bike to School Day all encourage alternate transit among students.



Legend

- G2 Metrobus Stop
- M Metrorail Stop
- Walking Path

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Landscape - Existing Conditions

Context and Site

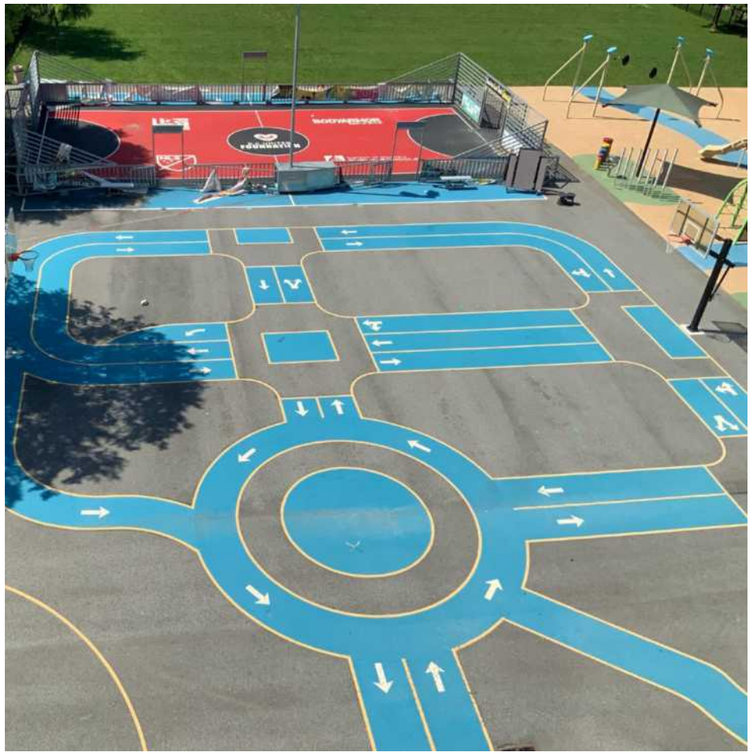
Seaton Elementary is an integral part of its Northwest D.C. neighborhood. The school grounds are bordered by the active commercial corridor of Rhode Island Avenue NW to the north and quieter residential blocks along 10th and P Streets NW. The site shares adjacencies with several important community assets, including Benjamin Banneker High School, the Cardozo Playground and Recreation Center, and the Carter G. Woodson Memorial Park. An active alleyway serving Shiloh Baptist Church and other commercial properties defines the eastern edge of the school grounds. The primary entrance is currently located off Rhode Island Avenue, featuring a concrete entry plaza, flagpole, and passive lawn areas.

Vegetation

The site benefits from a mature canopy that contributes to the character of the school and the surrounding streets. Along Rhode Island Avenue, two large heritage WIllow Oaks anchor the streetscape, complemented by several moderately-sized Zelkova trees within the front lawn. The residential streets are lined with a mix of young and mature trees, creating a pleasant neighborhood feel. Key trees on the school grounds include two River Birches in a stormwater management area, a cherished collection of smaller trees within the vegetable garden, and a large Little Leaf Linden at the corner of Q Street and the alley. A large turf playfield occupies the corner of P and 10th Streets NW.

Site Amenities

Current amenities support a range of activities for students. The grounds include playgrounds for K-5 and 5-12 age groups with rubber surfacing, a small soccer field, and a large multi-use asphalt area with basketball hoops and a traffic garden. A significant feature is the large vegetable garden and outdoor classroom space, which is a focal point of the school community. A surface parking lot is located adjacent to the main building. While much of the frontage along Rhode Island Avenue is currently passive lawn, it holds great potential for more active and programmed uses.













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Building - Existing Conditions

Summary
The existing facilities are generally structurally sound, but the facility has only approximately two-thirds of the required building area for the Owner's program and will require new construction to be able to provide required standards for spaces. Two of the facility's wings are single story, which will impact the footprint available for site program if they remain. Of these, the existing Pre-K Octagon wing is more of an impediment, as it limits the parking and loading efficiency and also does not lend itself to an efficient interior layout.

Envelope
The project will be required to be net zero, in accordance with DC Building Code Appendix Z. Based on evaluation of the existing facilities, the team has determined that achieving these goals will be a challenge with the existing envelope, in particular in the academic wing, where integration of air barriers would represent a significant challenge. There are also concerns about the existing CMU backups' ability to support new sheathing. The existing roof insulation is far below current standards and the membranes are also at the end of service life, so the team is proposing replacing academic roofing to the slab. The roof deck of the existing Multipurpose wing was also identified a challenge to reuse, as the gypsum assembly will need significant patching to address existing deficiencies and penetrations, so this roofing assembly is proposed to be replaced in full.

Accessibility
The Building currently has one (1) elevator which is located at the west end of the academic wing. While the placement of the elevator is far from the main entry, the condition is good and therefore will remain, with the addition of a lift to serve basement areas requiring accessibility. Currently, there is no accessibility to the stage, which will be addressed by a new configuration including a compliant ramp.

The path to the building is generally accessible, with a sloped sidewalk and more than 50% of exits have ADA compliant discharge, but exits from individual spaces are not compliant. There are multiple accessibility deficiencies at the interior, including door clearances, device and equipment mounting heights, wall projections, signage, etc. None of the restrooms meet current accessibility standards.

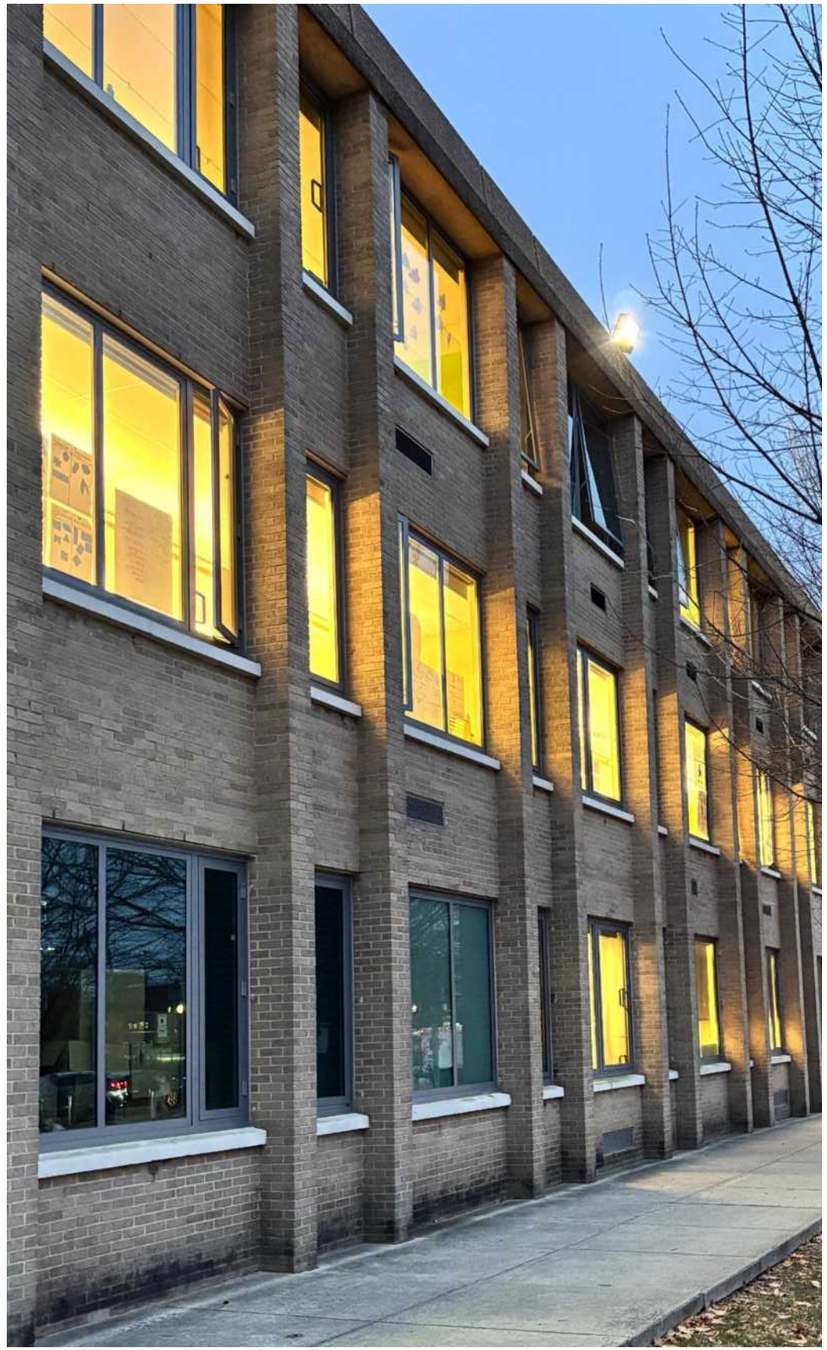
Interior
Full replacement of interior partitions and fit out are recommended to address the accessibility items noted above and provide configurations that are aligned with the current school program.

Systems
The existing mechanical system uses a central chilled water plant consisting of a centrifugal chiller located in the basement and a forced draft cooling tower located outside the building for cooling. Heating for the building is generated by a central heating plant consisting of high efficiency hot water boilers located in the basement mechanical room. Classrooms are cooled, heated and ventilated by floor-mounted hot water unit ventilators. A 2011 Phase 1 renovation replaced the majority of kitchen, lighting, and most fan coil units, but given the energy requirements on the project, these will note be suitable for re-use. Piping, Electrical, and Fire Alarm systems will require full replacement. The building does not currently have fire suppression, which will also be required to meet current code.





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1. North Facade - Academic Wing



2. North Facade - Multipurpose Wing, Entry & Academic Wing



3. Existing Entry

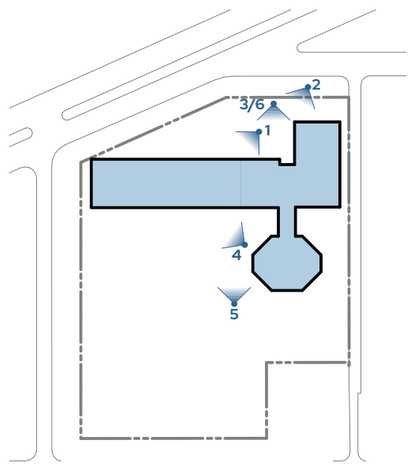


4. & 5. Academic Wing - South Elevation





6. Existing Entry



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1. Multipurpose Wing (from Flag Court)



2. Octagon Wing



3. Octagon Wing (from Playground)



4. Octagon Wing (from Parking)



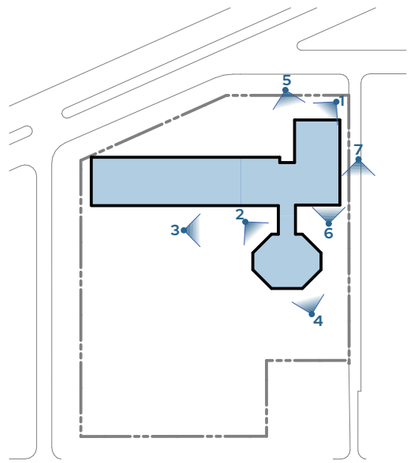
5. Multipurpose Wing (from Plaza)



6. Multipurpose Wing (from Parking)



7. Multipurpose Wing (from Alley)



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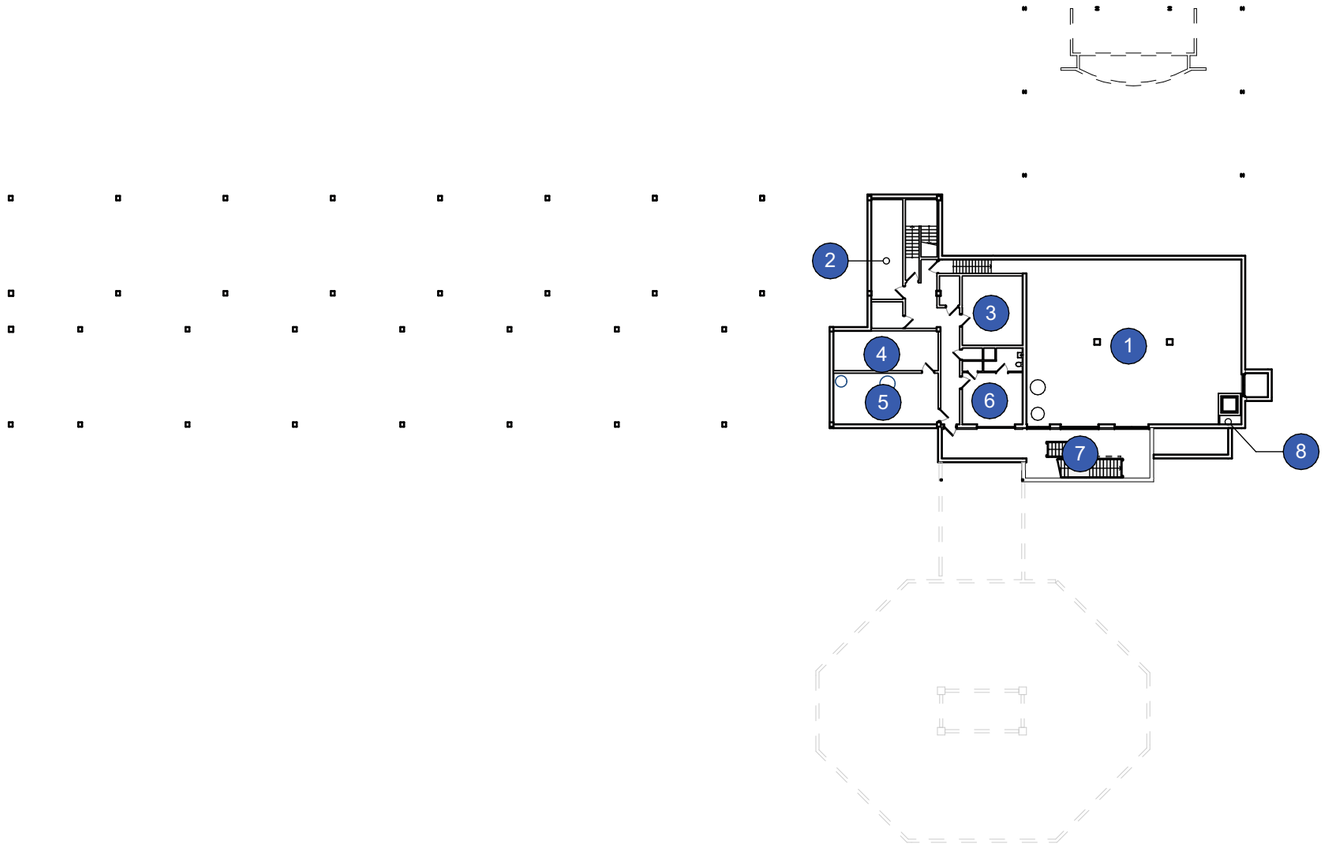
Basement Mechanical



Basement Areaway



Basement
The main basement is fully underground and does not have visual impact on the Historic District's character. A gated enclosure for the exterior areaway access is visible, but primarily from the alleyway.



1. Mechanical Room
2. Electrical Room
3. Storage
4. Trash
5. Incinerator
6. Custodian Office
7. Areaway
8. Stack

SEATON ELEMENTARY SCHOOL MODERNIZATION
Existing Basement Plan and Interior Photographs
October 16, 2026
printed on: Friday, October 16, 2026

0 20' 40' 80'

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Entry Vestibule

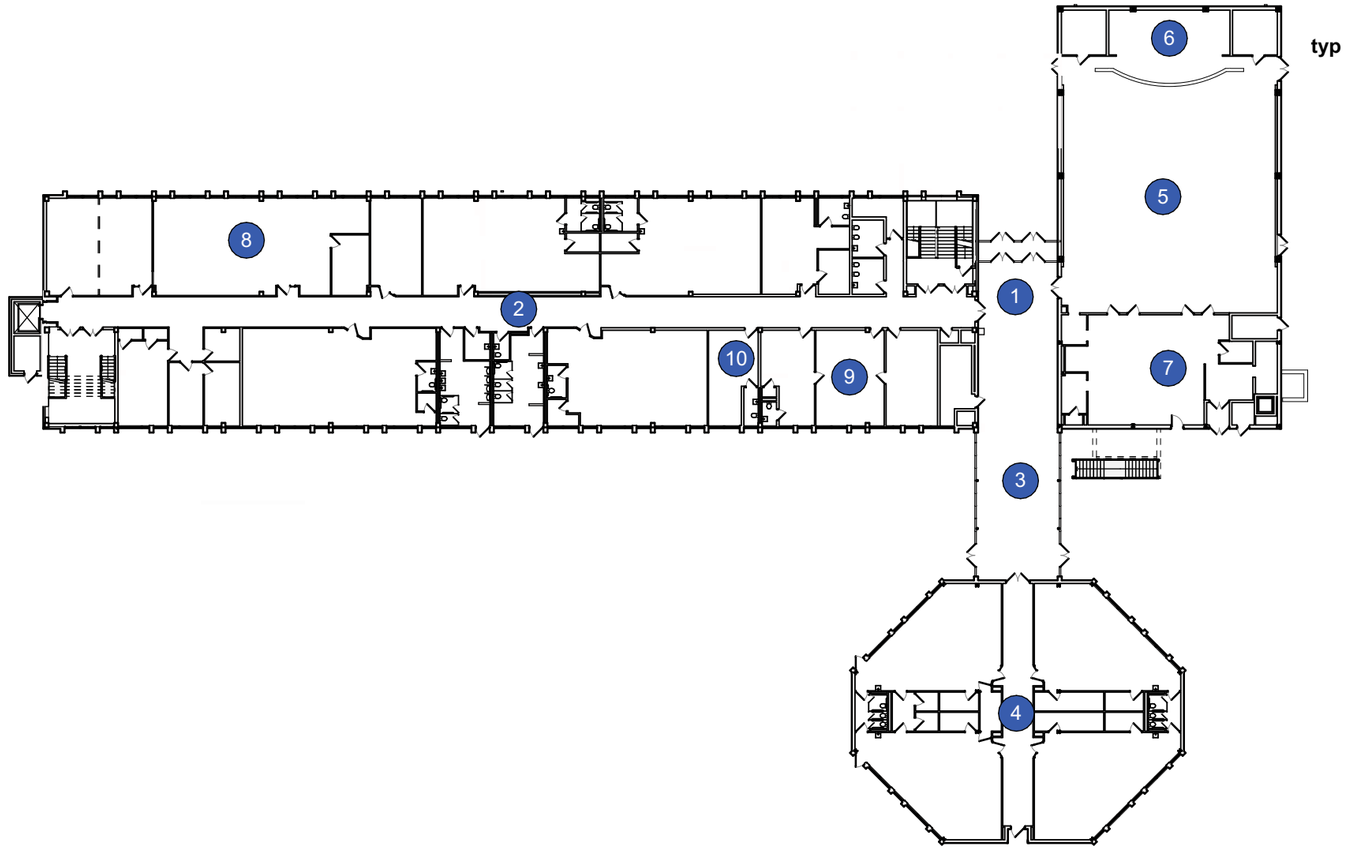


Octagon Wing (Early Education)



Stage in Multipurpose Room

1st Floor
The existing structure lacks connection between the entry and different wings, There are also significant challenges in the flow between the playground and the school. The existing Octagon Wing also presents challenges for use due to irregular geometry.



1. Entry
2. Academic Wing
3. Connector
4. Pre-K Wing (Octagon)
5. Multipurpose Room
6. Stage
7. Kitchen
8. Library
9. Main Office
10. Nurse

SEATON ELEMENTARY SCHOOL MODERNIZATION
Existing First Floor Plan and Interior Photographs
October 16, 2026
printed on: Friday, October 16, 2026

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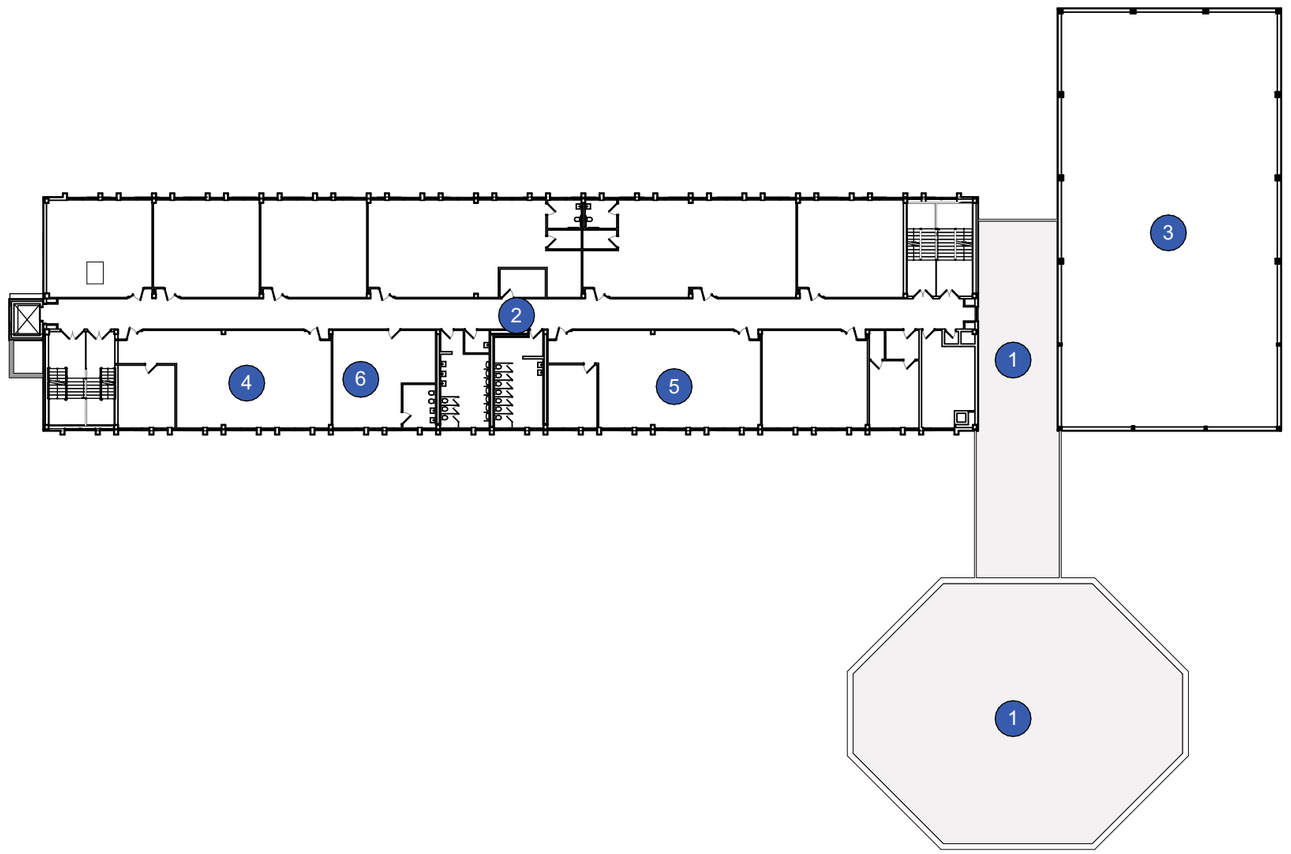
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Academic Corridor


Stairwell


Typical Classroom

2nd Floor
Both of the two existing stairways do not meet current codes and lack visual connection to the corridors. The academic wing's corridors are not hospitable due to their length, lack of natural light, and materials.



1. Roof
2. Academic Wing
3. Gym Below
4. Music
5. Art
6. Staff Lounge

SEATON ELEMENTARY SCHOOL MODERNIZATION
Existing Second Floor Plan and Interior Photographs
October 16, 2026
printed on: Friday, October 16, 2026

0 20' 40' 80'

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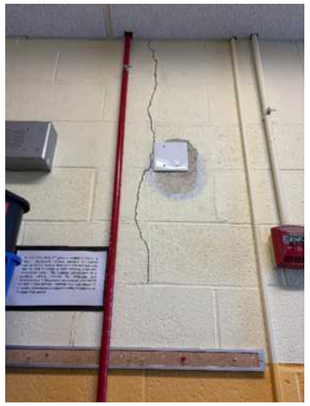
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Staff Lounge



Restroom

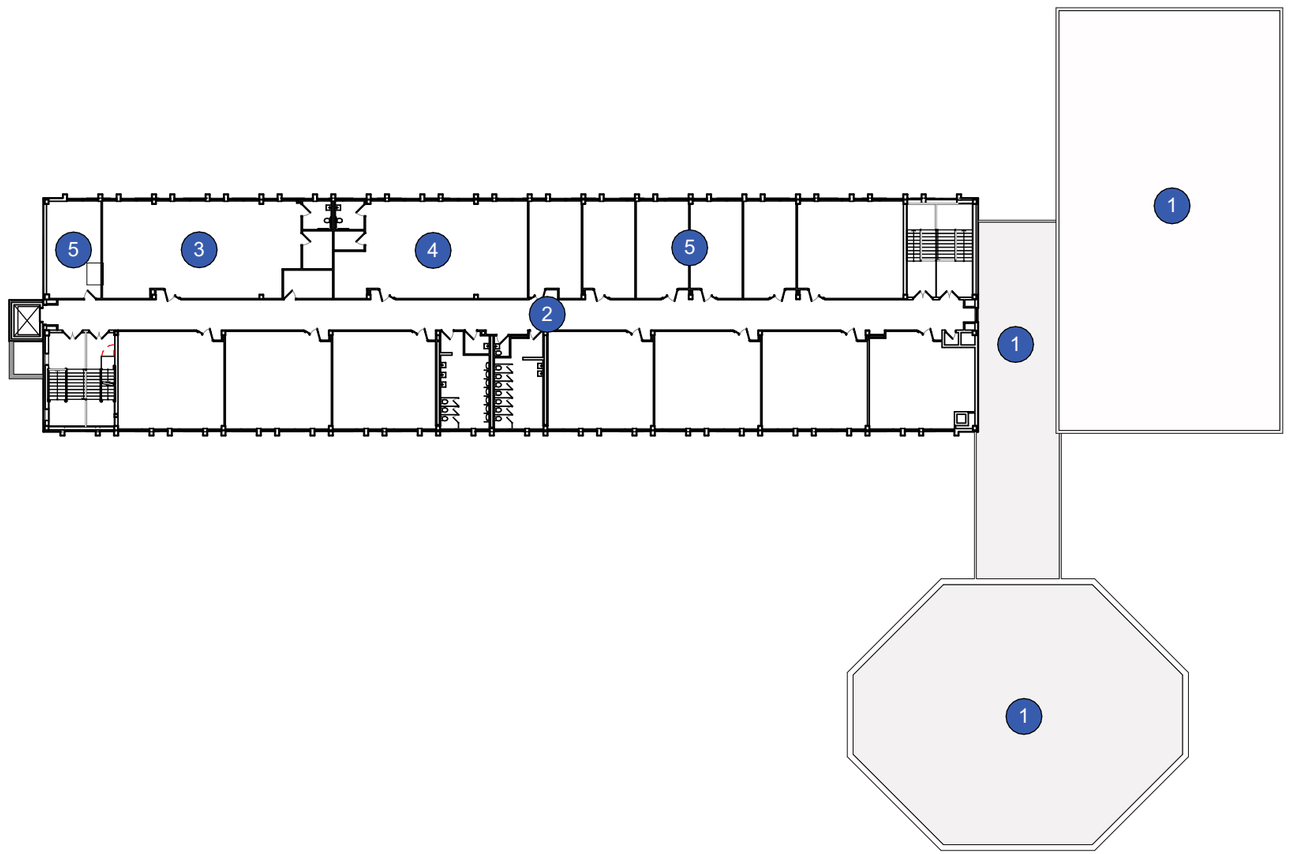


Deferred Maintenance



Underperforming Thermal Envelope

3rd Floor
Generally spaces have significant wear and do not meet the standard of educational spaces for students.



1 Roof
2 Academic Wing
3 ESL Suite
4 CES Room
5 Resource Room

SEATON ELEMENTARY SCHOOL MODERNIZATION
Existing Third Floor Plan and Interior Photographs
October 16, 2026
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Rooftop Units

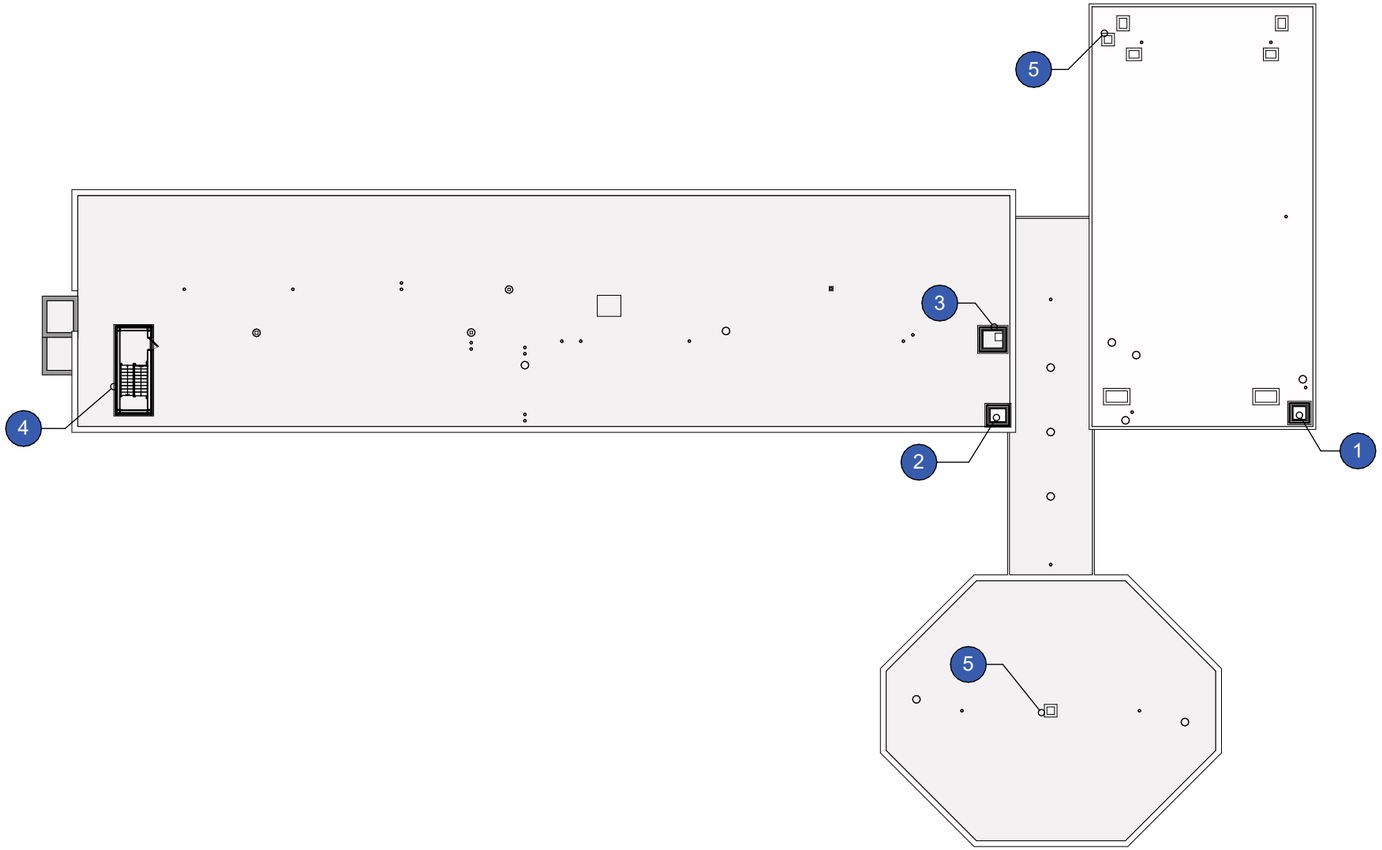


Octagon Roof



Academic Wing Roof

Roof
All roof areas require replacement due to age & thermal performance. Lack of fall protection, adequate drainage and hazardous materials in the parapet construction also present challenges in reuse.



1. Boiler Stack
2. Incinerator Stack
3. Trash Chute Vent
4. Roof Access
5. Roof Scuttle

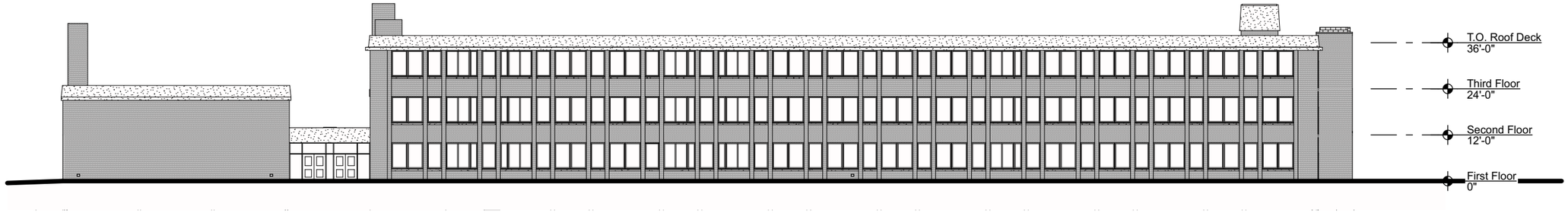
SEATON ELEMENTARY SCHOOL MODERNIZATION
Existing Roof Plan and Photographs
October 16, 2026
printed on: Friday, October 16, 2026

20
0 20' 40' 80'

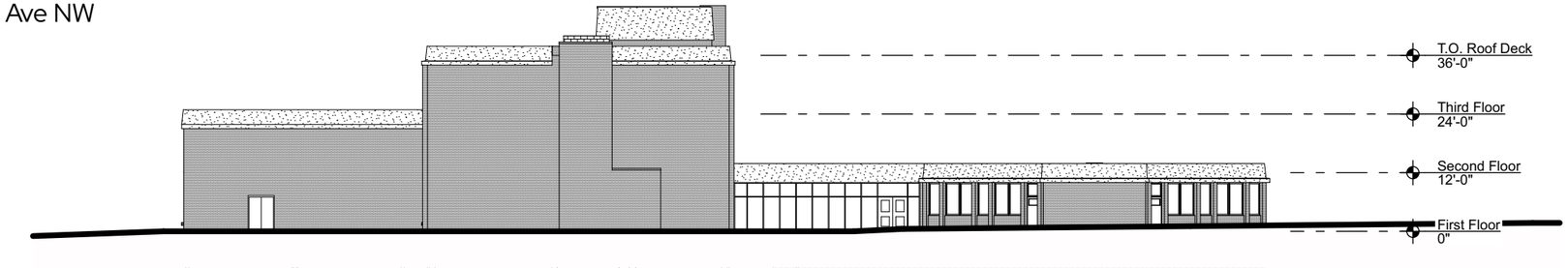
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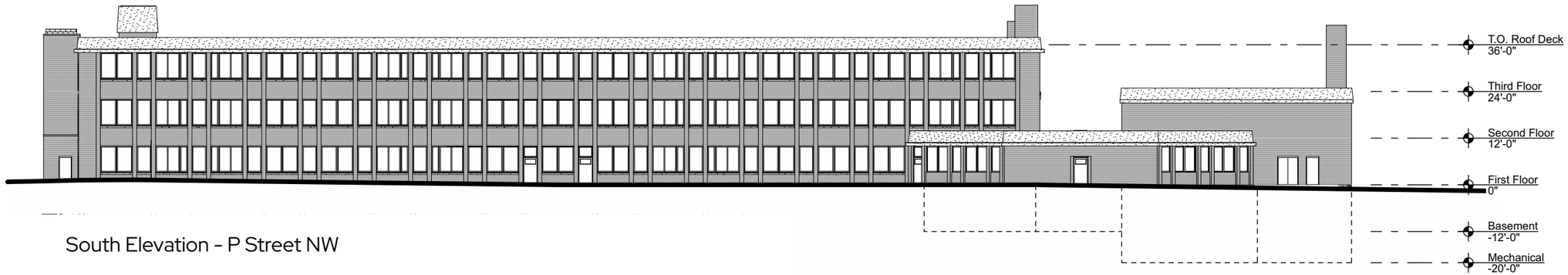
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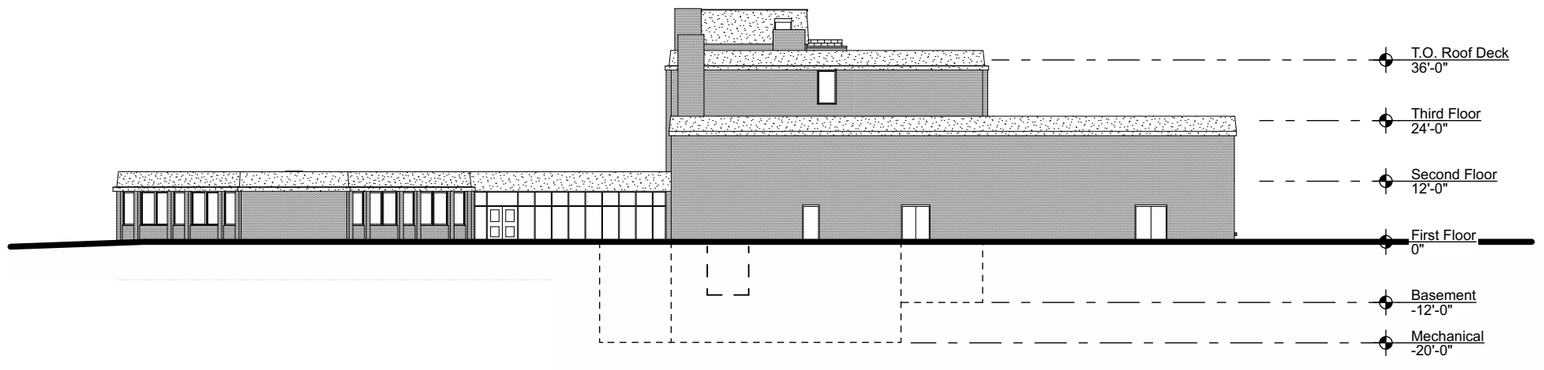
North Elevation - Rhode Island Ave NW



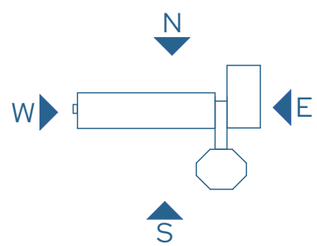
West Elevation - 10th Street NW



South Elevation - P Street NW



East Elevation - Alley



SEATON ELEMENTARY SCHOOL MODERNIZATION

Existing Exterior Elevations

October 16, 2026

printed on: Friday, October 16, 2026

21

0 30' 60'

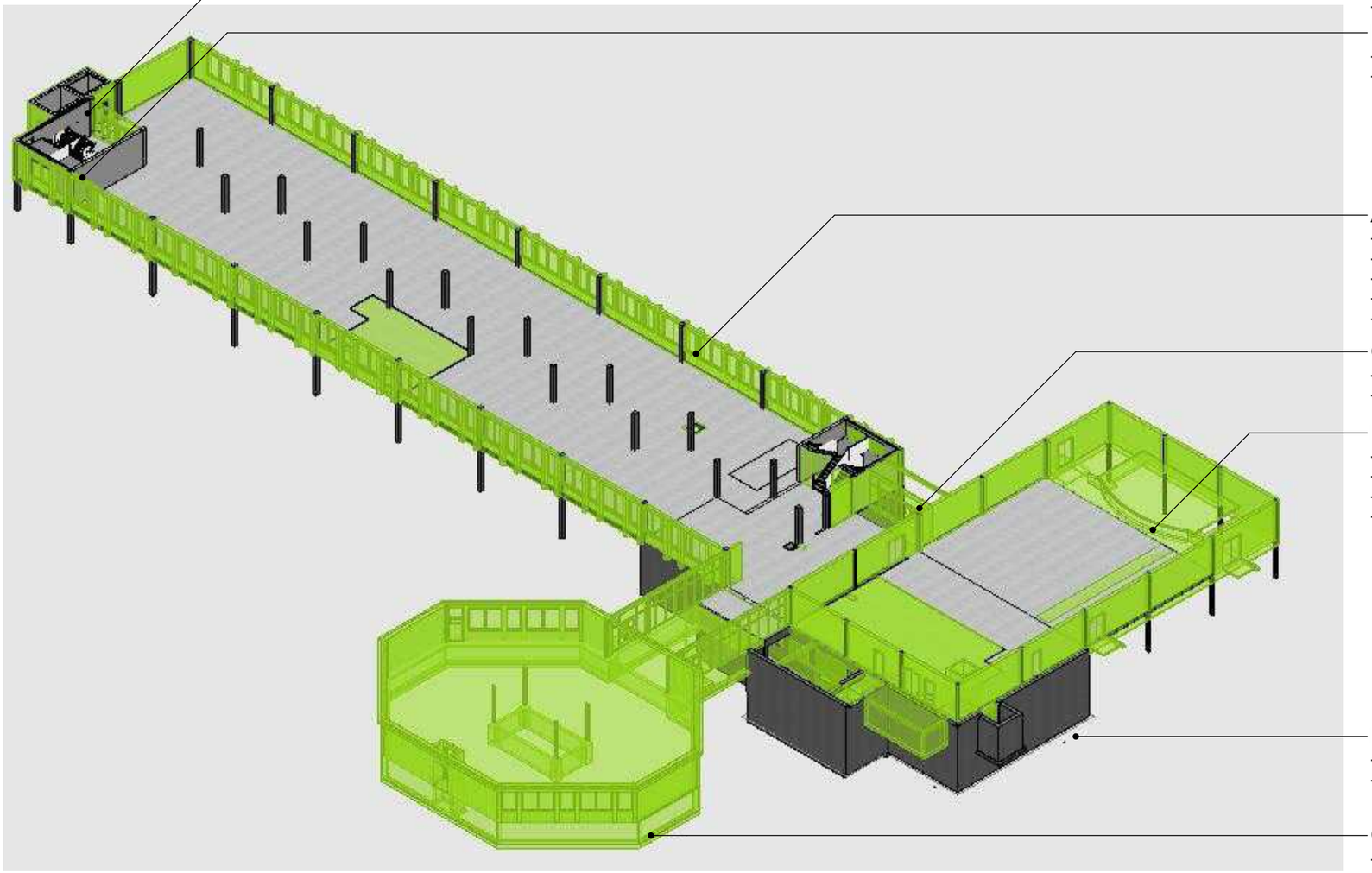
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Demolition Summary

Due to the envelope site assessment and site analysis, the strategy will be to remove the existing Octagon wing and replace all envelope and interior at the remaining Academic and Multi-Purpose wings.



Elevator & Machine Room
- Remove veneer at elevator & machine room
- Replace electrical feeder for service from generator

Roof Access
- Walls to be removed to structure
- Remove existing roofing to concrete deck

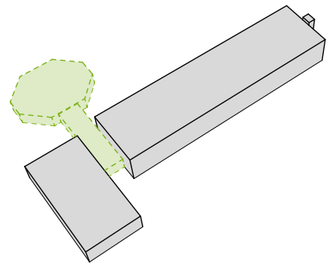
Academic Wing
- Remove exterior walls
- Remove existing roofing to concrete deck
- Structure to remain U.N.O.
- Slab to remain, selective demo for trenching
- Demo of interior non-load bearing partitions

Connector
- Remove all above grade structure
- 1st floor elevated slab & basement to remain

Multipurpose Wing
- Remove exterior walls
- Remove existing roofing to concrete deck
- Structure to remain U.N.O.
- Slab to remain, selective demo for trenching

Basement
- Exterior to remain
- Select demo of interior non-load bearing walls

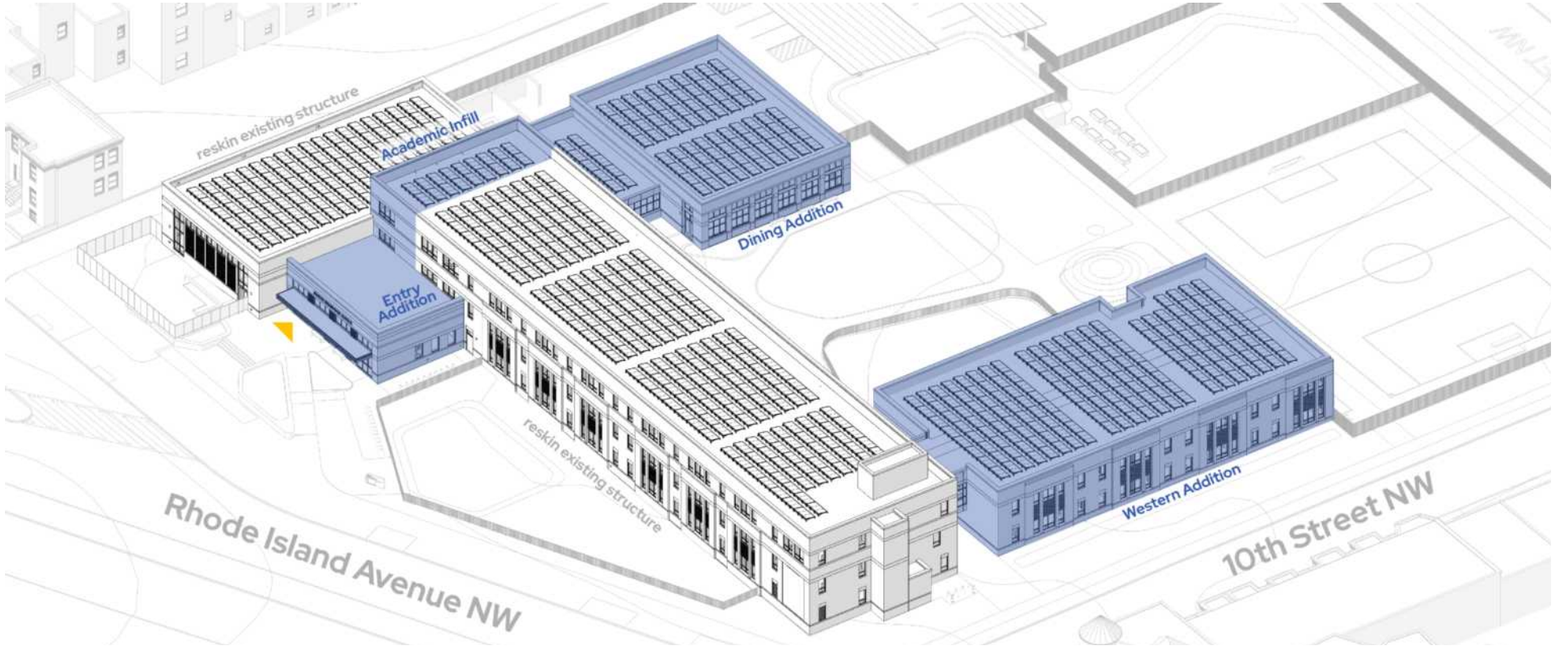
Octagon Wing
- Remove in full



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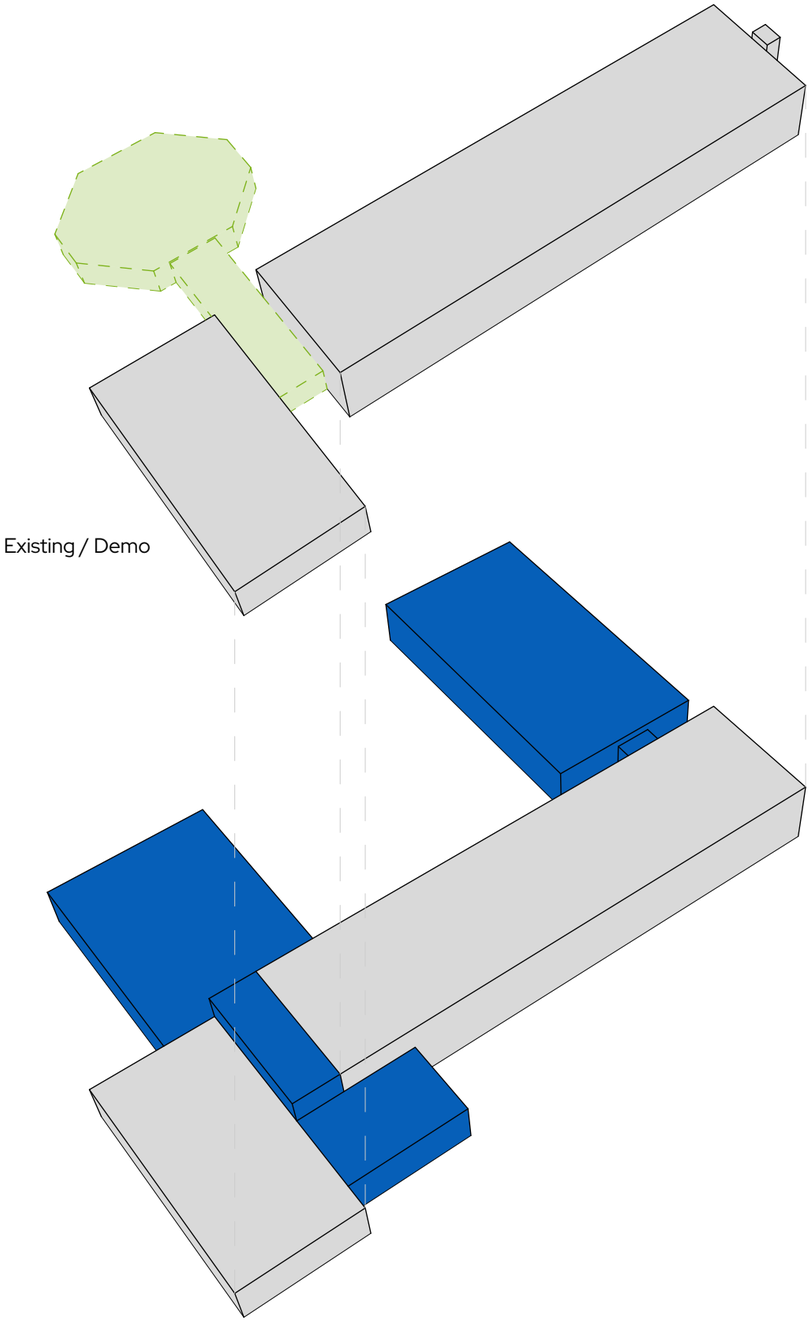
Concept Design

23-25 Proposed Design Narratives and Diagrams
26-32 Proposed Site Plan and Planting Concepts
33-37 Proposed Floor Plans
38 Exterior Precedent and Development
39-42 Proposed Exterior Elevations
43-47 3D Views



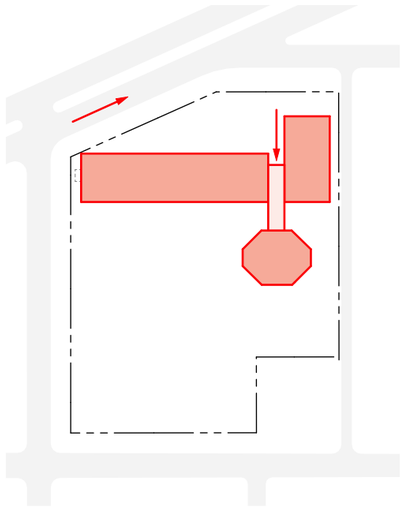
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Building - Concept

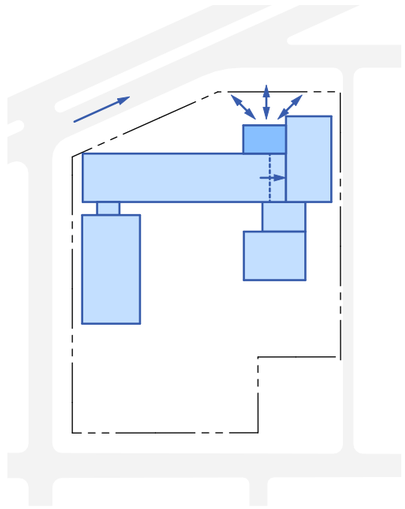


Existing / Demo

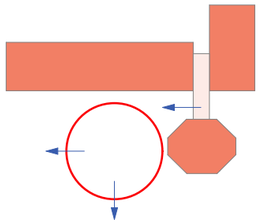
New



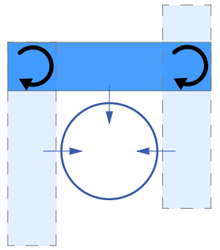
Existing Entry



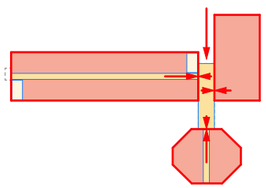
New Entry



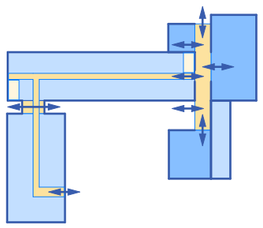
Existing Playground Relationship



New Playground Relationship



Existing Circulation



New Circulation

Approach

The school identified Community as their most important core value and the design aims to reinforce this goal by offering better opportunities to connect inside and outside the building.

The Octagon wing and existing spine are proposed to be demolished to allow for a more unified floor plan, while the envelope is proposed to be fully replaced for visual unification of the full campus and better functioning thermal performance.

Entry

The existing Entry was recessed and felt diminutive to the main building and did not respond to the arrival sequence or present a Civil face to the neighborhood.

The Proposed Addition towards Q Street provides a more inviting Welcome Center and Entry that can better engage the community.

- The academic Wing is extended East to provide a consistent backdrop / framing for the entry.
- The entry is much closer to the street, yet maintains gathering area.
- Entry massing is higher, so it reads as a destination instead of infill.

Site / Courtyard

The existing building acts as an object placed on the site. While there is strong visual connection with the site, the playground does not respond to the existing building's geometry, or have a sense of place.

A Courtyard is created using the existing academic wing as an anchor.

- By defining the sides of the playground with the building, a sense of protection and community are reinforced.
- The Early Education and K-5 playgrounds are brought together more, to offer greater interaction outside age cohorts.
- The east wing's geometry is simplified, allowing it to act as an enclosure, instead of an intrusion, as the Octagon form previously did.

Hub

Existing Circulation exists as a spine between the three wings, but solid wing boundaries disconnects each wing's circulation from the spine.

New Circulation approach created a hub and erodes walls of the existing spine to create fluid relationships between main gathering spaces and increase connection between occupants.

- Administration has direct connection to entry / hub.
- Gym has visual and gracious connection to hub.
- Cafeteria is fully open to hub.

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Landscape - Proposed Site Design

The proposed concepts for Seaton Elementary School are rooted in the belief that thoughtful landscape architecture can create meaningful connections between people and their environment, fostering vibrant public spaces. Each concept offers a unique approach to reimagining the schoolyard as an extension of the classroom—a place for play, learning, an d community engagement. The designs leverage the site's existing strengths, such as the prominent Rhode Island Avenue frontage and the beloved school garden, while thoughtfully integrating new amenities. Native planting will be used extensively throughout the new landscape, both as an educational opportunity and to su pport the local ecosystem and promote biodiversity in the area. Key considerations include improving circulation, enhancing connections to the surrounding neighborhood, and upgrading play facilities to create a safe, engaging, and inspiring environment for students and faculty.

Entry Plaza & Drop-Off

The arrival sequence will be reimagined to create a more welcoming and organized experience. The concepts explore expanding the entry plaza with distinctive paving and incorporating informal seating opportunities to encourage gathering. To improve safety and reduce congestion on the busier Rhode Island Avenue, some concepts propose relocating the primary student drop-off and pick-up area to the quieter 10th Street NW, establishing a new main entrance that better serves the school community. All entry points will be designed to provide universal, accessible access for all.



Public Art



Outdoor Gathering Spaces



Outdoor Space



Flexible Plaza Space



Playground

Playground Areas

The new pla ygrounds will be consolidated and organized into three distinct zones based on age group: 2-4 years and 5-12 years. Where possible, each area will feature nature-themed play structures; all will incorporate a continuous, resilient rubber safety surface. A dedicated traffic garden will be integrated into the circulation paths between play zones, providing a fun and safe environment for students to learn safely navigate, by foot and bicycle, in a simulated urban setting.

Play Fields & Courts

The existing turf field at the southwest corner of the site will be upgraded to a synthetic turf multi-use field, suitable for various sports and athletic activities. To support basketball and other court games, a new, full-sized basketball court will be sited in a dedicated space, located to minimize disruption to adjacent activities.

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Outdoor Classroom

The outdoor classroom is envisioned as a central hub for hands-on learning, closely integrated with the school's vegetable garden. This quieter, dedicated zone will feature durable and natural furnishings, potentially including pieces crafted from salvaged local wood by DDOT's Urban Lumbermill. An overhead shade canopy is proposed to ensure the space is comfortable and functional during warmer months, allowing for learning to happen outdoors year-round.



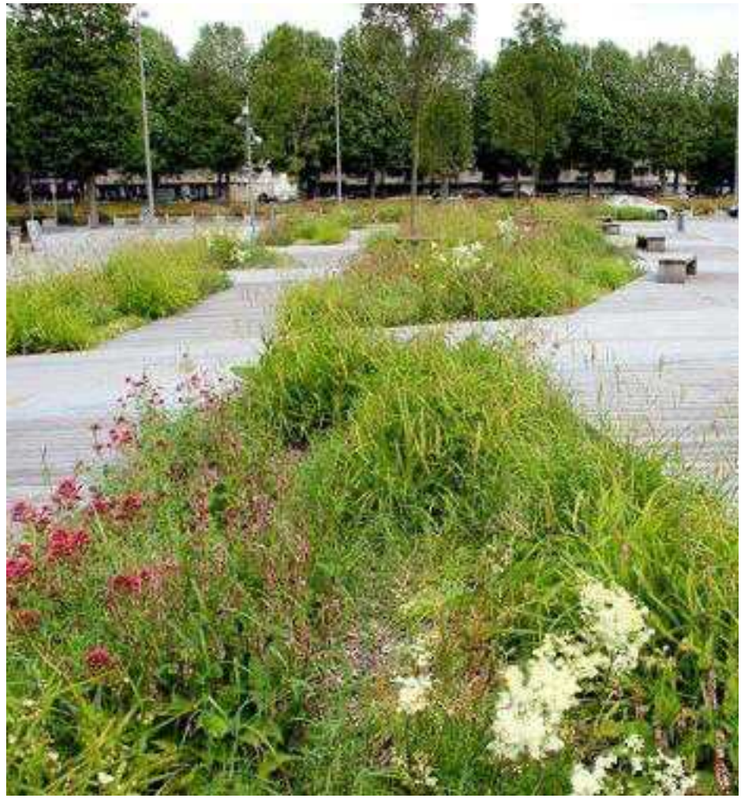
Outdoor Classroom



Garden and Outdoor Classroom

Stormwater Management

Integrating effective and visible stormwater management is a key component of the site design. This infrastructure serves the critical f unction of improving local water quality while also acting as an educational tool. Lushly planted rain gardens will be featured prominently where possible, adding aesthetic value and biodiversity to the schoolyard. In more utilitarian areas, such as along the alley and parking lots, more intensive walled planters will efficiently manage runoff from the building's roof and other impermeable surfaces. All stormwater areas will feature native plantings in accordance with DOEE requirements.



Stormwater Management

Vegetable Garden & Gathering Spaces

Recognizing the vegetable garden's importance to the school community, most concepts retain and enhance it in its current location. One concept explores relocating the garden to a more central area, transforming it into a signature feature of the schoolyard. Throughout the site, informal outdoor gathering spaces will be strategically located to align with building entrances and primary circulation paths, providing comfortable spots for students, staff, and parents to connect.



Outdoor Furnishings

Biophilic Design

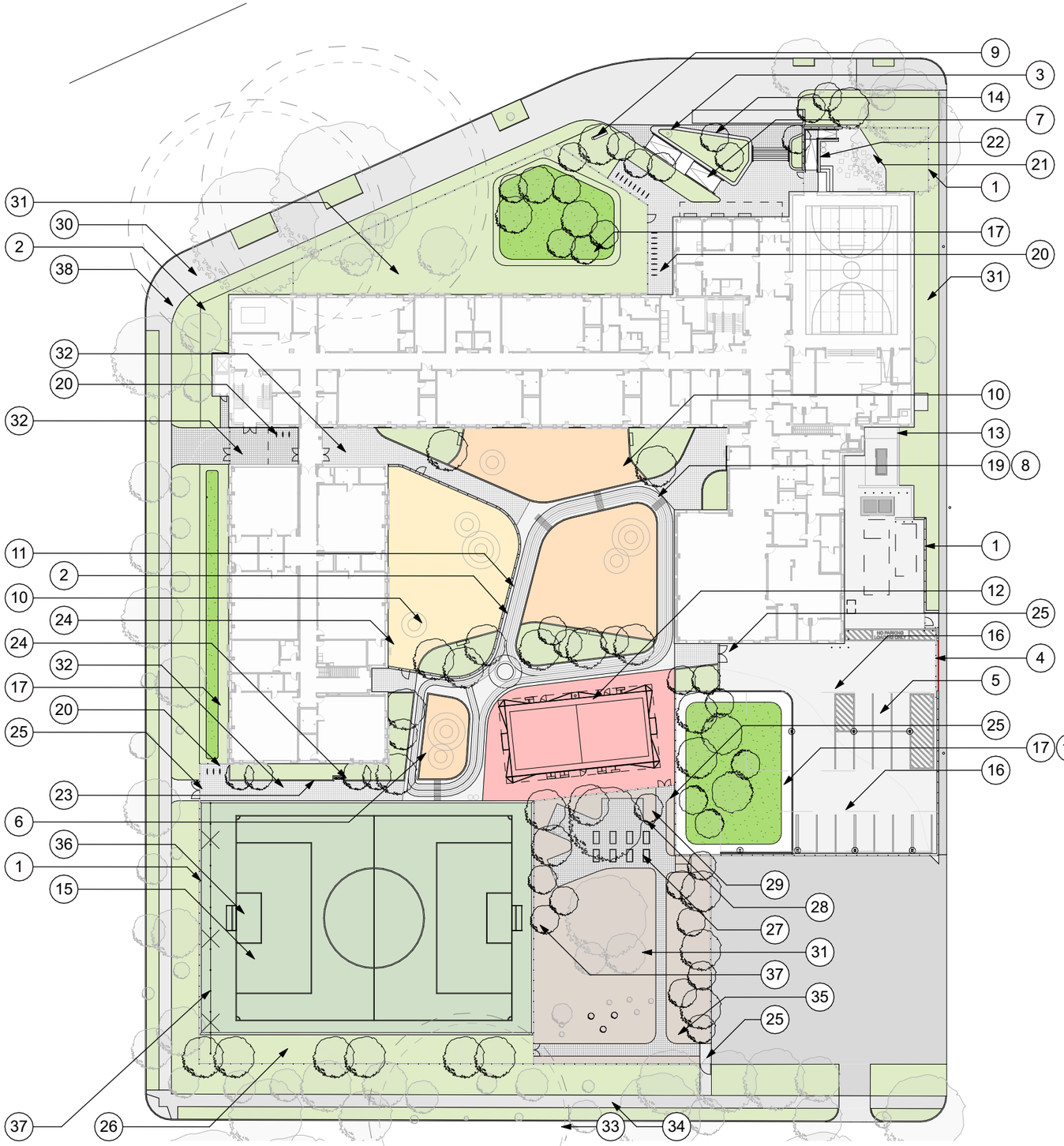
The design for Seaton Elementary is deeply influenced by the principles of Biophilic Design, which recognizes humanity's innate need to connect with nature. As outlined by the research firm Terrapin Bright Green in their "14 Patterns of Biophilic Design," incorporating natural elements and patterns into the built environment has been shown to reduce stress, enhance creativity, and improve overall well-being.

The proposed landscape for Seaton Elementary intentionally weaves these patterns into the daily experience of students:

- Visual and Non-Visual Connection with Nature: Lushly planted rain gardens, native trees, and the school's vegetable garden provide direct visual links to nature. The selection of native plants will also attract birds and pollinators, offering non-visual connections through the sounds of nature.
- Prospect & Refuge: Elevated play structures and lookout points will offer children a sense of prospect—clear, open views—while cozy nooks and shaded seating areas under tree canopies provide spaces of refuge and quiet contemplation.
- Complexity & Order: The organized patterns of garden beds, paving, and branching tree canopies will create a rich, visually stimulating environment that reflects the structured complexity found in natural ecosystems.

By thoughtfully applying these principles, the landscape at Seaton Elementary will become more than just a playground; it will be a restorative, engaging, and educational environment that nurtures students' connection to the natural world.

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Legend

1. 8' High, black steel picket fence
2. 4' High, black steel picket fence
3. Flagpole
4. 8' High manual steel sliding vehicular gate
5. Asphalt paving (vehicular)
6. 4" CIP Concrete curb
7. CIP Concrete ramp
8. Asphalt paving (pedestrian)
9. Digital school sign
10. PIP Safety surfacing with play equipment & mounds
11. 1' Wide concrete flush curb
12. Salvaged mini-pitch soccer enclosure (install by others)
13. Masonry generator & trash enclosure
14. 18" wide concrete planter with sitting wall
15. Synthetic turf field with under drainage
16. Line of PV canopy above
17. Stormwater facility plantings
18. CIP Concrete bioretention curb
19. Traffic garden painted acrylic over asphalt paving
20. DDOT compliant SS bike racks
21. Solid wood block stools
22. Outdoor whiteboard
23. Trash and recycling receptacles
24. Exterior water fountain w filler
25. Pedestrian gate with timeclock controlled access
26. Backless bench
27. Prefabricated metal shed on 8x10 concrete pad
28. Free standing yard hydrant
29. 3' X 6' X 1.5' Raised planting beds
30. Existing Concrete sidewalk
31. Protected / restored existing natural turf / garden area
32. Permeable paving
33. Area of heritage tree protection
34. Existing brick sidewalk, patch to match where disturbed
35. Stabilized aggregate path
36. Soccer goal
37. 12' High Soccer ball stop net and post system



SEATON ELEMENTARY SCHOOL MODERNIZATION

Proposed Design - Site Plan

October 16, 2026

printed on: Friday, October 16, 2026

NOT TO SCALE

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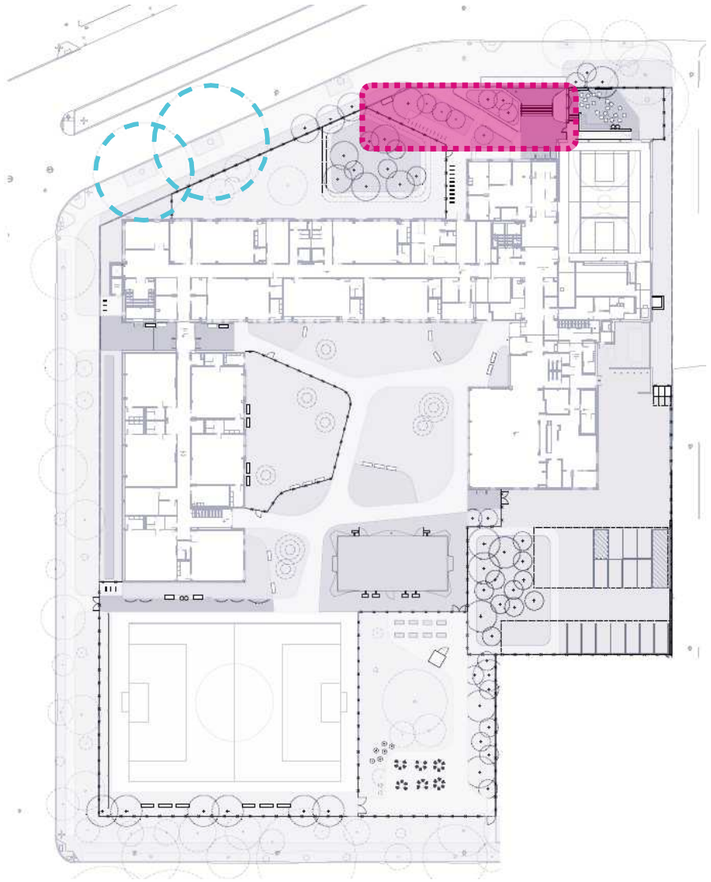
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Landscape - Main Entry Plantings

A welcoming arrival experience that uses durable, multi-season plantings with clean forms, open sightlines, and layered native canopy, understory, and shrub plantings that soften the school's facade while screening bike parking.

The North-West corner of the site is also defined by (2) large Willow Oaks, which as heritage trees will be protected through the duration of the project.



TREES



Carpinus caroliniana -
American Hornbeam



Chionanthus virginicus -
White Fringetree

EXISTING



Quercus phellos
Willow Oak
Exist. 41" & 26" caliper Heritage trees

SHRUBS



Ilex glabra -
Dwarf Inkberry Holly



Fothergilla gardenii -
Dwarf Fothergilla

GROUNDCOVERS



Carex pensylvanica -
Pennsylvania Sedge



Aquilegia canadensis -
Red Columbine

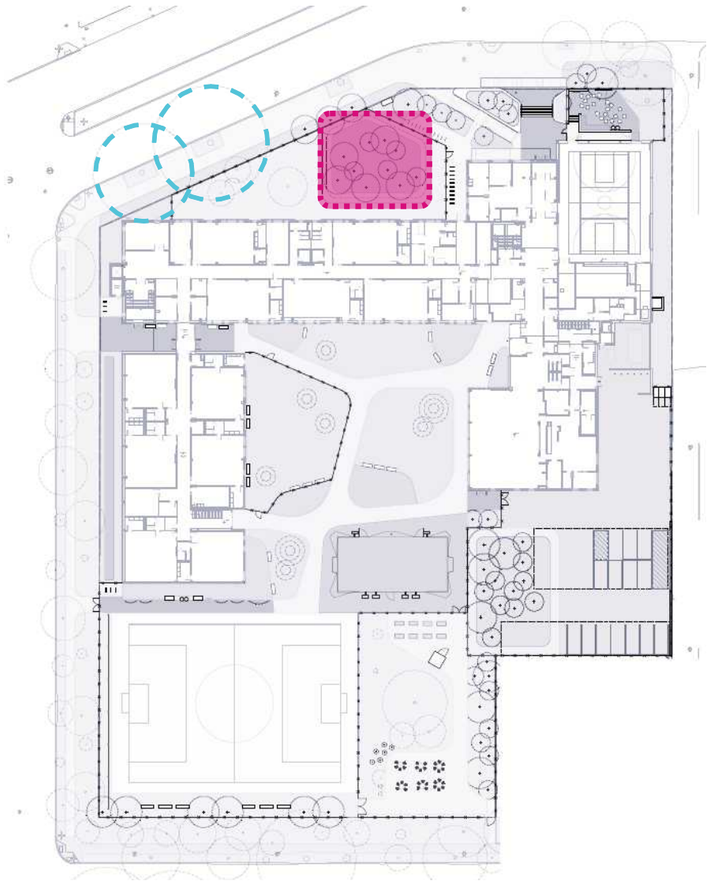


Geranium maculatum -
Wild Geranium

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Landscape - North Bioretention

A shade-tolerant stormwater garden that manages runoff while supporting native biodiversity through durable shrubs, hedges, ferns, and understory species adapted to fluctuating moisture and root competition.



TREES



Nyssa sylvatica-
Black Gum



Chionanthus virginicus -
White Fringetree

SHRUBS



Ilex verticillata -
Dwarf Winterberry Holly



Aronia arbutifolia -
Red Chokeberry



Viburnum acerifolium -
Mapleleaf Viburnum



Hamamelis virginiana -
Witch Hazel

GROUNDCOVERS



Maianthemum racemosum -
False Solomon's Seal



Carex crinita -
Fringed Sedge



Phlox divaricata -
Woodland Phlox



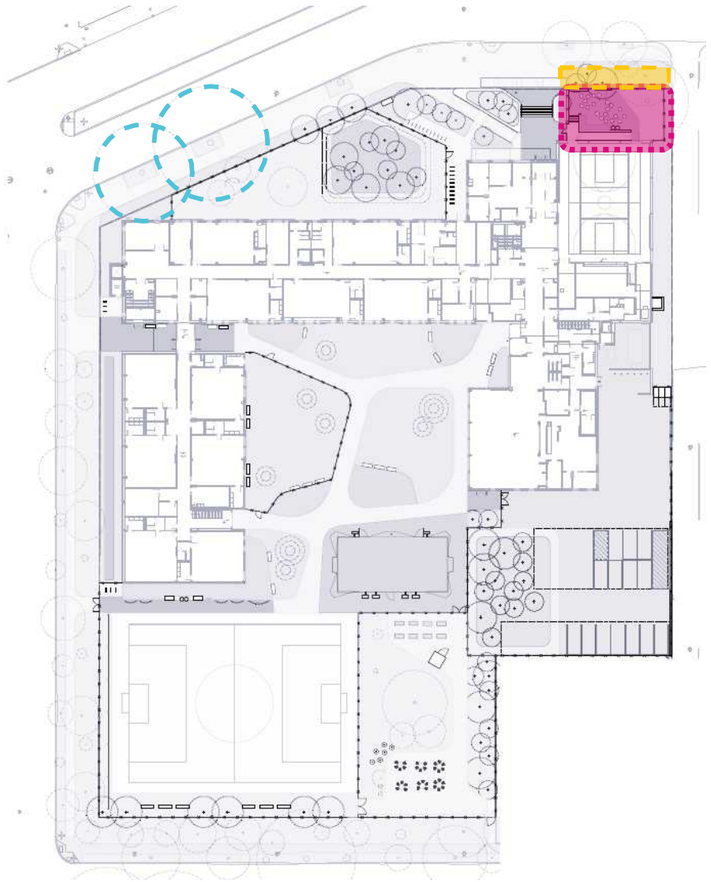
Carex pensylvanica -
Pennsylvania Sedge

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Landscape - Outdoor Classroom

The outdoor classroom is intended to be a resilient woodland learning environment beneath the existing mature linden tree, prioritizing shade-tolerant, non-toxic, durable species while providing seasonal interest, ecological value, and opportunities for nature-based education

To help screen the classroom from the public, a lush edge between the classroom and adjacent street, using layered trees, shrubs, grasses, and ferns to provide visual enclosure while maintaining safety and compatibility with the mature linden tree root zone.



Classroom Screening

GROUNDCOVERS



Carex pensylvanica -
Pennsylvania Sedge



Geranium maculatum -
Wild Geranium

SHRUBS



Ilex glabra -
Dwarf Inkberry Holly



Magnolia virginiana -
Sweetbay Magnolia

Outdoor Classroom

SHRUBS



Fothergilla gardenii -
Dwarf Fothergilla



Hydrangea arborescens -
Wild Hydrangea

GROUNDCOVERS



Heuchera americana -
American Alumroot



Carex pensylvanica -
Pennsylvania Sedge



Iris cristata -
Dwarf Crested Iris



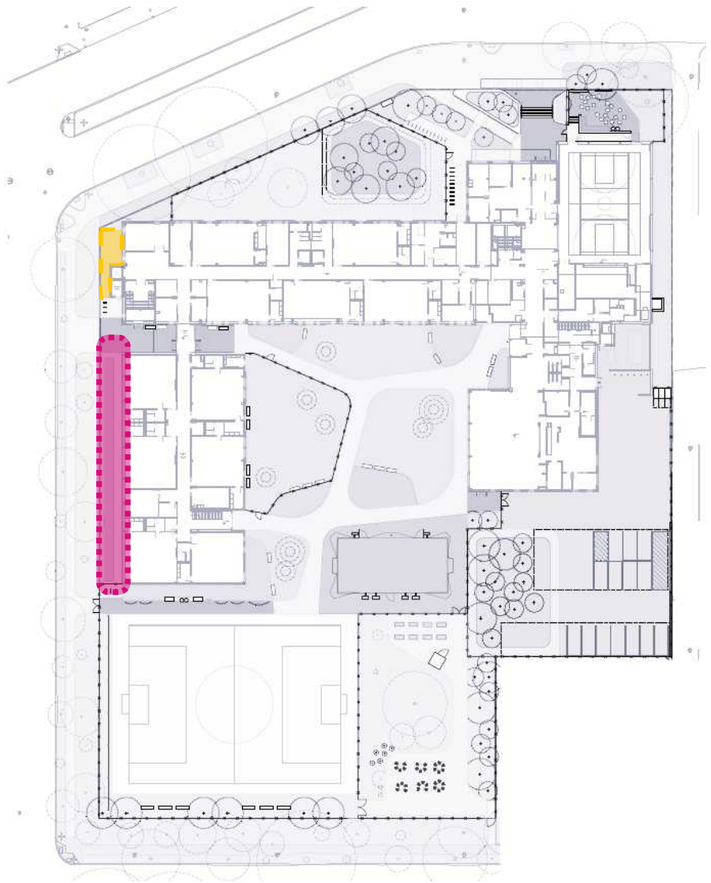
Tiarella cordifolia -
Foamflower

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Landscape - West / 10th Street

The west biorerention will be in the backdrop of robust public space plantings along 10th Street. A diverse ecotonal stormwater garden, utilizing a mix of native trees, shrubs, hedges, grasses, and flowering perennials that tolerate alternating wet and dry conditions while providing pollinator habitat, seasonal interest, and educational value.

In the Northwest corner, the design transforms a highly visible corner by using bold masses of native structurally strong grasses and shrubs to create a memorable four-season display against the school's brick facade.



North-West corner

GROUNDCOVERS



Echinacea purpurea -
Purple Coneflower



Panicum vigatum -
Switchgrass

SHRUBS



Hydrangea quercifolia -
Oakleaf Hydrangea

West Bioretention

SHRUBS



Itea virginica -
Virginia Sweetspire



Aronia melanocarpa -
Black Chokeberry



Cephalanthus occidentalis -
Buttonbush



Ilex verticillata -
Dwarf Winterberry Holly

GROUNDCOVERS



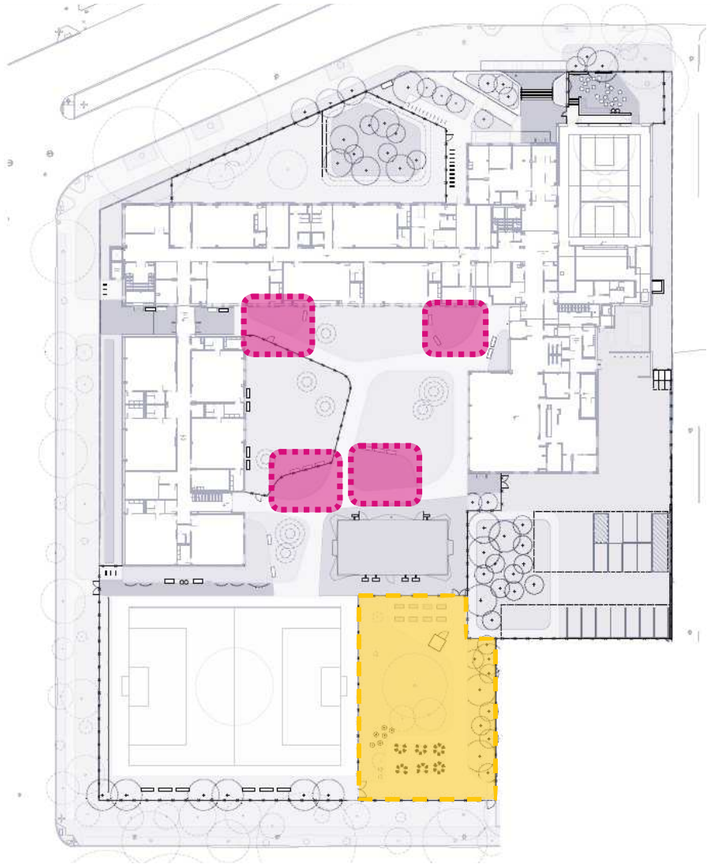
Carex pensylvanica -
Pennsylvania Sedge

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Landscape - Playground & Garden

The Central playground creates islands of shade to help distribute shade and play opportunities throughout the playground and across age groups. Designed as durable play infrastructure, providing shade, seasonal interest, and opportunities for nature interaction through high-canopy trees and resilient low-growing plant communities that preserve open sightlines and accommodate frequent use by children.

The school has a robust garden program, which they take great pride in. The school community's strong desire to maintain the garden largely intact has influenced the overall layout. Enhancements will be made to provide a better learning landscape, with more screening from the parking lot. This will continue as a learning space and support outdoor education, ecological literacy, and year-round seasonal engagement while leaving sun for garden and fruit-producing trees.



Classroom Screening

SHRUBS



Rhus aromatica 'Gro-Low' -
Fragrant Sumac

EXISTING



Carpinus caroliniana -
American Hornbeam

GROUNDCOVERS



Rudbeckia fulgida -
Orange Coneflower



Panicum virgatum 'Shenandoah' -
Switchgrass



Echinacea purpurea -
Purple Coneflower

Outdoor Classroom

TREES



Thuja occidentalis -
Arborvitae



Diospyros virginiana -
Common Persimmon



Carya illinoinensis -
Pecan

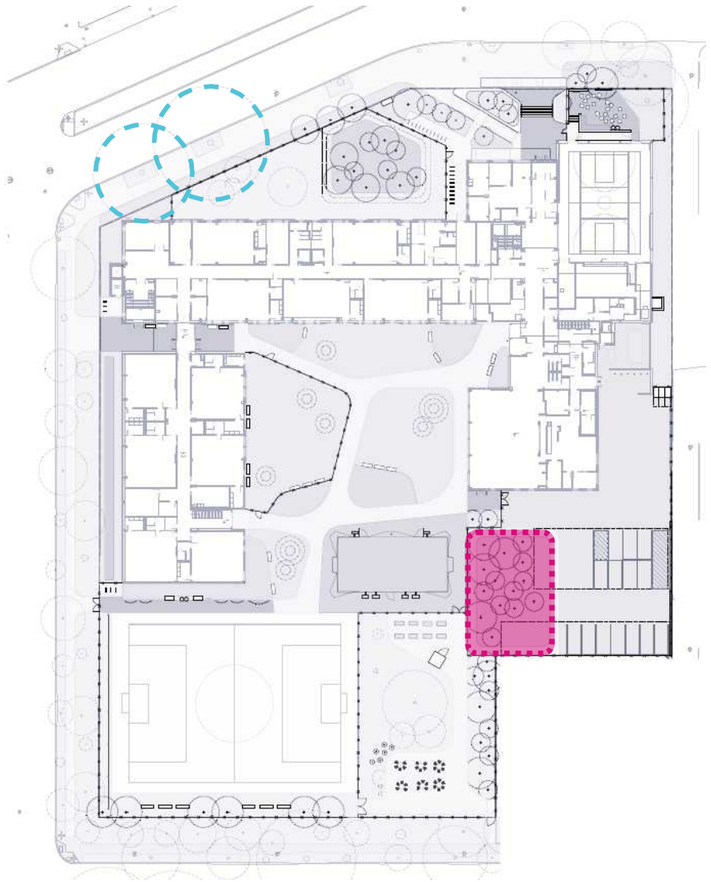


Cedrus deodara -
Deodar Cedar

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Landscape - North Bioretention

A shade-tolerant stormwater garden that manages runoff while supporting native biodiversity through durable shrubs, hedges, ferns, and understory species adapted to fluctuating moisture and root competition.



TREES



Betula nigra -
River Birch



Chionanthus virginicus -
White Fringetree



Magnolia virginiana -
Sweetbay Magnolia

SHRUBS



Clethra alnifolia -
Summersweet



Aronia arbutifolia -
Red Chokeberry

GROUNDCOVERS

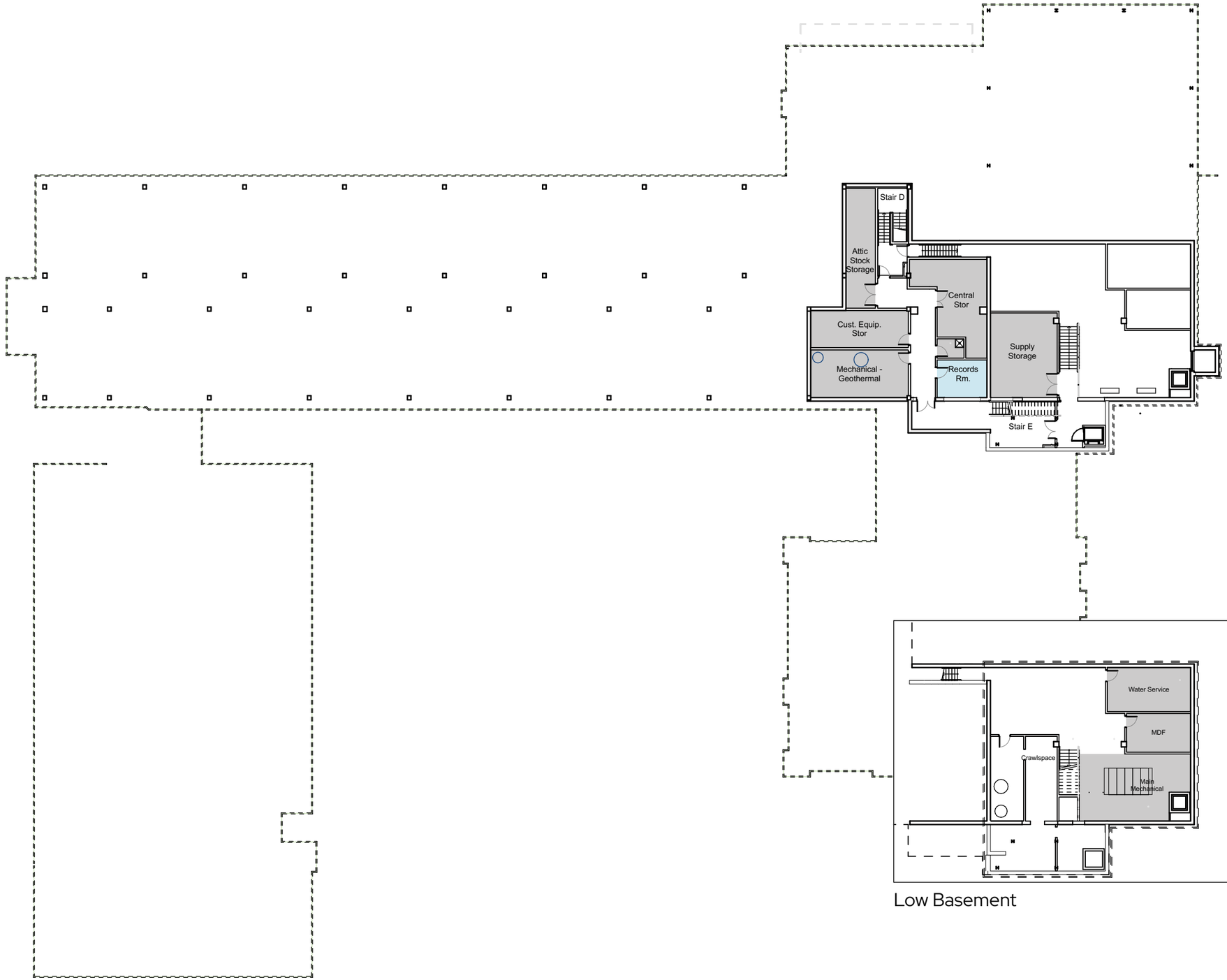


Carex pensylvanica -
Pennsylvania Sedge



Juncus effusus -
Soft Rush

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Low Basement

LEGEND

- Academic Space
- Visual & Performing Arts
- Library
- Physical Education
- Administration
- Health Services
- Student Dining
- Discovery Commons
- Building Services
- Circulation

SEATON ELEMENTARY SCHOOL MODERNIZATION

Basement Floor Plan

October 16, 2026

printed on: Friday, October 16, 2026

0 30' 60'

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LEGEND

- Academic Space
- Visual & Performing Arts
- Library
- Physical Education
- Administration
- Health Services
- Student Dining
- Discovery Commons
- Building Services
- Circulation

SEATON ELEMENTARY SCHOOL MODERNIZATION

First Floor Plan

October 16, 2026

printed on: Friday, October 16, 2026

0 30' 60'

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LEGEND

- Academic Space
- Visual & Performing Arts
- Library
- Physical Education
- Administration
- Health Services
- Student Dining
- Discovery Commons
- Building Services
- Circulation

SEATON ELEMENTARY SCHOOL MODERNIZATION

Second Floor Plan

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0 30' 60'

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LEGEND

- Academic Space
- Visual & Performing Arts
- Library
- Physical Education
- Administration
- Health Services
- Student Dining
- Discovery Commons
- Building Services
- Circulation

SEATON ELEMENTARY SCHOOL MODERNIZATION

Third Floor Plan

October 16, 2026

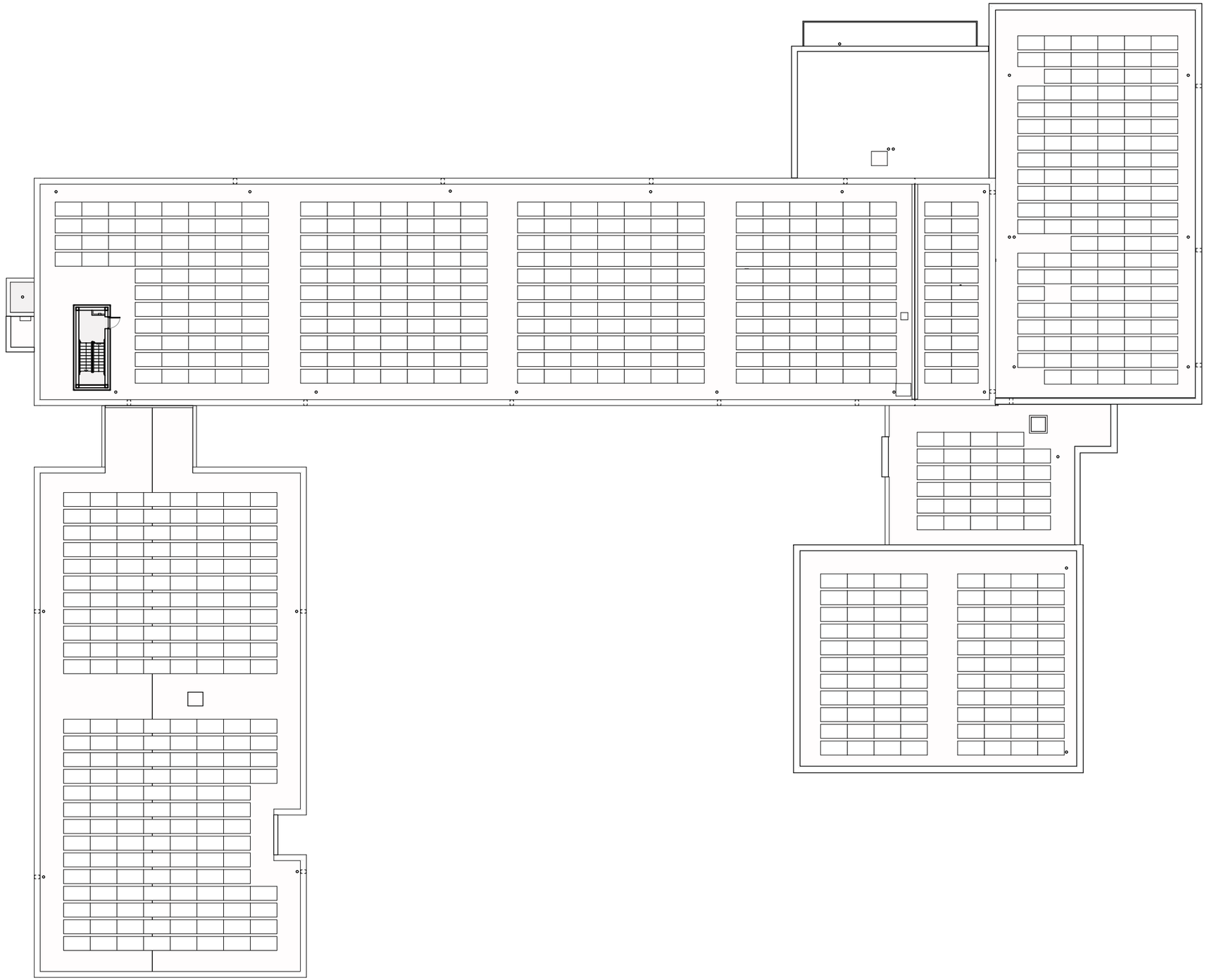
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0 30' 60'

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LEGEND

- Academic Space
- Visual & Performing Arts
- Library
- Physical Education
- Administration
- Health Services
- Student Dining
- Discovery Commons
- Building Services
- Circulation

SEATON ELEMENTARY SCHOOL MODERNIZATION

Roof Plan

October 16, 2026

printed on: Friday, October 16, 2026

0 30' 60'

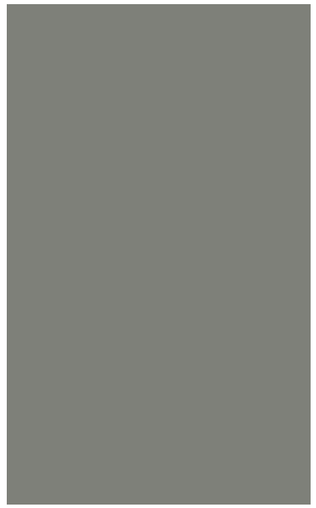
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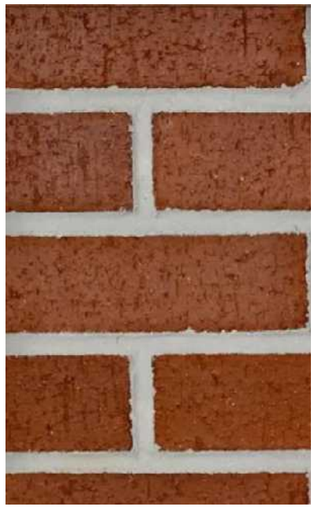
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Material Palette



Metal Panel (ACM-1)
Slate Grey (Reynobond)

Storefront (SF-1)
Stone Grey (Flouropon)



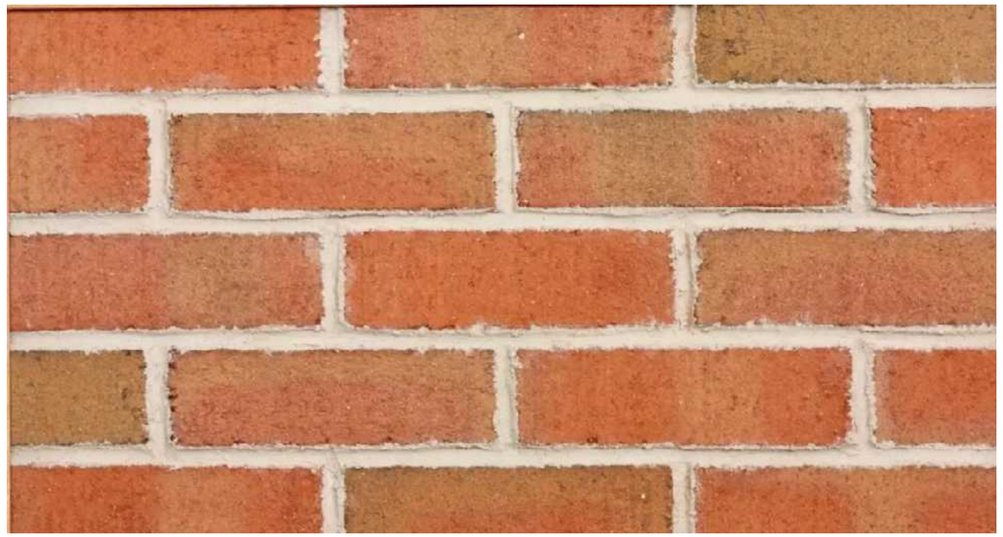
Accent Brick (BR-2)
224 Red Wire-cut (Continental)



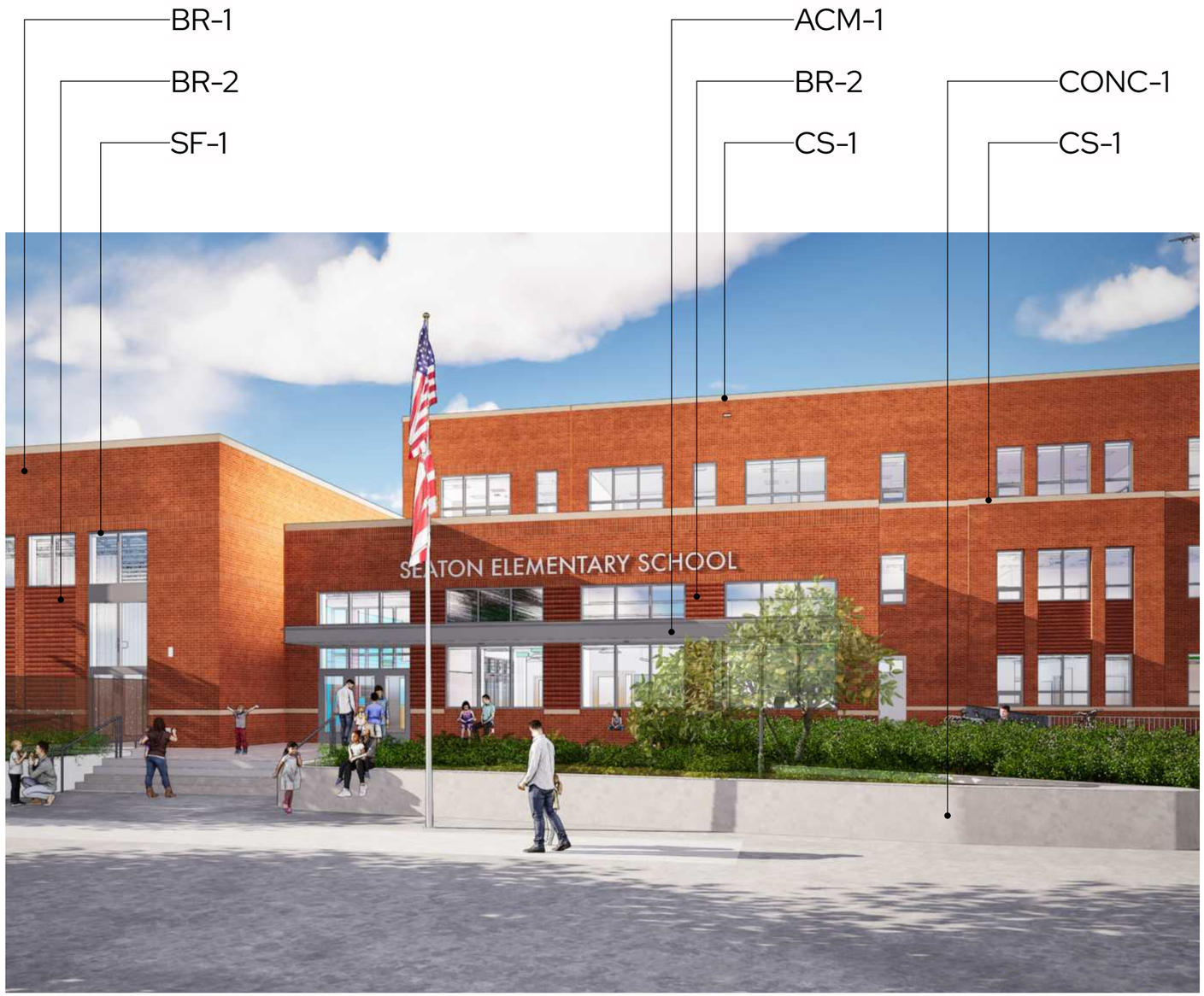
Concrete (CONC-1)
Natural Concrete



Cast Stone (CS-1)
Antique Buff - 306 (Arban)



Main Exterior Brick (BR-1)
440 Red Flashed (Continental Brick)



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North Elevation



North Elevation - Entry
SCALE: 3/32" = 1'-0"

SEATON ELEMENTARY SCHOOL MODERNIZATION
Elevations
October 16, 2026
printed on: Friday, October 16, 2026

0 8' 16' 24'

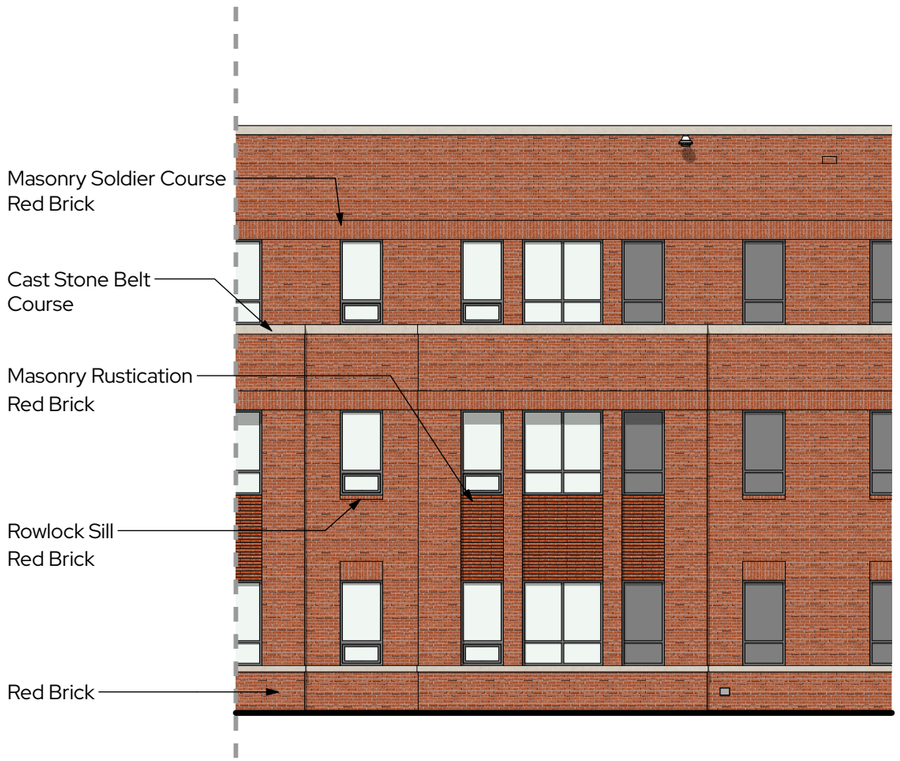
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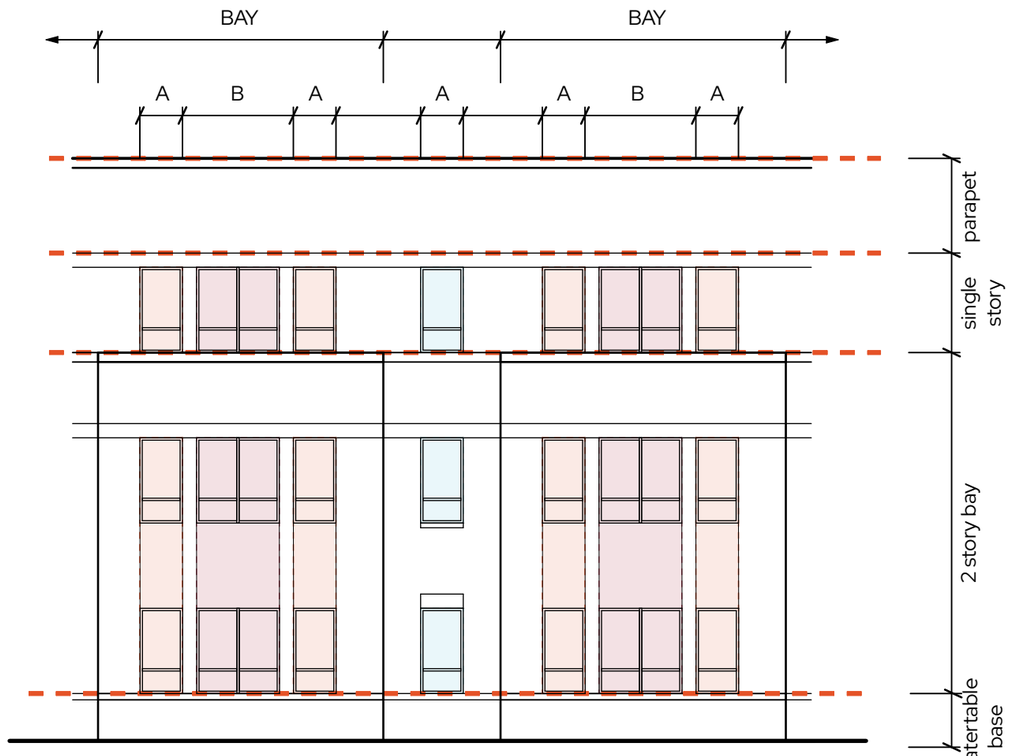
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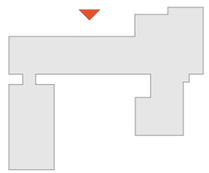


North Elevation



North Elevation - Typical Bay
SCALE: 3/32" = 1'-0"





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Elevations
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0 8' 16' 24'

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South Elevation

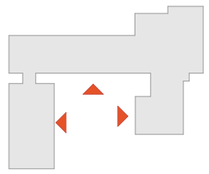




Partial East Elevation



Partial West Elevation



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Elevations
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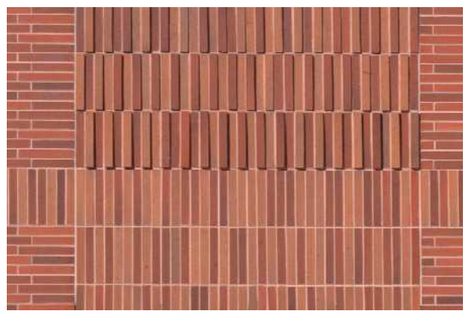


West Elevation



East Elevation

BRICK MASONRY

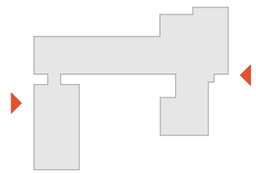


METAL PANEL



CAST STONE





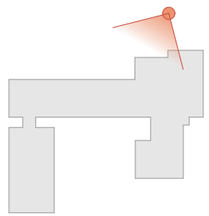
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Elevations
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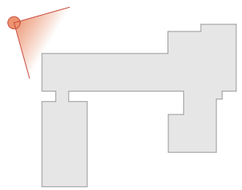


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Entry View
October 16, 2026
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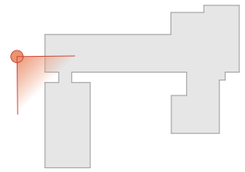
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SEATON ELEMENTARY SCHOOL MODERNIZATION

10th Street Looking North

October 16, 2026

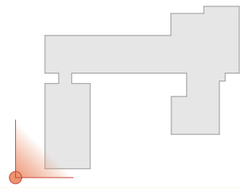
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10th Street Looking North

October 16, 2026

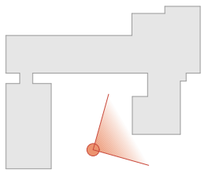
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