



Landon School

CAMPUS MASTER PLAN
Summary

cox graae + spack architects
14 May, 2019

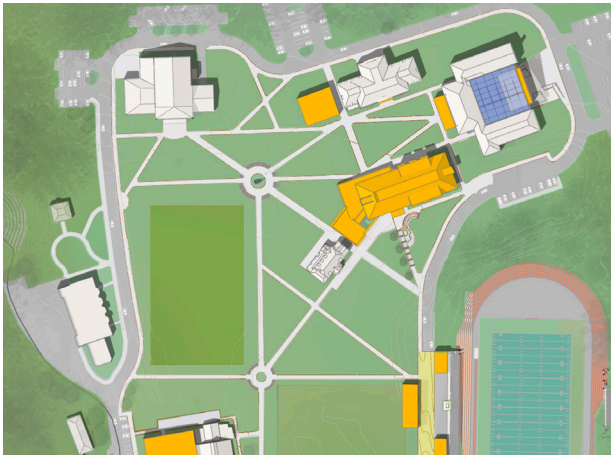


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community
culture....
uniquely
you

table of contents

1	executive summary	01
2	planning context	05
3	analysis and key findings	11
4	master plan vision	35
5	implementation	47



executive summary

“At Landon, we strive to help young men develop in mind, body, and character into persons who are ready, able, and willing to make a positive difference in the world around them. We strive to help our boys grow into leaders and gentlemen who understand their place in the larger civic whole. And we strive to equip them with the skills of mind and heart, as well as the personal fortitude and ethical framework, to understand and work through complex situations, to commit themselves to the greater good, and to do the right thing.”

Jim Neill, Head of School





Landon School

Executive Summary

Landon School is a private, nonsectarian, college preparatory school for boys in grades 3–12, with an enrollment of approximately 670 students. The campus is located in Bethesda, Maryland, just outside Washington, D.C. Paul Landon Banfield and his wife, Mary Lee Banfield, founded Landon School in 1929. The school started in a converted mansion in the heart of Washington, D.C.'s embassy row and was moved to its present 75-acre campus in Bethesda in 1935. Some nine decades later, Landon School steadfastly adheres to its commitment to boys' education and a long-held belief in the importance of challenging academics, daily arts and athletics, and strong values. While Landon School has expanded and continuously evolved, the school has remained true to this vision.

Over time, the School has come to recognize that current facilities do not best meet the needs of its thriving school community. In March of 2017, the School initiated a process to develop a master planning vision for the Landon School campus and hired **cox graae + spack** architects to document and analyze existing conditions related to campus buildings and their systems infrastructure, review regulatory constraints and overlays as well as develop programmatic needs and priorities. This material is the basis for the exploration of conceptual building and site organization alternatives and the master plan recommendations addressing campus growth and change.

cox graae + spack architects began Part One of the master plan process by gathering information to inform the design effort. In summer of 2017 the 'Familiarization' phase focused on assembling building and site plans of the existing conditions and preparing analysis of the current use of the campus facilities.

In March and April of 2018, **cox graae + spack** architects began the 'Programming' phase by gathering programmatic information through School-wide electronic surveys and a series of Stakeholder interviews within the School community. The results of the information gathering efforts are summarized in this Executive Summary, and more detailed information found in Volumes 1 – 3 of the Master Plan Report.



After assembling the existing conditions, facility utilization and the program information, **cox graae + spack** architects embarked on Part Two, the master plan design process. Multiple alternative master plan Concepts were considered and presented with their respective pros and cons to the Buildings & Grounds Committee. Through evaluation and discussion of each concept, and the resulting preparation and evaluation of several new and adjusted Master Plan Concepts, the team arrived at the final master plan.

Execution of a master plan happens over many years, sometimes decades. After the Landon School master plan design was established, a prioritized implementation strategy was reviewed. Various 'puzzle pieces' of the plan were identified and considered in terms of logistics, cost and need. The resulting Phase 0 and Phase 1 (Phase 1a, 1b, and 1c) are recommended as part of this Master Plan Report.



LANDON SCHOOL PROPOSED MASTER PLAN

"Our Campus is a second home to members of our community. It is a place where they have made enduring memories. As the current stewards and beneficiaries of such a beautiful campus, we must preserve, renew, and enhance this space in ways that honor its legacy as a place that is both inspiring and restorative. And we must ensure that it serves the needs of current and future Landon programs so that it remains a place that transforms talented boys into accomplished, responsible, and caring men."

Jim Neill, Head of School

planning context

london today

framework for growth

master plan process

strategic plan



2

Landon Today

Honor, ethics, and character are central to the Landon experience. Landon promotes excellence in academics, athletics, and arts with a focus on college readiness.

Landon is a place where young men are encouraged to strive, to reach, to endeavor towards becoming their best selves. It is a place with a highly challenging and dynamic academic program that prepares the boys for the finest colleges and universities in the country. And it is a place with a robust co-curricular program that helps the boys to live fully into their potential and become accomplished in myriad ways, from the arts to athletics to service to leadership.

The Landon Approach

Landon is unique in today's independent school world because there is an awareness that the boys are not just one-dimensional academic beings, but instead multidimensional young men whose intellectual, emotional, ethical, physical, and social identities all merit time and attention. Landon's approach uses the teacher-coach-mentor model, with teachers educating the boys both inside and outside the classroom.

Educators work with the students to help them develop as whole persons. This teacher-coach-mentor model is one of the central ways in which Landon lives out its mission of developing boys who will lead productive lives as accomplished, responsible and caring men.

A defining attribute of Landon is the brotherhood that exists among the students.

This sense of brotherhood is developed over years spent on campus together and then continues into the decades ahead as graduates move into their lives as Landon alumni.

The core values of perseverance, teamwork, honor, and fair play are emphasized at Landon — principles that are central for students to do and be better than the rest.

This is highlighted in the Landon motto, "Virtute et non vi" — a phrase that calls on members of the Landon community to speak and behave in ways that are ethical and upstanding.



Framework for Growth

Landon School's mission, to prepare boys for productive lives guided by the principles of perseverance, teamwork, honor and fair play is steeped in a rich history and tradition. A rigorous program of academic excellence has been a cornerstone of the Landon experience since its inception in 1929.

With this strong foundation, the Landon community is re-visioning their community and campus with an outlook towards growth and expansion based in these shared principles.

Landon's framework for growth aims to address key facilities priorities such as targeted renovations to the academic buildings and athletic facilities and new gathering and collaboration areas. The over arching themes of this framework are:

- Spirit of Collaboration & Inclusion
- Expanded Learning Opportunities
- Campus for the Future

Spirit of Collaboration & Inclusion

The Landon community is richly complex - students from many backgrounds learn together in the classrooms, perform together on stage, form friendships and develop lifelong bonds.

The Landon tradition of building strong relationships between students as well as between faculty and students, improving the quality of (and adding) spaces that foster community across the different school divisions is essential.

Expanded Learning Opportunities & STEM

Tied to Landon's strategic plan is the goal to advance a challenging and engaging academic program that balances traditional practices with new research based approaches and ideas that incorporate the ever growing integration of educational technology into the classroom.

A Campus for the Future

As the current stewards and beneficiaries of its beautiful campus, the Landon community understands that it must preserve, renew, and enhance its campus in ways that honor its legacy as a place that is both inspiring and restorative. While ensuring that it serves the needs of current and future Landon programs.

In pursuit of this, the school's goal is to develop and carry out a multi-year comprehensive campus master plan; to address facilities priorities including but not limited to Lower School and Upper School renovations, targeted updates to athletics facilities, and new gathering and collaboration areas; and to undertake facilities condition and capacities analyses to support proper, planned, and purposeful maintenance and use of all spaces on campus.

source: Landon Strategic Plan



Master Plan Process

Over time, the Landon School has come to recognize that current facilities do not best meet the needs of its thriving school community.

In March of 2017, the School initiated a process to develop a master planning vision for the Landon School campus and hired **cox graae + spack** architects to work with the Buildings & Grounds Committee to document and analyze existing conditions related to campus buildings and their systems infrastructure, review regulatory constraints and overlays as well as develop programmatic needs and priorities.

This material is the basis for the exploration of conceptual building and site organization alternatives and ultimately a series of Master Plan recommendations addressing campus growth and change.

Why a Master Plan?

The purpose of this master plan is to serve as a road map to the development of Landon School’s campus, in the context of its greater strategic goals.

A master plan is a crucial tool in identifying short-term projects to be undertaken in conjunction with long-term goals, needs, and priorities. Broad conceptual design solutions are explored to determine their practicality or feasibility.

Multiple options are evaluated in a study that compares various design alternatives to determine which option best meets the school’s program and budget goals.

An inclusive planning process

In the process of developing the master plan, a thorough goals and needs assessment of the existing campus was carried out. The assessment involved the active participation of stakeholder groups that included faculty and staff; parents and alumni; and current students. This was carried out with the use of surveys, group interviews, and the involvement of a small group of alumni and staff in a steering committee that was involved through each step of the master planning process.

From the interviews, surveys and analysis of the existing conditions, key considerations were developed that serve as the guiding principles of the master plan

Timeline

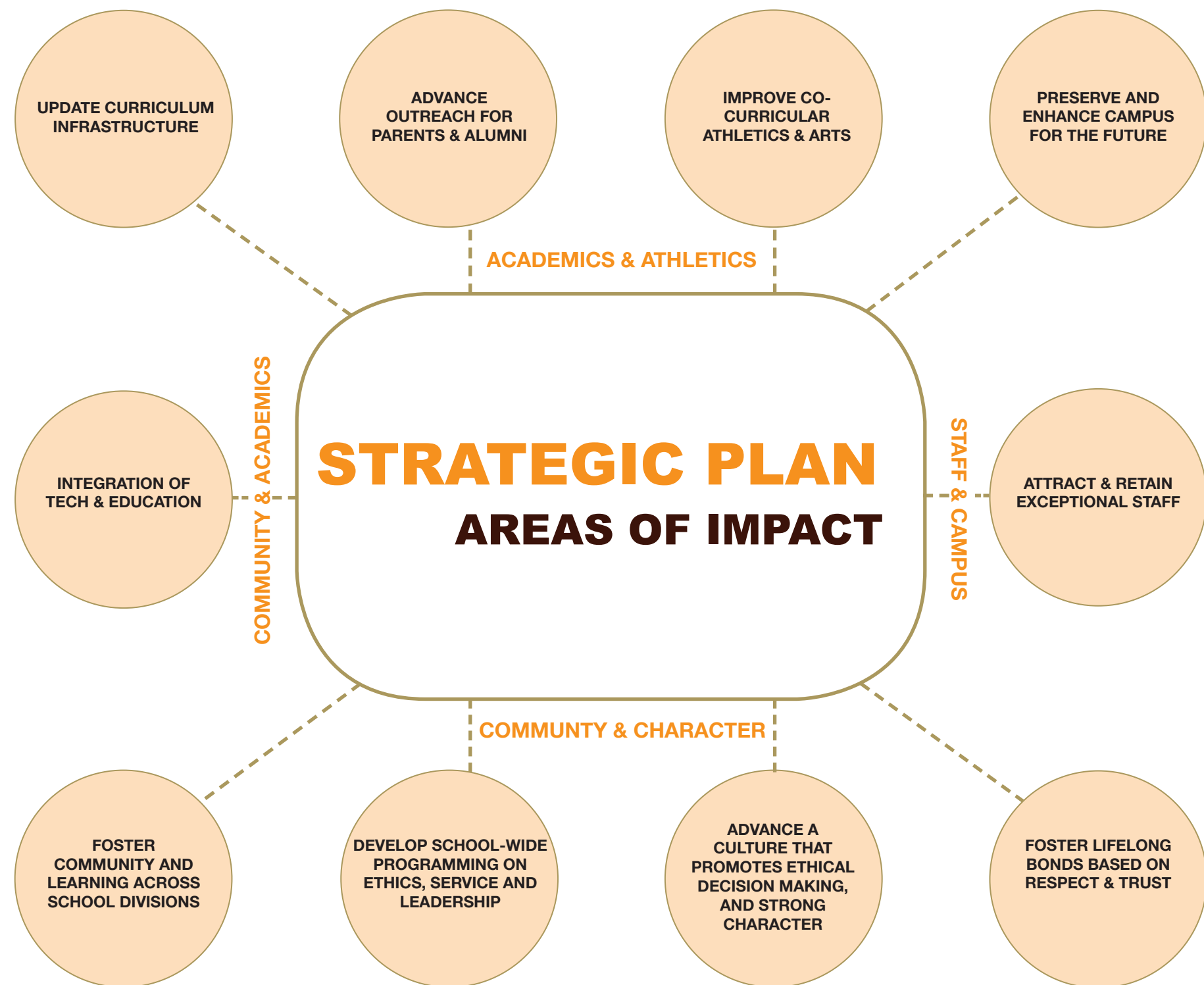
The master plan vision for Landon School has been developed as projects that can be implemented in several phases prioritized based on the school’s needs:

Immediate Needs:
Projects the school deems as urgent and can be begun in 12-24 months

Projected five-year needs:
Projects that are urgent but have a longer lead time due to fundraising and permitting requirements

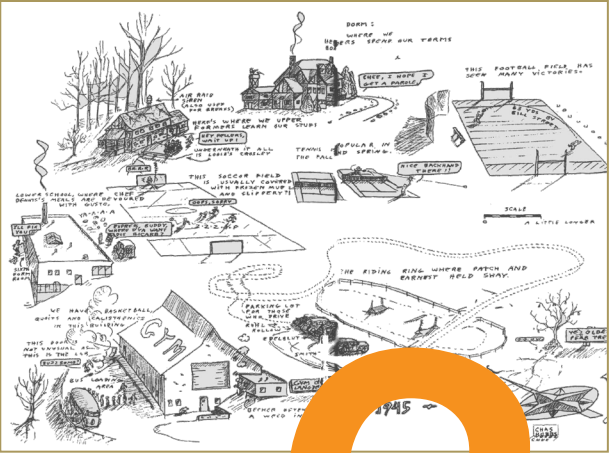
Long term growth opportunities:
Projects that would greatly improve campus facilities and the community’s experience of the grounds but are not urgent to the functioning of the school





analysis & key findings

- campus location
- existing campus
- campus history
- observations & opportunities
 - arrival
 - circulation
 - campus buildings
 - landscape
 - outdoor facilities
- existing campus buildings/utilization
- program basis



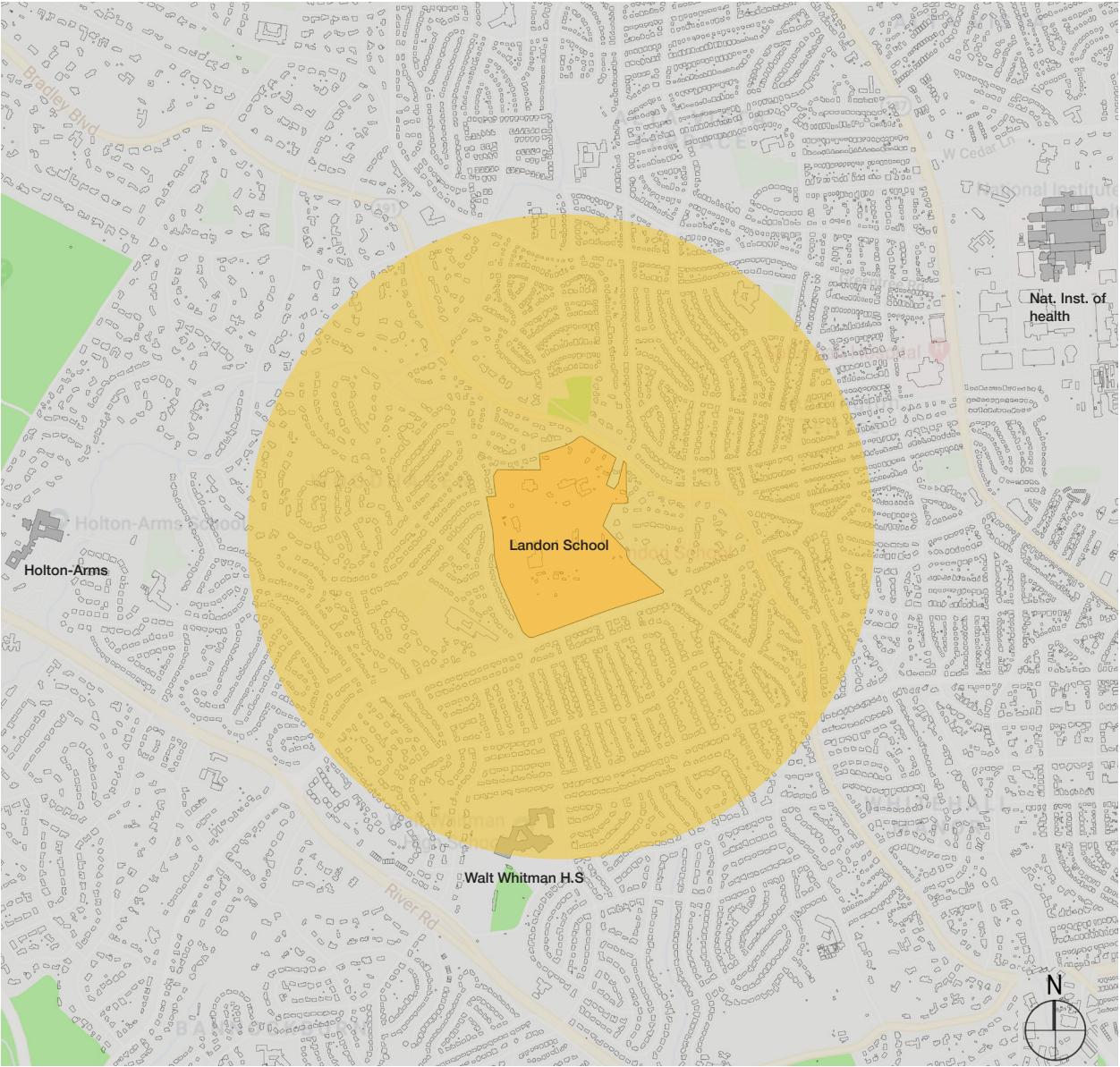
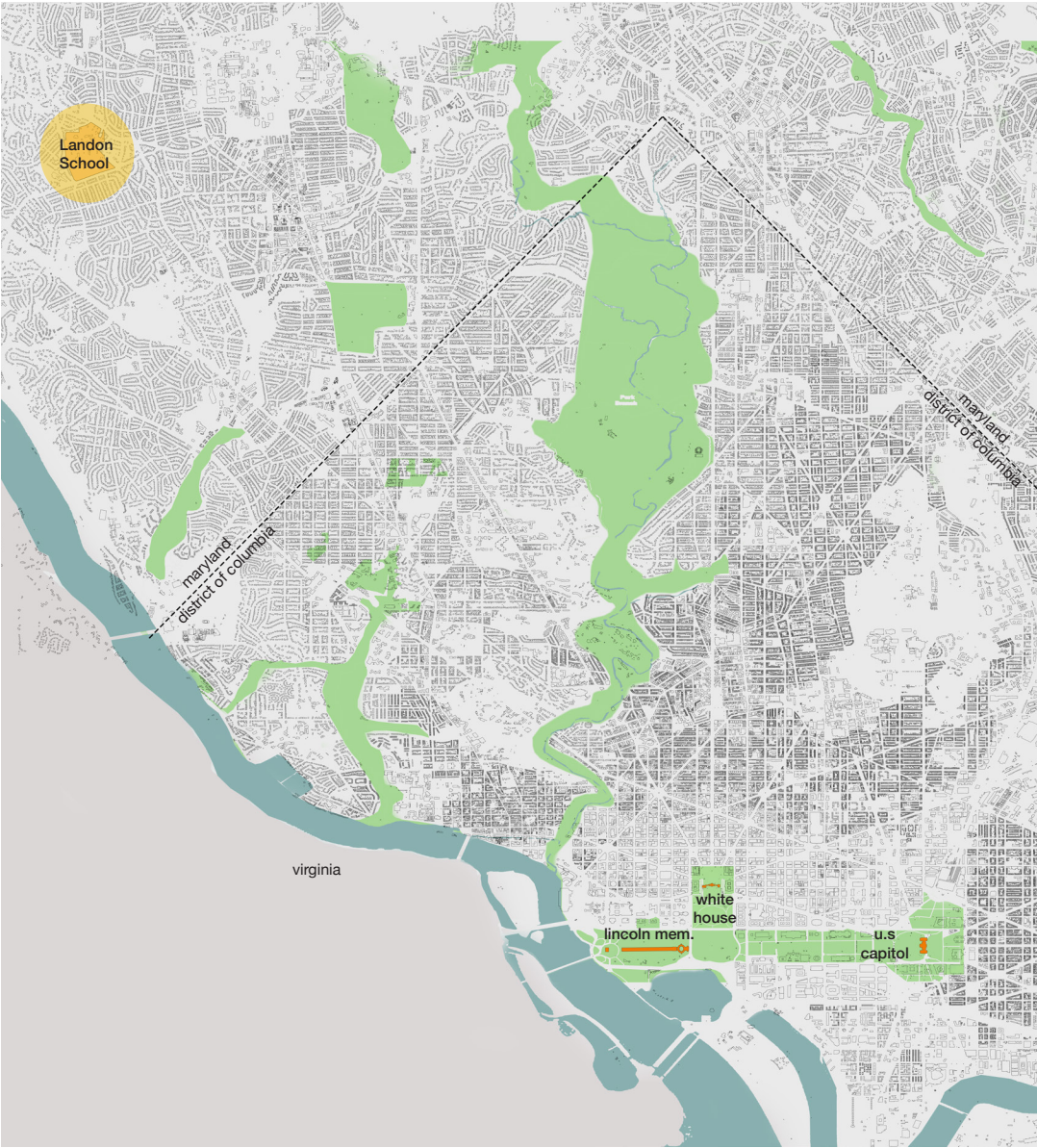
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Campus Location

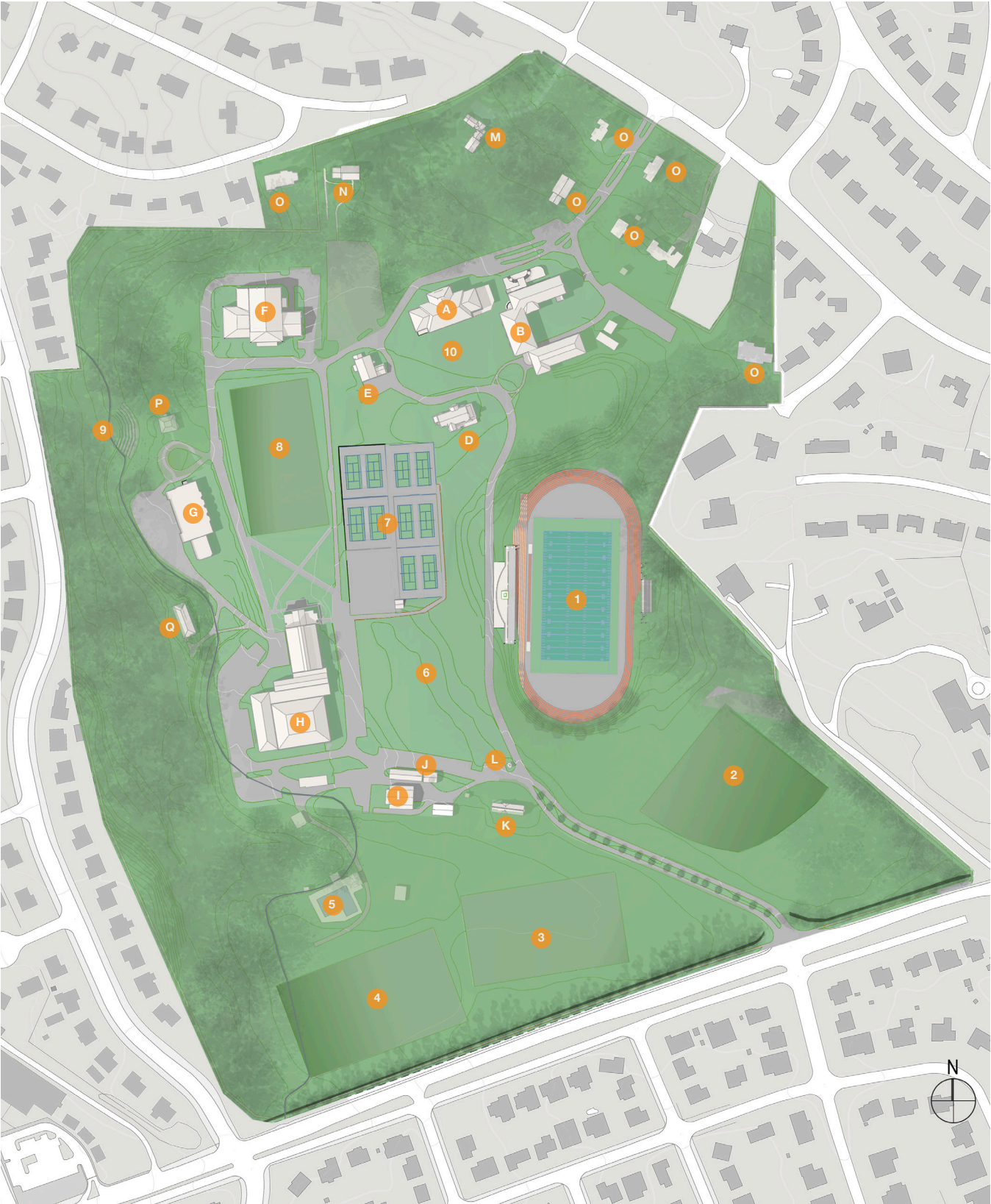
Originally located on Massachusetts Ave in Washington, D.C, Landon School relocated to its current site in 1934 with the leasing of the Welsh Estate.

In 1936, the school purchased Andrews Estate - which was located a mile from the Welsh Estate - for use as a dormitory and classroom space for the upper school.

The acquisition of Andrews House heralded the growth and expansion of Landon School, with the gymnasium, lower school and a slew of other campus buildings being built in the following years, all culminating in the current day initiative of a campus wide master plan to help shape and inform future growth.



Existing campus



- BUILDINGS CAMPUS LEGEND**
 - A MIDDLE SCHOOL
 - B BANFIELD ACADEMIC CENTER - Upper School
 - C not used
 - D ANDREWS HOUSE - Administration
 - E TORREY HALL - Development
 - F MONDZAC PERFORMING ARTS CENTER
 - G WILSON BUILDING - Lower School
 - H BARTON ALUMNI ATHLETIC CENTER
 - I THE BARN
 - J FOSTER BUILDING
 - K FARMHOUSE
 - L SECURITY KIOSK
 - M PERKINS HOUSE - Alumni
 - N KIPLINGER HOUSE - Head's Residence
 - O ADMIN RESIDENCES
 - P HENDRICKS HOUSE - Admissions / Finance
 - Q PARSONS RANGE
- OUTDOOR SPACE LEGEND**
 - 1 TRIPLETT FIELD
 - 2 ARMSTRONG FIELD
 - 3 GODDARD FIELD
 - 4 PRINDLE FIELD
 - 5 DIXON POOL
 - 6 GYM FIELD
 - 7 JACOBY TENNIS COURTS & RESTROOMS
 - 8 FREED FIELD
 - 9 PIELAGE AMPHITHEATER
 - 10 CENTRAL / MINITER QUADRANGLE

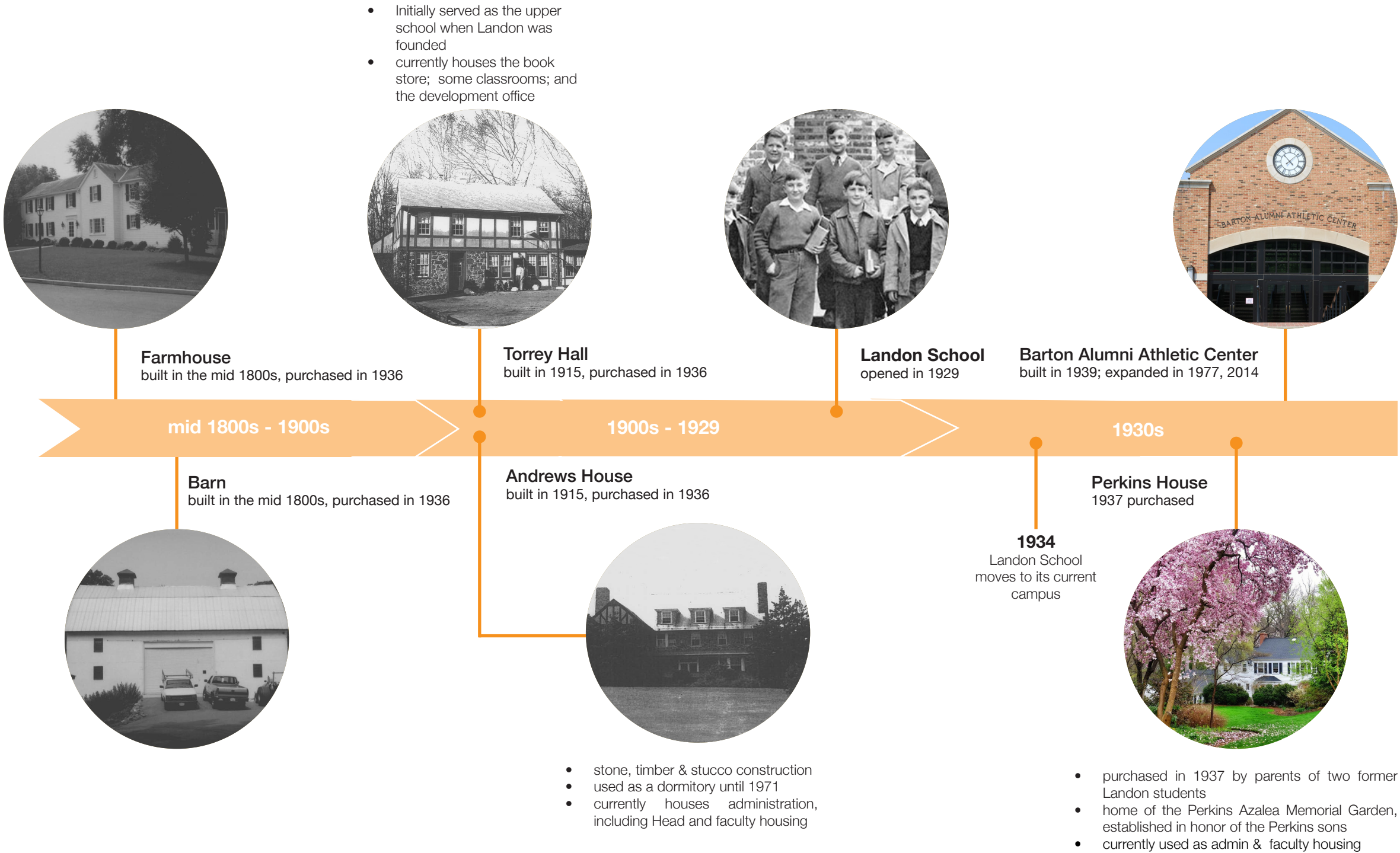
Campus History

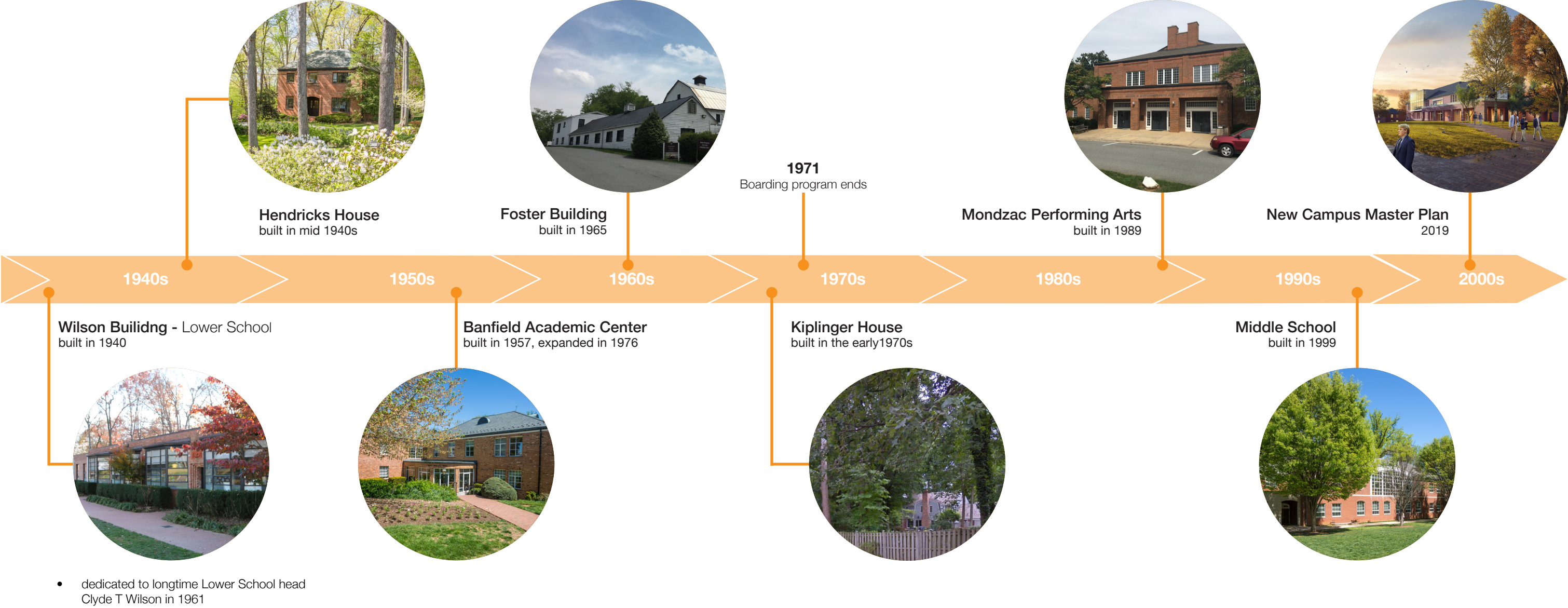
Landon School was founded by Paul Landon Banfield and his wife Mary Lee Banfield. It was opened in 1929 as a day and boarding school with 23 students.

The school started in the heart of Washington, D.C.'s embassy row on Massachusetts Ave and in 1934 it was relocated to the Walsh McLean Estate near what is now the school's present 75-acre campus in Bethesda. Some nine decades later, Landon School steadfastly adheres to its commitment to boys' education and its long-held belief in the importance of challenging academics, daily arts and athletics, and strong values.

While Landon School has expanded and continuously evolved, the school has remained true to the vision of its founders.

The Landon campus, with its rich history, is home to several structures registered with the Maryland Historical Trust, ID number M: 35-16





observations

The initial impression of the Landon School Campus is established as one travels along Wilson Lane and enters the main drive to campus. **cox graae + spack** architects will work with the Landon School to understand what that first impression should be and what it should say about the Landon School "brand."

Views across the play fields toward the Barn and Farmhouse are lovely, however the **chain link fence, and view of the maintenance yard detract from the otherwise bucolic site.**

As one turns onto campus the main drive is lined with white painted rocks, a long-held tradition at Landon School. Is the white rock tradition a meaningful bond between the generations of Landon School boys, or is it just something that has always been done?



- Chain link fence is not an appropriate expression along the front of the campus
- View of maintenance yard from Wilson Lane is not a desirable image of the school
- View of Barn, Farmhouse & fields sets a positive first impression of the campus
- White rocks line the entrance drive
- Gate house (guard booth) is set back from entrance



Landon School



opportunities

- Replace chain link fence and add new landscaping to provide context consistent with an established, historic school
- Install a more elegant curb / edge of road
- Move the gate house near the entrance to the campus to welcome visitors and improve security
- Provide screening to block views of material and vehicle storage
- Maintain view of the iconic Barn and Farmhouse. Any development of this area should be consistent with the agricultural appearance of the buildings



Analysis & Findings
ARRIVAL

observations

A drive through the Landon School campus is a pleasant experience, but cox graae + spack architects questions if the roads are in the right location. The campus is currently organized around a network of lane-like roads that wander through the center of the campus. Pedestrians and vehicles are frequently on the same roads. Boys moving between buildings and heading to the play fields are crossing, and often walking in, the roads as the roads are the primary pedestrian circulation route on campus. **Is there an opportunity to move the roads from the center of campus, to the perimeter of campus to separate cars from students and create a more pedestrian friendly campus?**

Many of the parking areas are conveniently located near entrances to buildings. It appears that this system works well for daily parking of faculty, staff, students (juniors & seniors) and some visitors. Parking for events is not adequately accommodated. **Below grade structured parking, perhaps below the Gym Field, could provide necessary parking with minimal visual impact on the campus.**



- Vehicular circulation meanders through the center of campus
- Pedestrian circulation frequently crosses the roads
- Parking for events is a challenge on campus
- Several parking lots require resurfacing and improved drainage
- Inadequate parking for sporting events. Event parking spills onto the Gym Field and other 'non-parking' areas



Landon School



opportunities

- Separate pedestrian and vehicular circulation
- Relocate campus roads behind the buildings
- Where pedestrian and vehicular paths cross, provide raised walkways to emphasize that the car is entering a pedestrian zone, (instead of a pedestrian entering a car zone)
- Consider building structured below-grade parking with a turf play field above
- Strategically add small parking lots located near buildings and play fields



Analysis & Findings CIRCULATION

observations

Landon School's mission, to prepare boys for productive lives guided by the principles of **perseverance, teamwork, honor** and **fair play**, continues onto the athletic fields. Athletics is a large part of the Landon experience, and as such the athletic facilities play a large role in the life of the students. It is not surprising that the play fields have a significant visual presence on the Landon School campus.



- Triplett is a synthetic turf field with a 400 meter competitive running track
- Prindle and Goddard, natural turf appear to be in good condition
- Near Meadows and Far Meadows are usable fields but are at an unusual grade that makes some of the sports play on the fields less than ideal
- Freed Field is a fine field with a good stand of turf grass. Normal lacrosse season wear was noted
- The Gym Field is a very unevenly sloped field. While marked for sports it also serves as the sports events and campus overflow parking lot
- 10 court tennis facility and two hard court sports courts are in need of resurfacing and fencing. The short retaining wall needs repair or replacement
- The children's playgrounds are unimaginative and dated



Landon School



opportunities

- Consider converting Freed Field to synthetic turf to where it could be used as a recess/break time recreation space during the school day, and be used throughout the winter months when the other natural grass fields are closed for the season
- Gym Field surface should be regraded and sub-drainage added. This would improve the condition of the field for sports play but still allow parking on it. Alternatively, consider installing synthetic turf on Gym Field
- Create berm at edge of Meadows play fields for spectator seating
- Playgrounds should be re-imagined to provide innovative play opportunities



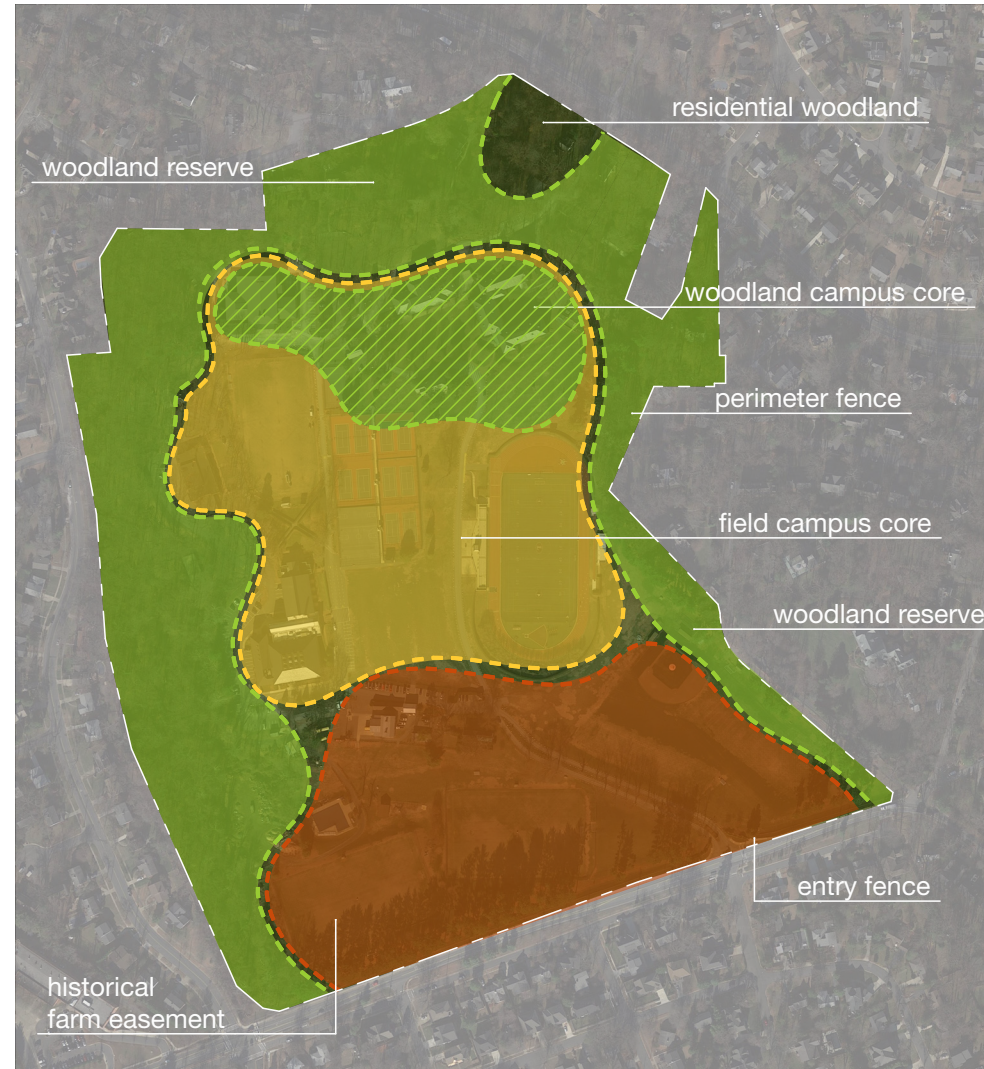
Analysis & Findings ATHLETIC FIELDS

observations

The Landon campus by its size, topography, and landscape character provides a country, rural setting for the school set quite apart from its busy suburban surroundings. Developed on the site of a former country estate, the school grounds retain the gentle landscape feel of the former estate.

The main use areas of the campus site are on the ridge in the center of the site. To the east and west are woodland reserves that contain the stream valley and wooded slopes that provide screening of the campus to the adjacent suburban residential neighborhoods. This wooded perimeter extends on the north of the site, where the campus residences are located. The main views of the campus from the outside are from Wilson Lane, with open views to the historical farm and open, green athletic fields. The campus buildings are located in the center of the campus set into a landscape area characterized by **tall shade trees in the academic campus core, and open fields and lawns in the athletic core.**

Despite the attractive character of the existing landscape the **cox graae + spack** team sees opportunities that should be addressed by the campus master plan.



- Much of the landscape plant material, especially the large shade trees, are all approximately the same age and nearing the end stage of their natural life
- The perimeter screening of the campus to the east needs to be renewed
- The existing white pine trees at the edge of Wilson Lane have lost their effectiveness as screen material
- The amphitheater setting is lovely, but the seating, steps and stage area are in need of repair
- The fencing at the perimeter of the campus is not continuous, attractive, or secure
- Trees along entrance lane are in poor condition

