

Summit School District
Master Plan 2025-26

PLANNING COMMITTEE 01

hord | coplan | macht

OCTOBER 08, 2025



AGENDA

01 Welcome + Introductions

02 Why Are We Here?

03 Timeline and Process

04 Background Information

05 **Small Group Discussion:** Goals and Priorities

06 Next Steps / Q+A



WELCOME + INTRODUCTIONS

hord | coplan | macht



Matt Porta, AIA



Lyn Eller, AIA

TREANOR

Patrick Johnson, AIA



INTRODUCTIONS

Your Name

Your Position or Relationship to District

What do you hope to contribute to this effort?


WHY ARE WE HERE?

WHY ARE WE HERE?

PLANNING COMMITTEE TASKS:

Address School Facility Physical Needs

Address Educational Program And Adequacy Needs

Consider Options For Declining Enrollment

Advise On Priorities / Timeline To Work Within Our Budget

30,000 Foot Perspective

Be A Community Liaison - Communication



TIMELINE + PROCESS

PROCESS OVERVIEW



Summit School District is committed to student success, fiscal responsibility, and collaborative planning.

We are here

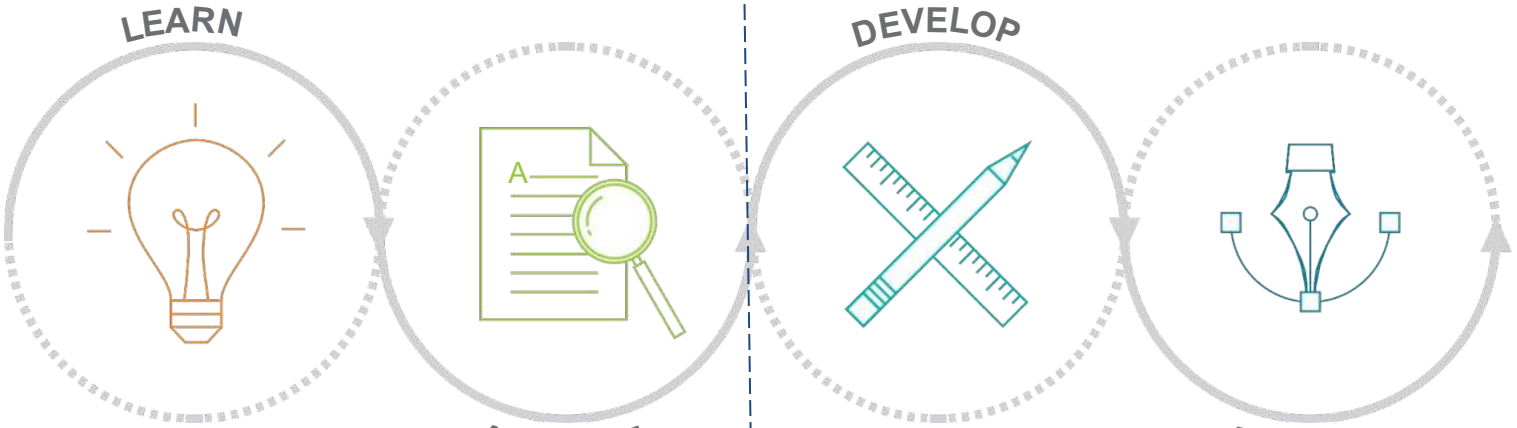
MASTER PLAN COMMITTEE

Three Community Master Planning meetings have been scheduled. Committee member names will be shared on the summitk12.org website. The committee will help design additional opportunities for broader engagement, both prior to making recommendations and after, ensuring every voice is heard.

October 8, 2025

November 12, 2025

December 17, 2025



APRIL – MAY

STEP 1

Kick-Off /
Map Process
Establish Goals

Tour Schools

Facility / Ed Assessments

JUNE- JULY

STEP 2

Compile Data
Record Assessments
Review Demographics
Analyze Utilization

AUGUST- OCT

STEP 3

Develop Options
Apply Cost Data
Engage Community
Evaluate Options

We are here

NOV - DEC

STEP 4

Finalize Master Plan
Prioritize Projects
Create Bond Scope
Summary Graphics

SPRING 2025

FALL 2025

SCHOOL CONDITION ASSESSMENTS - APRIL-SEPT 2025



SCHOOL PRINCIPAL + STAFF INTERVIEWS - MAY 2025



- What would you Keep? Remove?
- Change? Add?
- Space Use Confirmation
- Systems Function (PA, Internet, etc.)
- Site and Traffic Operations

FOCUS AREAS INPUT - SEPTEMBER 2025



- Safety and Security
- Food Service
- Athletics
- Transportation
- ECE Leadership
- Academic Leadership
- SPED Leadership
- Technology

PLANNING COMMITTEE MEETINGS

OCTOBER 8

- INTRODUCTIONS
- BACKGROUND INFO
- SMALL GROUP DISCUSSION: GOAL-SETTING AND PRIORITIZATION
- INITIAL IDEAS
- COMMUNITY ENEGAGEMENT STRATEGY

NOVEMBER 12

- REVIEW MTG 1 RESULTS
- PRESENT OPTION STUDIES + COST EST
- SMALL GROUP DISCUSSION / ACTIVITY
- ELIMINATE OR PRIORITIZE OPTIONS / POTENTIAL BOND PACKAGES
- COMMUNITY ENEGAGEMENT STRATEGY

DECEMBER 17

- REVIEW MTG 2 RESULTS
- REVIEW COMMUNITY ENGAGEMENT INPUT
- PRESENT OPTION STUDIES (FURTHER DETAIL + COST EST)
- SMALL GROUP DISCUSSION / ACTIVITY
- DEVELOP PREFERRED OPTION / POTENTIAL BOND PACKAGE
- DRAFT COMMITTEE RECOMMENDATIONS TO BOARD

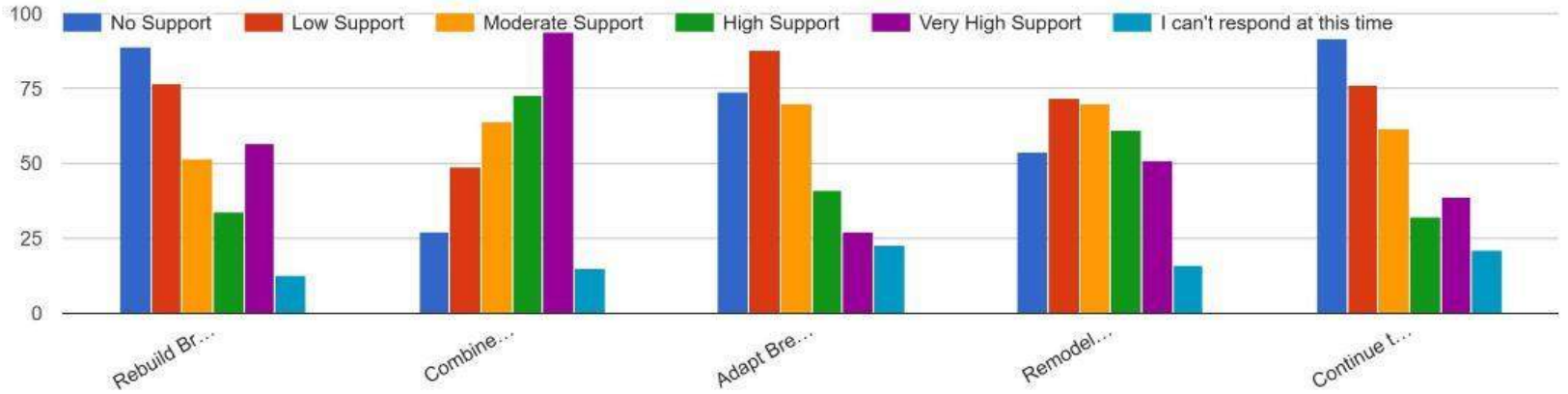
JANUARY

- REVIEW MTG 3 RESULTS
- PRESENT OPTION STUDIES (FURTHER DETAIL + COST EST)
- SMALL GROUP DISCUSSION / ACTIVITY
- FINALIZE PREFERRED OPTION / POTENTIAL BOND PACKAGE
- FINALIZE COMMITTEE RECOMMENDATIONS TO BOARD


BACKGROUND INFORMATION

2024 POST-BOND
COMMUNITY FEEDBACK SUMMARY

The 2024 bond measure proposed: CONSTRUCTING AND EQUIPPING A NEW BRECKENRIDGE ELEMENTARY TO ADDRESS BUILDING DEFICIENCIES AT THE EXISTING SCHOOL; In terms of the re...t scale below to indicate your level of support for each option:



When asked which option was most supported for Breck Elem:

- 91 respondents (27.5%) indicated high or very high support for rebuilding
- **167 respondents (50.6) indicated high or very high support for combining Breck with Upper Blue Elementary**
- 68 respondents (20.6%) indicated high or very high support for making Breck and Upper Blue Elementaries that are K-2 and 3-5
- 112 respondents (33.9%) indicated high or very high support for remodeling and fixing major deficiencies of Breck Elem
- 71 respondents (23%) indicated high or very high support for continuing to provide critical maintenance and leaving the building as is

Other information that would have been helpful regarding a solution to Breck Elem: 129 responses

1. **Cost Information (35 responses, 27.8%)**
   - Comparative costs between different options (rebuilding vs. combining schools)
   - Cost per student analysis
   - Potential revenue from selling Breck Elementary land
   - Long-term maintenance costs
   - Construction cost justification
2. **Enrollment/Population Data (21 responses, 16.7%)**
   - Current and projected enrollment numbers
   - Population trends
   - Student distribution between schools
   - Capacity at each school
   - Demographics of student population
3. **Logistical Information about School Combination (19 responses, 15.1%)**
   - Traffic impact studies
   - Building capacity at Upper Blue
   - Expansion possibilities
   - Transportation considerations
   - Staff retention plans

Other information that would have been helpful regarding a solution to Breck Elem: 129 responses

4. **Building Condition Details (15 responses, 11.9%)**
   - Current state of facilities
   - Specific deficiencies (water quality, structural issues)
   - Maintenance history
   - Documentation of building problems
   - Pictures of current conditions
5. **No Additional Information Needed/N/A (14 responses, 11.1%)**
   - Responses indicating no need for more information
6. **Implementation Plans (12 responses, 9.5%)**
   - Timelines for construction/combination
   - Transition plans
   - Impact on current students during changes
   - Staffing implications
7. **Community Impact Information (10 responses, 7.9%)**
   - Parent/teacher feedback
   - Impact on local community
   - Equity considerations

The dominant theme is the need for more detailed cost information and comparisons between different options, followed by enrollment data and logistical details about potential school combinations

Overall Survey Themes

Structure and Scope of Bond (31.2% of total responses)

- Strong preference for separating bond items into smaller measures
- Concerns about total cost and scope being too large
- Need for more focused, prioritized initiatives
- Desire for individual voting on separate components
- Timing and sequencing concerns

Financial and Resource Allocation (22.8% of total responses)

- Cost comparisons and justifications
- Resource distribution concerns
- Need for better wage/compensation solutions
- Budget transparency
- Long-term financial sustainability

Stakeholder Engagement and Communication (18.4% of total responses)

- Need for better teacher/staff input
- More community involvement
- Better explanation of plans and costs
- Clearer communication strategies
- More inclusive decision-making process

Overall Survey Themes

Specific Project Concerns (14.7% of total responses)

- Breckenridge Elementary/Upper Blue consolidation debate
- Housing initiative concerns
- CTE program development
- Snowy Peaks relocation issues
- Facility maintenance priorities

Alternative Solutions and Approaches (8.9% of total responses)

- Partnership suggestions with local governments
- Alternative housing solutions
- Different funding mechanisms
- Creative problem-solving approaches
- Mill levy considerations

Process and Implementation (4% of total responses)

- Timeline concerns
- Implementation planning
- Project management
- Operational considerations
- Staffing implications

Overall Survey Themes

Key Takeaways:

1. The overwhelming feedback indicates a desire for smaller, more focused bond measures rather than one large comprehensive bond
2. Strong emphasis on the need for better financial planning and resource allocation
3. Concern about stakeholder engagement and communication processes
4. Specific projects like housing and school consolidation generated significant differences in opinion
5. Many respondents offered alternative solutions, particularly around housing

RESPONSE TO SURVEY SUGGESTIONS

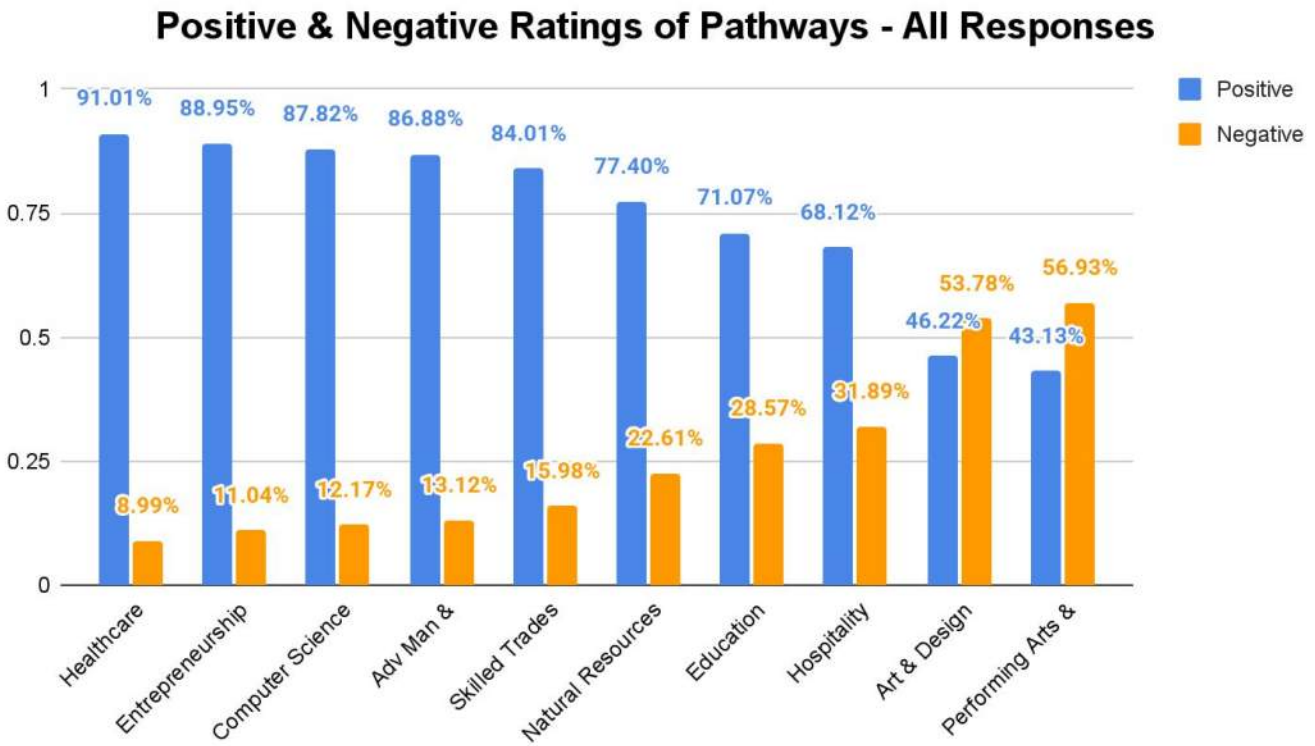
Detailed Assessments / Building Conditions Data
Demographics + Enrollment Data
Capacity Studies At Each School
In-Depth CTE Programming Study
School Staff + Leadership Engagement

In Progress:

Detailed Cost Estimating By GC
Alternative Options Studies (Expansions, Consolidations)
Timelines And Phasing (Implementation)
Financial Allocations
Community Outreach

PROGRAMMATIC DEVELOPMENT

Pathway Preferences: All Responses, All Demographics (351)



Labor Market Data & Pathway Survey Summary & Comparison

Labor Market Data:

1. **The following Industry Sectors "score" the highest when compared to our pathway criteria:**

- Healthcare
- Computer Science
- Adv Manufacturing & Engineering
- Business, Marketing, Entrepreneurship
- Natural Resources
- Construction and Trades (High demand, Question on Wages)
- Hospitality (High demand, Question on Wages)

Community Survey Results:

The following Industry Sectors were consistently positively preferred as pathways for Summit School District:

Number of times in the top 5:

- Healthcare (**6** - all demographics)
- Computer Science (**6** - all demographics)
- Adv Man & Engineering (**6** - all demographics)
- Construction and Trades (**5** - Students Ranked 6th)
- Business, Etc. (**5** - Teachers Ranked 7th)
- Natural Resources (**2**)
- Hospitality (**0** - Ranked 6th by Students and Hispanic Community)

SUMMIT SCHOOL DISTRICT
FUTURE-READY PATHWAYS

- Computer Science
- Education and Human Services
- Natural Resources
- Skilled Trades
- Business, Marketing, and Entrepreneurship
- Health Sciences
- Outdoor Leadership
- Engineering & Advanced Manufacturing

Potential New / Renovated Spaces: Summit HS

Future Ready Pathway	New Sq Ft	Renovated Sq Ft
Natural Resources		
Adv Eng & Manufacturing		2,162
Computer Science		950
Health Science	2,000	1,102
Education & Human Svcs	2,500	950
Skilled Trades	11,000	
Outdoor Leadership		787
Business, Marketing & Entrep.	1,500	
Total New/Renovated Space	**17,000**	**5,951**

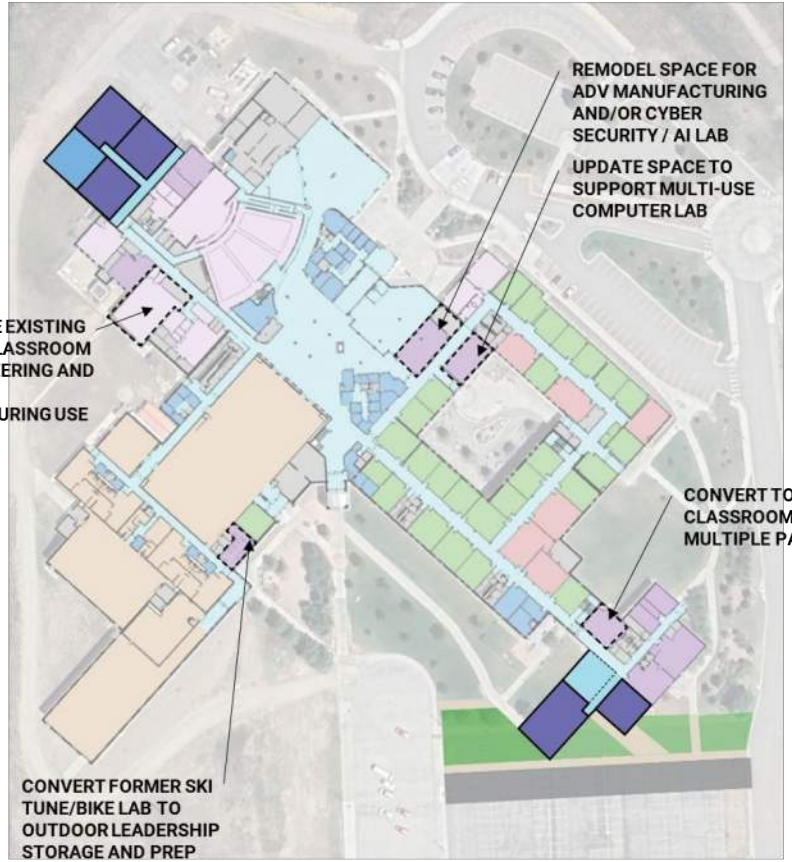


EXISTING CAMPUS



PROPOSED IMPROVEMENTS

MISCELLANEOUS RENOVATION AND REASSIGNMENT OF EXISTING SPACES





BUSINESS, HEALTH, AND EDUCATION ADDITION





SKILLED TRADES AND ADVANCED MANUFACTURING LABS ADDITION





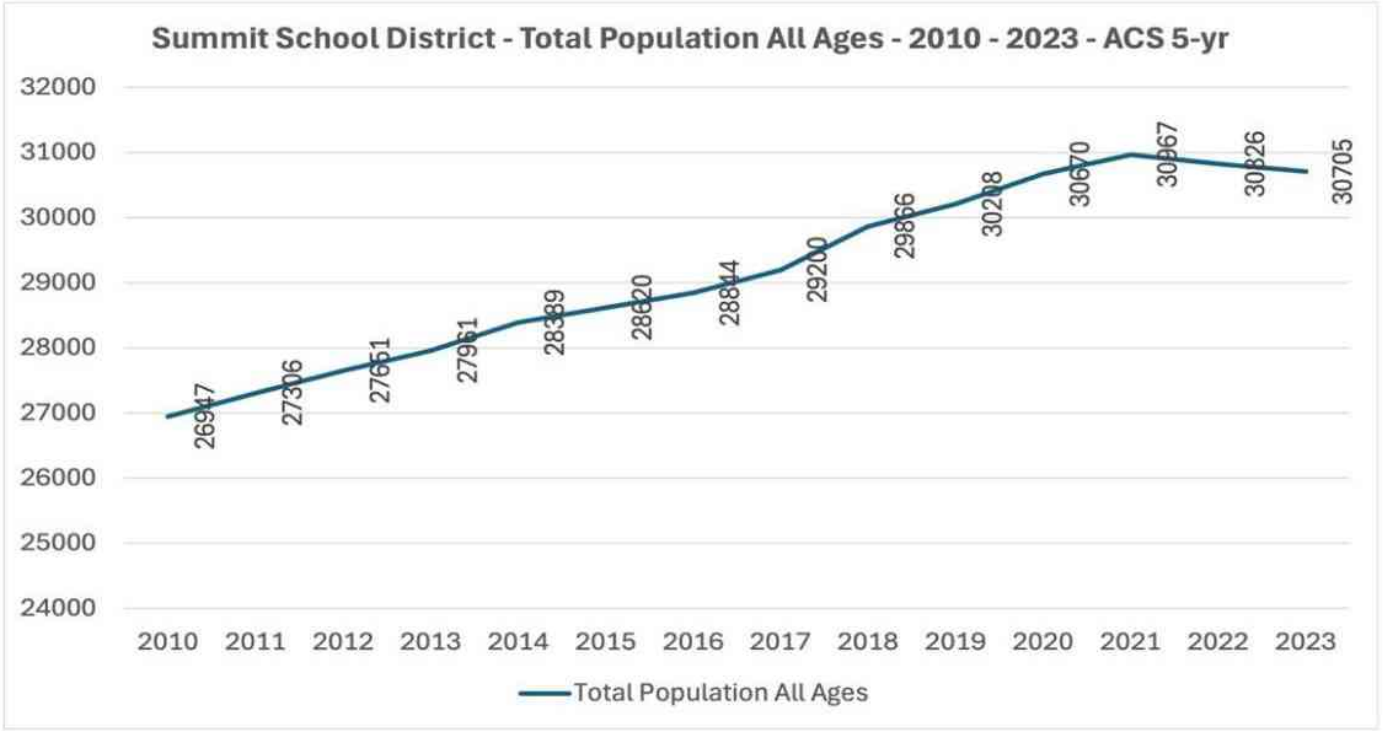
Anticipated SHS FTE need for full program implementation

Future Ready Pathway	Anticipated Full Time Equivalent (FTE) Need
Natural Resources	0.34
Engineering & Advanced Manufacturing	0.5
Computer Science	0.5
Health Sciences	0.33
Education & Human Services	0.41
Skilled Trades	0.83
Outdoor Leadership	0.5
Business, Marketing, & Entrepreneurship	0.24
Total Anticipated Full Time Equivalent (FTE) Need	**3.65**

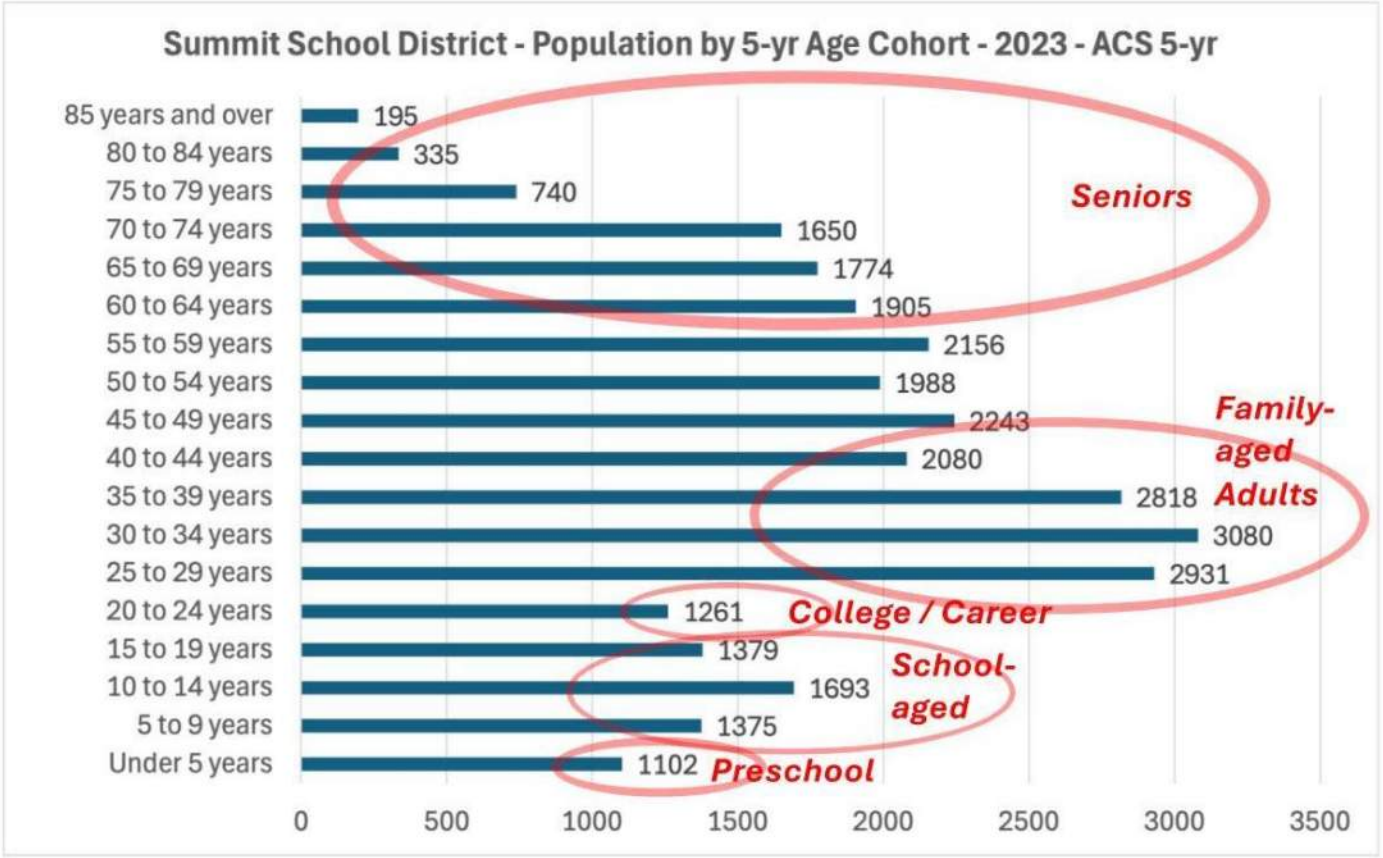
DEMOGRAPHICS OVERVIEW



Overall Population – All Ages



Population by 5-year Cohort



ENROLLMENT FORECAST

	Year	(PK-5)	(6-8)	(9-12)	(PK-12)
2017	SY17_18	1806	801	985	3592
	SY18_19	1745	818	1014	3577
	SY19_20	1724	848	1010	3582
	SY20_21	1606	823	1025	3454
	SY21_22	1671	844	1105	3620
	SY22_23	1656	784	1193	3633
	SY23_24	1612	777	1183	3572
	SY24_25	1597	759	1119	3475
2025	SY25_26	1640	715	1094	3449
	SY26_27	1624	711	1046	3381
	SY27_28	1581	744	1012	3337
	SY28_29	1596	762	969	3326
	SY29_30	1610	736	966	3311
	SY30_31	1637	676	981	3294
	SY31_32	1622	700	970	3292
2032	SY32_33	1621	709	987	3316

ENROLLMENT FORECAST BY SCHOOL

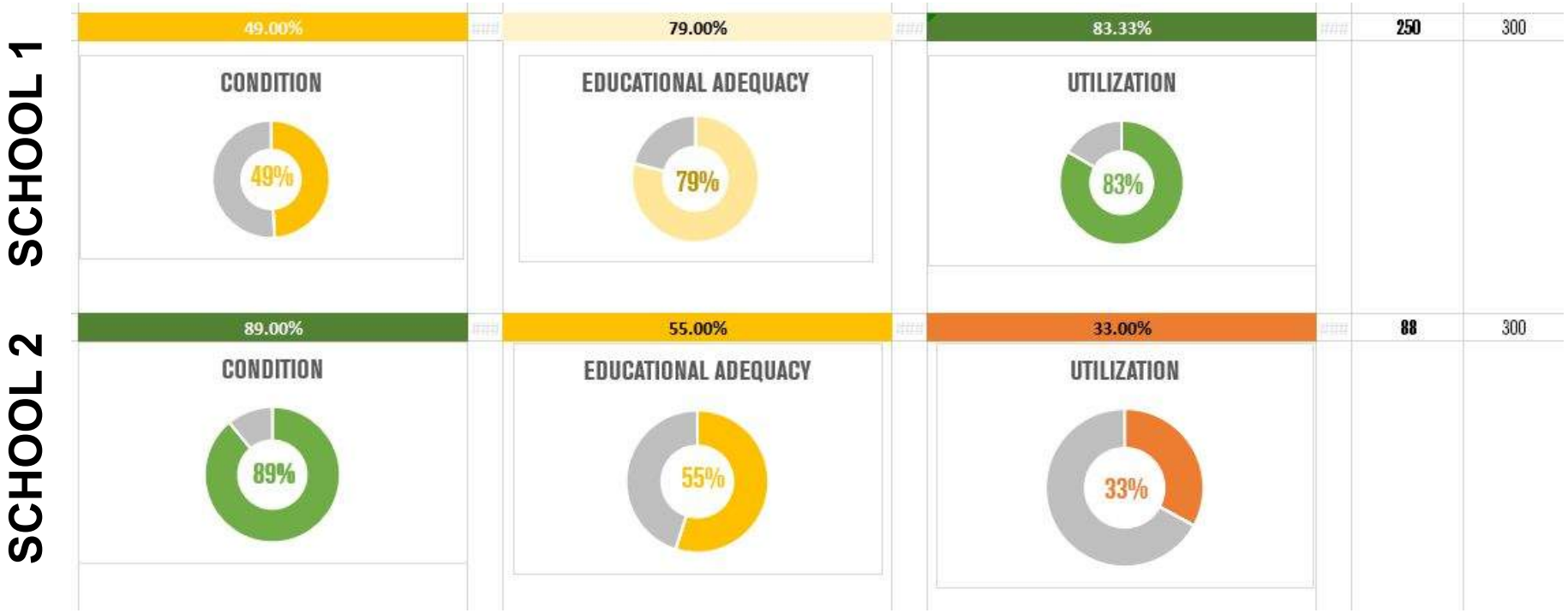
School	2025	2026	2027	2028	2029	2030	2031	2032
Breckenridge ES (PK-5)	217	219	220	223	228	230	231	232
Dillon Valley ES	397	379	364	359	361	366	361	360
Frisco ES	214	201	191	188	190	192	189	189
Silverthorne ES	357	352	344	335	323	325	324	321
Summit Cove ES	226	224	223	228	230	232	229	229
Upper Blue ES	231	239	247	255	264	273	282	291
Summit MS	693	688	721	739	714	653	677	686
Summit HS	1037	989	955	911	908	924	913	930
Snowy Peaks (MS)	22	22	22	22	22	23	22	24
Snowy Peaks (HS)	57	57	57	57	57	58	57	57
Snowy Peaks (Combined)	79	79	79	79	79	81	79	81

SCHOOL ATTENDANCE BY COMMUNITY

Attending	Brecke	Dillon	Fris	Silvert	Summi	Upper	Elsew	Tot	Percentage Home Attend
Breckenridge	165	0	1	4	1	27	10	**208**	79%
Dillon Valley	26	218	12	47	43	23	22	**391**	56%
Frisco	1	10	119	50	10	7	16	**213**	56%
Silverthorne	0	11	6	282	8	0	29	**336**	84%
Summit Cove	2	9	1	28	174	2	3	**219**	79%
Upper Blue	52	0	7	11	8	128	16	**222**	58%
Total	246	248	146	422	244	187	96	**1589**	

SCHOOL FACILITY CONDITIONS

SCHOOL ASSESSMENT SCORE SAMPLE



SCHOOL CONDITIONS SCORE



- Covers Construction Assemblies, Building Systems and Site Features
  - Site, Roof, Structure, Interior Finishes, etc.
- Assigned to Deficiency Categories
  - Maintenance, Life Safety, Accessibility, Health, etc
- Prioritized 1-4 per District Standards

EDUCATIONAL ADEQUACY SCORE



QUALITY LEARNING ENVIRONMENTS

ACOUSTICS / LIGHTING, DAYLIGHT / FURNITURE / THERMAL COMFORT



CORE PROGRAM SPACE

CORE CLASSROOMS AND SCIENCE: SPACE / EQUIPMENT / STORAGE



ARTS AND ELECTIVE SPACE

ART, MUSIC, DRAMA, CTE, STEM: SPACE / EQUIPMENT / STORAGE



SPECIAL EDUCATION + PROGRAMS SPACE

SPED, SEVERE NEEDS, PULL-OUT, READING INTERVENTION, THERAPIES



SITE AMENITIES: ATHLETICS, PLAY, CLASS

SPORTS SPACES AND FIELDS, PLAYGROUNDS: SPACE / EQUIPMENT / STORAGE



BUILDING SERVICES AND SUPPORT

CLINIC, WORKROOMS, ADMIN, KITCHEN, RESTROOMS, CUSTODIAL



BUILDING & SITE SAFETY

SECURE ENTRY, TRAFFIC SAFETY, TRANSPARENCY / SUPERVISION, COMMUNICATIONS



LAYOUT AND ADJACENCIES

BUILDING LAYOUT, SUPERVISION, CONVENIENCE, NIGHT EVENTS, TRANSITIONS



ADA / UNIVERSAL ACCESS

ACCESSIBILITY AND EQUITY, COMMUNITY RESOURCES

SCHOOL UTILIZATION SCORE



CAPACITY CALCULATIONS

FRISCO ELEMENTARY SCHOOL

13 FULL TEACHING STATIONS
TARGET ES FLOOR AREA PER STUDENT: **35 SF**

ES SCHEDULING EFFICIENCY: **90%**
282 STUDENTS X .90 = **254 CAPACITY**

SCHOOL PERMANENT CAPACITY: **254**

ADDITIONAL TEMPORARY CAPACITY: (MODULAR CLASSROOMS) **0**

- Based on Actual Classroom Sizes
- Includes Potential Classroom Spaces
- Preschool Excluded
- Efficiency Factors

  (90% @ES , 75% @MS / HS)

Preliminary Composite Grades



2 FACILITIES (SILVERTHORNE ES, SUMMIT MS)

5 FACILITIES (SUMMIT HS, FES, DVES, UBES, SCES)

1 FACILITY (SNOWY PEAKS)

0 FACILITIES

1 FACILITY (BRECKENRIDGE ES)

BRECKENRIDGE ELEMENTARY



PRELIMINARY ASSESSMENT GRADE:

F

FALL 2025 UTILIZATION:



SIGNIFICANT CONDITION ITEMS:

- Only partial fire sprinkler system
- Roof: low Snow load capacity
- Need Taller Perimeter Fence
- Asbestos
- Small school site / traffic safety
- No separate cafeteria
- Coat /Cubby alcove supervision
- Odd variety of classroom sizes

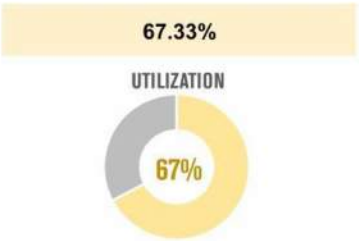
UPPER BLUE ELEMENTARY



PRELIMINARY ASSESSMENT GRADE:

B

FALL 2025 UTILIZATION:



SIGNIFICANT CONDITION ITEMS:

- Limited brick cracking
- High energy use /utility cost
- Need new boilers
- Smaller than average classrooms
- Coat /Cubby alcove supervision
- Casework outdated
- Playground updates needed

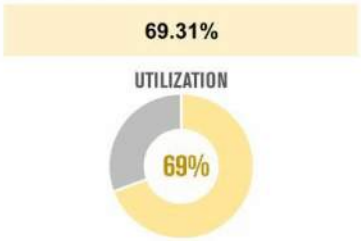
FRISCO ELEMENTARY



PRELIMINARY ASSESSMENT GRADE:

B

FALL 2025 UTILIZATION:



SIGNIFICANT CONDITION ITEMS:

- Ext. Paving, Concrete
- HVAC / Electrical Needs
- Exterior Paint needed
- Pre-K Play Expansion needed
- Very small school site
- No separate cafeteria
- Coat /Cubby alcove supervision

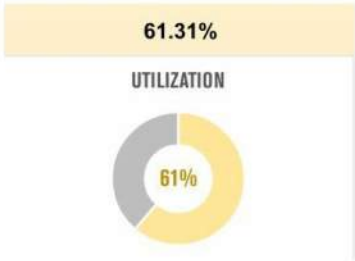
SUMMIT COVE ELEMENTARY



PRELIMINARY ASSESSMENT GRADE:

B

FALL 2025 UTILIZATION:



SIGNIFICANT CONDITION ITEMS:

- Ext. Paving, Concrete, Ramps
- Playground upgrades
- Exterior Doors need replacement
- Boilers need replacement
- New classroom furniture
- Coat /Cubby alcove supervision
- Smaller than average classrooms

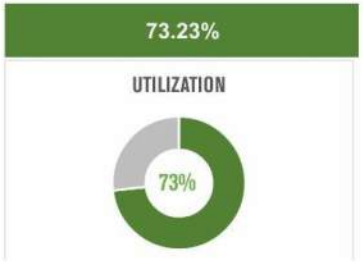
DILLON VALLEY ELEMENTARY



PRELIMINARY ASSESSMENT GRADE:

B

FALL 2025 UTILIZATION:



SIGNIFICANT CONDITION ITEMS:

- Replace older exterior doors
- HVAC / Electrical Needs
- Classrooms need sinks
- Very small school site
- SPED spaces need power / data
- Add artificial turf at field due to demand

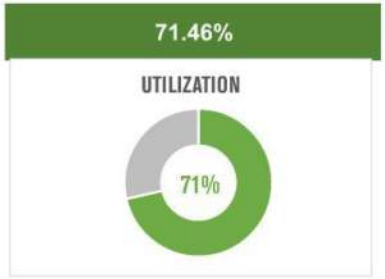
SILVERTHORNE ELEMENTARY



PRELIMINARY ASSESSMENT GRADE:

A

FALL 2025 UTILIZATION:



SIGNIFICANT CONDITION ITEMS:

- Some masonry repair needed
- Minor roof / window leaks
- Playground upgrades
- Additional small group rooms needed

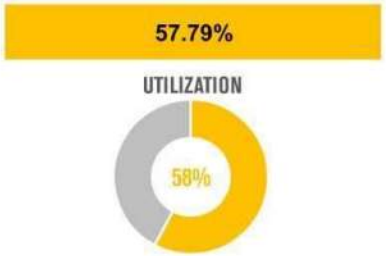
SUMMIT MIDDLE SCHOOL



PRELIMINARY ASSESSMENT GRADE:

A

FALL 2025 UTILIZATION:



SIGNIFICANT CONDITION ITEMS:

- Site paving /drainage issues
- Boiler replacements needed
- Locker rooms need renewal
- STEM Lab upgrades
- Counseling suite privacy
- Additional staff offices needed

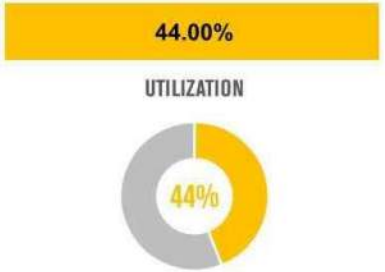
SNOWY PEAKS JH/HS



PRELIMINARY ASSESSMENT GRADE:

C

FALL 2025 UTILIZATION:



SIGNIFICANT CONDITION ITEMS:

- Replace older exterior doors
- HVAC Needs (temperature control)
- Science lab hood deficient
- Interior finishes (carpet)
- No space for PE
- CTE Shop - not fire code compliant
- Art is taught in a science lab
- No designated lunch room

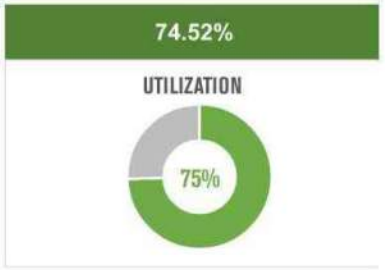
SUMMIT HIGH SCHOOL



PRELIMINARY ASSESSMENT GRADE:

B

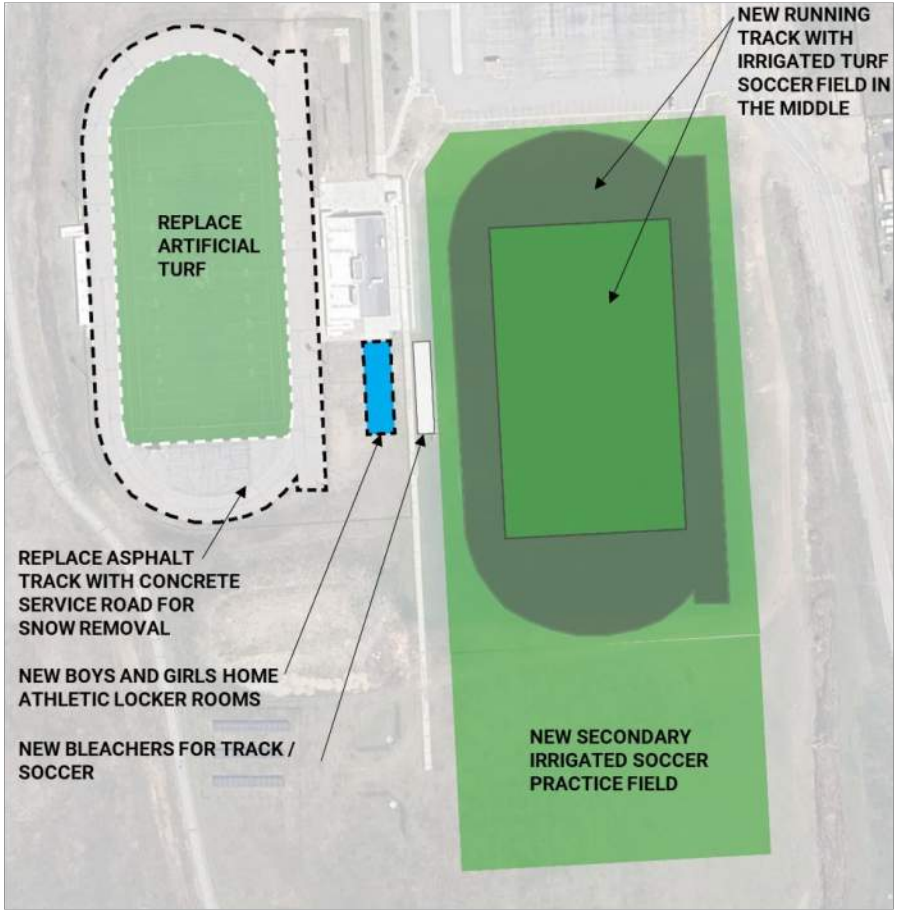
FALL 2025 UTILIZATION:



SIGNIFICANT CONDITION ITEMS:

- Auditorium space and AV equipment renovation needed
- Entry Skylight replacement
- Specialized spaces needed for new CTE program offerings
- Locker rooms need renewal
- Athletic upgrades needed including track surface, field turf, fieldhouse, fencing and bleachers

OUTDOOR ATHLETICS IMPROVEMENTS





GUIDING PRINCIPLES

"Summit School District is committed to creating and maintaining future-forward learning environments through innovation, inclusion, collaboration, and efficiency to support the evolving needs of our students, staff and community."

Summit School District will:

- ✔ Be good stewards of taxpayer dollars and continue to be fiscally responsible in maintaining schools and facilities.
- ✔ Commit to solutions that are culturally responsive and align with our community's demographics.
- ✔ Support the operational implications of facility decisions.
- ✔ Operate in an open and transparent manner as we continue to engage all stakeholders in planning and facility operations.
- ✔ Strive to maintain appropriate class sizes and plan for stable enrollment.
- ✔ Value inclusivity and safety for all students, staff, and families.
- ✔ Evaluate land assets for future district use, school building needs, programs, and staff housing.
- ✔ Continue to explore opportunities for land acquisition to meet district needs as required.


SMALL GROUP DISCUSSION

GUIDING PRINCIPLES

- **What would you Add, Change or Remove?**

✔ Be good stewards of taxpayer dollars and continue to be fiscally responsible in maintaining schools and facilities.
✔ Commit to solutions that are culturally responsive and align with our community's demographics.
✔ Support the operational implications of facility decisions.
✔ Operate in an open and transparent manner as we continue to engage all stakeholders in planning and facility operations.
✔ Strive to maintain appropriate class sizes and plan for stable enrollment.
✔ Value inclusivity and safety for all students, staff, and families.
✔ Evaluate land assets for future district use, school building needs, programs, and staff housing.
✔ Continue to explore opportunities for land acquisition to meet district needs as required.

IMPROVEMENT CATEGORIES

SAFETY AND SECURITY

LEARNING ENVIRONMENT:
LIGHTING, ACOUSTICS, TEMPERATURE

SPECIAL ED / SPECIALIZED LEARNER NEEDS
SMALL GROUP ROOMS, ITINERANT OFFICES

PROGRAM NEEDS (CTE, MAKERSPACE)

ADA ACCESSIBILTY

ATHLETICS AND PLAY

BUILDING, ROOF, SYSTEMS REPAIR

ENERGY EFFICIENCY:
WINDOWS, LIGHTING, INSULATION, HVAC

CLASSROOM TECHNOLOGY

OTHER?

IMPROVEMENT CATEGORIES





OPEN DISCUSSION

INITIAL IDEAS?

COMMUNITY ENGAGEMENT?



NEXT STEPS / Q+A

NEXT MEETING 2: NOV 12

THANK YOU