

Carnevale Elementary School and DelSesto PK-8 School



October 21, 2026

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I. Executive Summary

Carnevale Elementary School and DelSesto PK-8

Executive Summary

Carnevale is structurally sound overall but is settling at the front, and the report ranks that repair first. The RGB reported that the Carnevale School building is in fair condition for its age.

- **Settlement:** The front façade and office/classroom wing show cracking, widening expansion joints and veneer pulling away from the CMU backup at the canopy. The engineers recommend stabilizing the foundation to stop further movement, not underpinning the whole building or leveling it.
- **Site history:** The building sits on a former municipal landfill and wetland. A shed beside the kitchen holds continuous soil-gas monitoring equipment, and the design included sub-slab ventilation for vapor intrusion.
- **Envelope:** Veneer lacks weeps, so moisture is trapped and freeze-thaw is damaging it. The façade needs cleaning, windows are poor, and the entry pad has separated from the building.
- **Life safety and code:** Gang restrooms are not ADA compliant, panic hardware is damaged or missing, the fire alarm panel lacks an annunciator, and the fire pumps are not on emergency power. The fire suppression system is at end of life.
- **Systems:** The chiller and pumps need replacing within five years, and classroom unit ventilators are loud and inconsistent.

Egress limit: Adding occupants on the east side of either floor would trigger egress upgrades.

Fixing Carnevale in place would cost about \$16.25 million: \$11.25 million from the April 2026 feasibility budget plus a \$5 million soil remediation allowance for the brownfield site. The district's PK-8 plan at DelSesto is reported at \$44.3 million construction cost for both schools, with about \$500,000 a year in operating savings.

- **Condition:** The 68,000 SF building (built about 2000, 493 students) is serviceable, but foundation settlement at the front entrance is the top-priority repair.
- **Structural repair:** about \$1.05 million in direct cost, roughly \$1.67 million fully loaded, and already inside the \$11.25 million.
- **Brownfield:** the site is a former landfill and wetland with permanent soil-gas monitoring; the \$5 million is added on top of the budget.

Carnevale condition

Priority	Systems
1 – Mission critical	Structural, exterior envelope, fire alarm/protection
2 – Indirect impact	Interior envelope, ADA
3 – Short term	Mechanical, plumbing
4 – Long term	Electrical
5 – Enhancement	Security

Carnevale repair costs

Repairing Carnevale in place totals \$16,252,524: the \$11,252,524 Bentley feasibility budget (4/14/2026) plus the \$5,000,000 brownfield soil remediation based on similar project in Rhode Island with a brownfield.

Component	Amount
Construction subtotal (incl. 7.5% contingency)	\$7,581,413
General requirements and design fees	\$1,786,813
General conditions	\$905,290
Insurance, permit, builder's risk, bond, fee	\$978,008
Bentley project total	\$11,252,524
Soil remediation (brownfield allowance)	\$5,000,000
Total to repair in place	\$16,252,524

Carnevale at 68,000 SF that is about \$239/SF, or about \$33,000 per student (493 students).

Structural repair

Item	Direct cost
New footings at front entry and shoring (concrete)	\$125,000
Excavation for replacement footings (site work)	\$50,000
Structural steel fix at canopy (allowance)	\$500,000
Weeps and power washing of veneer (masonry)	\$250,000
Eight new expansion joints and wall joints	\$120,000
Structural subtotal, direct	\$1,045,000
With general conditions, fees, insurance, contingency and bond (pro-rata, my estimate)	about \$1,667,000

Carnevale has 34 classrooms for 493 students, a three-track PK-4 school, and 10 of the rooms have no assigned use.

That is 24 assigned rooms, or about 20.5 students per assigned room and 14.5 per room counting all 34.

Proposed option: PK-8 at DelSesto

The current PK-8 project proposed for Carnevale School to move into a renovated PreK-8 on the DelSesto site with a proposed of 858 students, with the elementary and middle grades in separate wings, and it estimates \$44.3 million (construction cost) for the combined renovations.

- **Layout:** Pre-K and early childhood communities, an elementary community with a combined 2nd-3rd grade area, and a middle school with its own 6th, 7th and 8th grade wings, a STEAM space and an outdoor PE area.
- **Operating savings:** about \$500,000 a year in maintenance and operations, per the district.

Cost at DelSesto	Amount
Renovation of DelSesto into PK-8 (district estimate)	\$44,327,013 (construction cost)
Cost per student (858 Carnevale + DelSesto enrollment)	\$51,663/student (858 PK-8)
Swing space for DelSesto students, 2028-29	Phasing at DelSesto

Cost at DelSesto	Amount
Soil remediation if the shared lot requires it	\$1,000,000
Interim structural stabilization at Carnevale while occupied through 2029, if required	up to \$1,667,000

DelSesto's middle school students occupy swing space for the 2027-29 school year while all floors are renovated; Carnevale stays open throughout.

Reasons for relocating Carnevale

1. **Cost and risk of staying:** \$16.25 million of repairs, including \$5 million of soil remediation, on a site with active settlement and a landfill history.
2. **Underused DelSesto:** consolidating fills seats the district already pays to heat, staff and maintenance cost.
3. **Aging systems:** end-of-life fire suppression, a chiller due within five years and non-compliant restrooms would all need money even after the structural fix.
4. **Operating savings:** about \$500,000 a year.

	Repair Carnevale in place	Move to DelSesto PK-8
Construction cost	\$16,252,524	\$44,327,013
Scope covered	Carnevale only	Both schools (PK-8)
Structural repair	\$1,667,000	\$390,000
Soil remediation	\$5,000,000	\$1,000,000
Operating savings	none	about \$500,000 a year
Cost per student	\$32,965/student (493 Students)	\$51,663/student (858 PK-8)

Preferred Campus Strategy and Long-Term Facility Recommendation

Based on the DelSesto Feasibility Study, the preferred long-term strategy is to renovate and modernize the existing DelSesto School and consolidate the Carnevale Elementary School population into a single PK-8 campus. The study concluded that DelSesto provides the strongest long-term solution because it was originally designed as a middle school and contains significantly larger instructional, support, athletic, dining, and administrative spaces that can accommodate a comprehensive PK-8 educational program within its existing 123,198-square-foot building footprint.

Unlike DelSesto, Carnevale was designed as an elementary school and lacks the specialized middle-grade instructional and shared support spaces necessary to support a full PK-8 program. Expanding Carnevale to meet current educational requirements would require a substantial building addition, new foundations, and major site improvements. These improvements would need to be constructed on a regulated former landfill site with environmental controls, creating additional permitting requirements, cost uncertainty, construction risks, and long-term maintenance obligations.

The feasibility study found that DelSesto's existing underutilized capacity allows the District to implement the PK-8 educational program largely within the existing building envelope, minimizing site disturbance while maximizing the use of existing public assets. DelSesto is also supported by a more robust pile foundation system, whereas Carnevale utilizes shallow foundations and has experienced

settlement-related issues. Renovating DelSesto therefore presents a lower-risk and more sustainable long-term investment.

In addition to the educational benefits, consolidating operations at DelSesto allows PPSD to focus future capital investments, maintenance efforts, and operational resources into a single modernized campus rather than continuing to invest in two separate facilities. The study concludes that retaining DelSesto and ultimately retiring Carnevale represents the most effective approach to support the District's educational goals, maximize facility utilization, reduce long-term site development challenges, and provide a durable school asset capable of serving Providence students for decades to come.

Key reasons DelSesto is the preferred long-term facility:

- Existing building accommodates the PK-8 program without requiring a major addition.
- Larger instructional, athletic, dining, and support spaces better serve elementary and middle school students.
- Built on a pile foundation system and does not have the settlement concerns experienced at Carnevale.
- Minimizes construction impacts and environmental risks associated with development on a former landfill site.
- Allows PPSD to consolidate resources into one modernized campus and reduce long-term facility obligations.
- Provides the best long-term value and flexibility for enrollment, educational programming, and future capital planning.

This option aligns with PPSD's long-range facilities strategy by transforming an underutilized middle school into a modern PK-8 campus while avoiding the significant cost, risk, and environmental challenges associated with expanding Carnevale.

Conclusion

Although Carnevale Elementary School remains structurally sound and safe for occupancy, the facility faces several long-term challenges that will continue to require significant investment. The building is experiencing ongoing foundation settlement, is located on a former landfill requiring permanent environmental monitoring, contains multiple code and ADA deficiencies, and has several major building systems approaching the end of their useful life.

Repairing Carnevale in place is estimated to cost approximately **\$16.3 million**, including structural stabilization, building upgrades, and environmental remediation. While these investments would address many existing deficiencies, they would not eliminate the underlying site conditions or the long-term risks associated with settlement and the former landfill. The recommended stabilization measures are intended to prevent additional movement, not restore the building to its original condition.

Conversely, the proposed consolidation of Carnevale into DelSesto creates an opportunity to address aging infrastructure while advancing the District's broader educational and operational goals. The DelSesto PK-8 model would provide students with a continuous educational pathway, improved learning environments, modernized facilities, and access to enhanced educational programming. The consolidation would also allow the District to better utilize existing building capacity, reduce duplicate

operational costs, and avoid investing substantial capital dollars into a facility with ongoing site-related constraints.

While the DelSesto PK-8 investment requires a greater upfront capital commitment, it serves both school communities, accommodates approximately 858 students, supports long-term enrollment planning, and is projected to generate approximately \$500,000 annually in operating savings. More importantly, it represents an investment in a facility that can support students for decades without the unique geotechnical and environmental challenges present at Carnevale.

After evaluating both facilities, DelSesto emerges as the preferred long-term campus for the proposed PK-8 consolidation. The existing DelSesto building offers the space, infrastructure, and programmatic flexibility needed to support a modern PK-8 educational environment without the significant building additions, site constraints, and environmental challenges associated with further development at Carnevale.

The proposed merger would allow PPSD to fully utilize an existing district asset while reducing long-term facility liabilities and concentrating future capital investments into a single modernized campus. This approach not only supports educational programming and operational efficiency but also provides the District with a more sustainable and resilient facility for future generations of students.

As a result, the DelSesto campus presents the strongest long-term value to PPSD from educational, financial, operational, and facility planning perspectives, making it the recommended location for the consolidated PK-8 school.

II. Carnevale Existing School Conditions Report dated April 13, 2026



Existing School Conditions Report

Anthony Carnevale Elementary School Providence, Rhode Island

RGB #6991
April 13, 2026

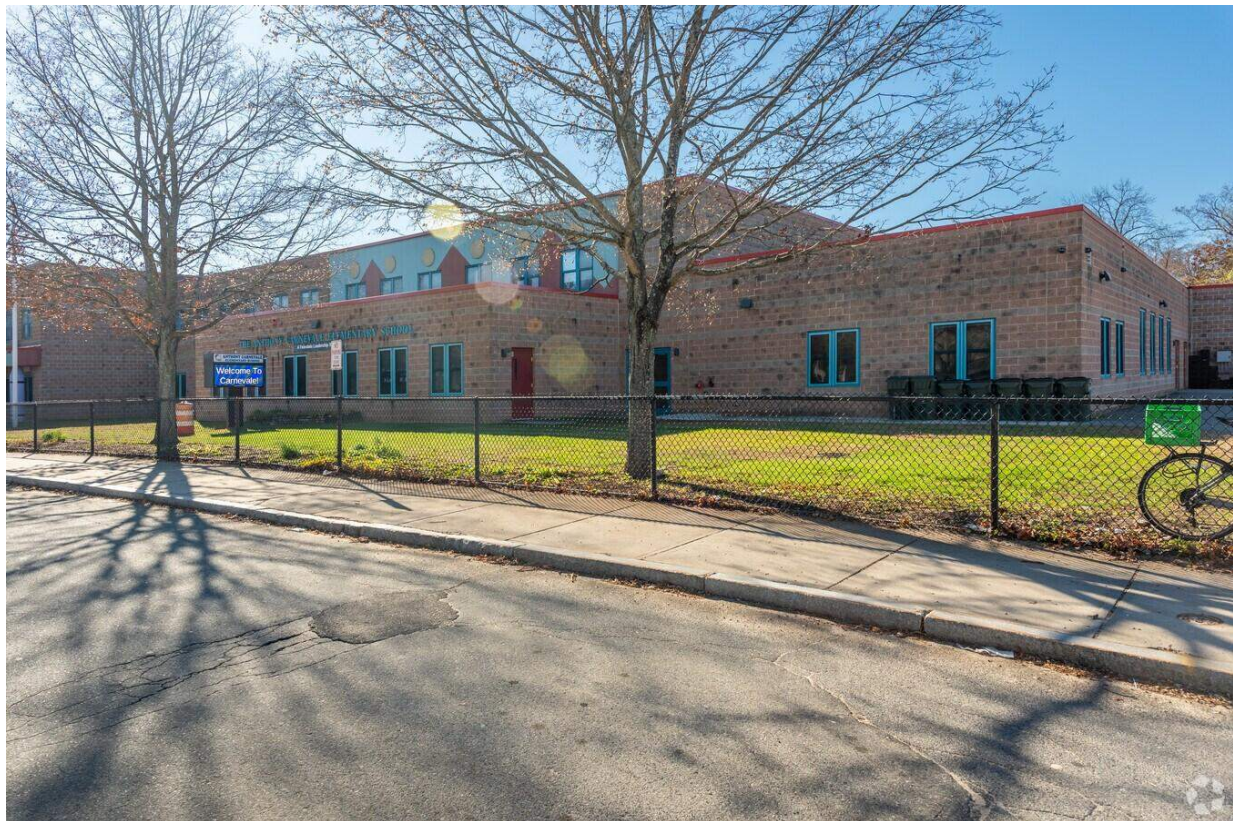




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1.0 Overview & Executive Summary

The purpose of this assessment is to evaluate the current condition of the building and determine whether the underlying elements are suitable for renovation or improvement for the Providence Public School District (PPSD). This evaluation will inform decision-making regarding the potential reuse of the existing school or the feasibility of constructing a new facility on the site that supports a 21st-century educational model.

The Carnevale Elementary School building, located at 50 Springfield Street in Providence, was constructed in 1999 and opened for occupancy in approximately 2000. The facility was developed as part of a broader capital improvement initiative undertaken by the Providence Public School District to modernize and expand elementary education infrastructure.

The building comprises approximately 68,000 square feet and includes instructional classrooms, administrative offices, specialty learning spaces, and a gymnasium currently supporting Pre-K through Grade 4 academic program. Carnevale serves a student body of 493 students and remains an active part of the local community. The school is named in honor of Anthony Carnevale (1950–2000), a Providence educator, public servant, and judge recognized for his contributions to youth advocacy and community leadership.

The site selected for development was formerly utilized as an informal municipal landfill. During the planning and construction phases, environmental concerns were raised by community members regarding subsurface conditions and potential contamination. As a result, environmental remediation measures and long-term monitoring protocols were incorporated into the site design, including soil management controls and sub-slab ventilation systems to mitigate vapor intrusion risks.

RGB conducted their review of the existing Carnevale Elementary School on February 17th and March 6th, 2026, along with other consulting engineers for structural, civil, mechanical, electrical, and plumbing disciplines. This visual inspection did not involve any destructive testing. The results from these investigations are provided in this report.

Overall, the building is aged and requires updates and repairs to the exterior envelope, ADA code requirements, security measures, structural stability, and mechanical and electrical systems.

2.0 Existing Conditions

Anthony Carnevale Elementary School is an approximately 68,000-square-foot elementary education facility constructed circa 2000 and currently serving approximately 493 students. At approximately 25 years of age, the building reflects early 2000s institutional construction standards, utilizing durable materials and conventional structural systems typical of public school facilities of that era. Based on visual observation and limited documentation review, the building remains generally serviceable; however, several components warrant further evaluation and phased capital improvement planning.

The primary structure consists of load-bearing concrete masonry unit (CMU) construction with precast concrete plank floor systems and precast plank roof decking across the majority of the building footprint. The gymnasium and multi-purpose areas are framed with structural steel, incorporating long-span trusses and metal roof deck. Supplemental structural steel columns and beams are utilized where span conditions transition or where larger open areas are required.

While much of the structural system appears to be functioning as originally intended, significant concerns were observed at the front portion of the building. Evidence of foundation movement is present beneath the front façade and office/classroom wing. Visible indications include horizontal and vertical cracking along the front elevation, separation at the canopy connection where veneer is pulling away, and measurable gaps opening at expansion joints between building segments. The front section housing offices and second-floor classrooms shows notable displacement, and the small facilities storage structure located on the right-hand side of the building also exhibits pronounced settlement.

Additionally, excessive movement is evident at control joints throughout the building envelope, suggesting ongoing differential movement. These conditions warrant immediate structural and geotechnical investigation. Based on observed symptoms, underpinning or other foundation stabilization measures may be required to mitigate further movement and prevent progressive façade deterioration. Structural remediation should be considered a priority item within capital planning efforts.

The exterior façade consists of split-faced CMU veneer over structural CMU backup. Aside from the settlement-related distress at the select elevation areas, the remainder of the façade appears generally stable with no widespread material failure observed during the walkthrough. However, continued monitoring of joint movement and veneer attachment is recommended. The exterior façade could use a cleaning at minimum.

The roof system has reportedly been replaced within recent years and appears to be a thermoplastic membrane system, likely PVC or TPO. Documentation confirming membrane type, installation date, and warranty coverage should be obtained for record verification. Based on limited visual observation, the roof appears to be in serviceable condition, though a formal roof inspection report is recommended to confirm remaining useful life.

Windows are believed to be original to construction. While generally functional, they exhibit age-related wear including screen damage and minor maintenance issues. A comprehensive envelope review should be performed to evaluate glazing seals, frame integrity, air infiltration, and thermal performance as part of long-term replacement planning.

Interior walls are predominantly painted CMU, consistent with institutional durability standards. While structurally sound, finishes present as worn and visually dated. A comprehensive repainting program and selective aesthetic upgrades would significantly enhance the interior learning environment.

Corridor flooring consists of VCT, which exhibits periodic cracking and surface deterioration throughout circulation areas. The flooring appears to be at or beyond its intended service life and should be considered for phased replacement. Upgrading to a more resilient flooring system may also reduce long-term maintenance demands.

Lighting fixtures have been upgraded to LED, improving illumination levels and energy efficiency. This represents a positive reinvestment in the building's infrastructure.

The heating system has been partially modernized, with boilers being replaced within the past three years. These units appear to be in good operational condition and provide improved reliability. However, the current condition of the chiller system remains undetermined. A mechanical systems evaluation is recommended to assess capacity, efficiency, control integration, and remaining useful life. The chiller represents a potential capital liability if found to be approaching end-of-life condition.

The elevator is original to the building and approximately 25 years old. Based on its age and documented operational issues, modernization should be anticipated in the near-term planning cycle. A formal assessment by a licensed elevator consultant is recommended to evaluate mechanical components, controls, safety compliance, and overall system reliability.

Restroom facilities are functional but require upgrades to meet current ADA accessibility standards. Deficiencies include lavatory mounting heights, faucet control types, grab bar placement, fixture clearances, and toilet partition configurations. Floor drains are not at the lowest point. A formal ADA compliance audit should be conducted to document all required corrective measures.

No significant fire code violations were observed during the preliminary walkthrough. However, previously identified life safety concerns have been noted. Updated fire alarm system inspection reports, sprinkler testing records, and any outstanding code deficiency documentation should be obtained and reviewed to confirm compliance with current codes.

The overall site conditions appear stable, with no widespread pavement failure or drainage deficiencies observed. The primary site-related concern is deterioration of the concrete at the main entrance, which requires repair or replacement. Given the structural movement observed at the front façade, site grading and subsurface conditions should be evaluated in conjunction with structural analysis to determine whether soil conditions are contributing to foundation settlement.

3.0 Codes and Regulations for Rhode Island

The design and construction of building additions or new construction in Rhode Island are subject to all applicable sections of the following Codes and Standards:

- International Building Code (IBC)
2021 Edition with RI Amendments (510-RICR-00-00-1)
- International Energy Conservation Code (IECC)
2024 Edition with RI Amendments (510-RICR-00-00-8)
- National Fire Protection Association (NFPA)
NFPA 1 Fire Code
2018 Edition with RI Amendments (450-RICR-00-00-7)
NFPA 70 National Electrical Code
2023 Edition with RI Amendments (510-RICR-00-00-5)
NFPA 72 National Fire Alarm and Signaling Code
2019 Edition with RI Amendments (450-RICR-00-00-10)
NFPA 101 Life Safety Code
2018 Edition with RI Amendments (450-RICR-00-00-8)
- Rhode Island Fire Safety Code (450-RICR-00-00-1) NFPA 1 and NFPA 101 Amendments
- International Fuel Gas Code (IFGC)
2021 Edition with RI Amendments (510-RICR-00-00-19)
- International Mechanical Code (IMC)
2021 Edition with RI Amendments (510-RICR-00-00-4)
- International Plumbing Code (IPC)
2021 Edition with RI Amendments (510-RICR-00-00-3)
- ICC ANSI A117.1 ADA Regulations, 2019 edition
- 2010 ADAAG (ADA Accessibility Guidelines for Buildings and Facilities)
- Rhode Island Existing Elevator and Escalator Code, 2017 edition
- Rhode Island Existing Building Code (IEBC)
2021 Edition with RI Amendments

**Code Deficiencies Identified by RGB:**

- Gang restroom facilities do not meet current accessibility standards.
- Panic hardware throughout the building is non-compliant for egress conditions..

Code Deficiencies Identified by Plumbing:

- Pipe covering is missing beneath sinks in multiple locations.
- Lavatory fixtures do not meet accessibility standards.
- Toilet fixtures do not meet accessibility standards.

Code Deficiencies Identified by Fire Protection:

- The fire alarm panel is not the required annunciator type panel.
- Fire pumps are not connected to emergency power.
- Numerous doors including entry to hazard areas and egress routes door hardware is not code compliant.

Code Deficiencies Identified by the Fire Department:

Please refer to Providence Public School Department Plan of Action Report from 2024

- The Fire Alarm system is in trouble status.
- Elevator is past the inspection date.
- Updates required to Door and Door Hardware, fire doors do not operate properly.
- Storage under stairs in the stairway across from the library.
- Multiple areas have missing escutcheon plates.

4.0 Building Infrastructure

Based on a professional review by all parties, there is a general consensus that the existing school maintains overall structural integrity despite foundation settlement. While evidence of localized foundation settlement has been observed, the primary structural systems remain stable and serviceable.

The building would benefit from targeted building envelope repairs and accessibility upgrades to align with current ADA standards. Envelope deficiencies include areas of improperly installed veneer masonry lacking adequate weep systems, which has resulted in moisture entrapment between the veneer and backup wall. This condition has contributed to deterioration through repeated freeze-thaw cycles. Recommended remediation includes selective removal and reconstruction of affected veneer sections with proper flashing and drainage provisions. Additionally, cleaning of the exterior façade is recommended to address biological growth and improve the overall appearance of the building.

The existing structural system consists of masonry load-bearing walls in conjunction with precast concrete framing elements. Exterior walls are constructed of concrete masonry units (CMU) with a veneer masonry clad, supported by precast concrete columns and plank systems. Interior partitions are predominantly CMU construction.

Localized deterioration was observed at select structural and non-structural concrete elements. Several CMU walls within classroom areas exhibit separation cracking, and minor cracking is present at floor surfaces, particularly along expansion joints. Vegetation growth was also noted at portions of the exterior façade; removal and subsequent inspection of these areas is recommended to assess any underlying material degradation.

The building is supported by cast-in-place concrete foundations. Overall, the foundations appear to be in generally good condition; however, signs of minor cracking and settlement were observed, most notably at the exterior entry slab. While these conditions do not currently indicate systemic structural failure, continued movement may impact long-term performance.

As a precautionary measure, foundation stabilization is recommended to mitigate further settlement. Engagement of a qualified specialty contractor or geotechnical engineer is advised to evaluate subsurface conditions and develop appropriate stabilization strategies. In addition, localized reconstruction of veneer masonry at the southern corner of the main entrance is recommended where deterioration is most pronounced.

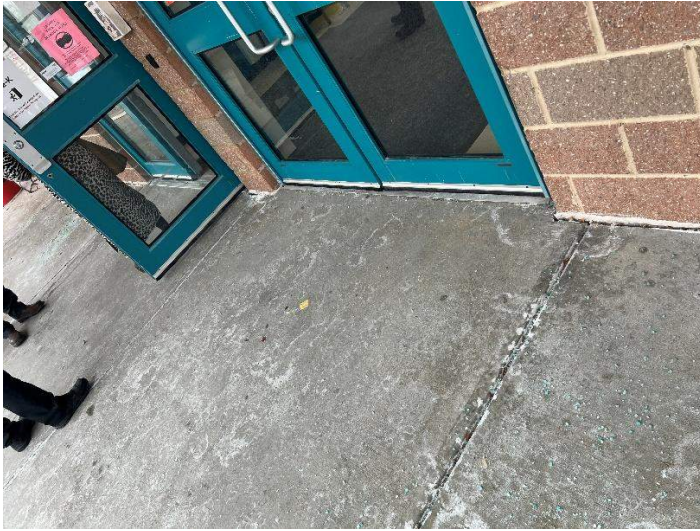
5.0 Notes & Images



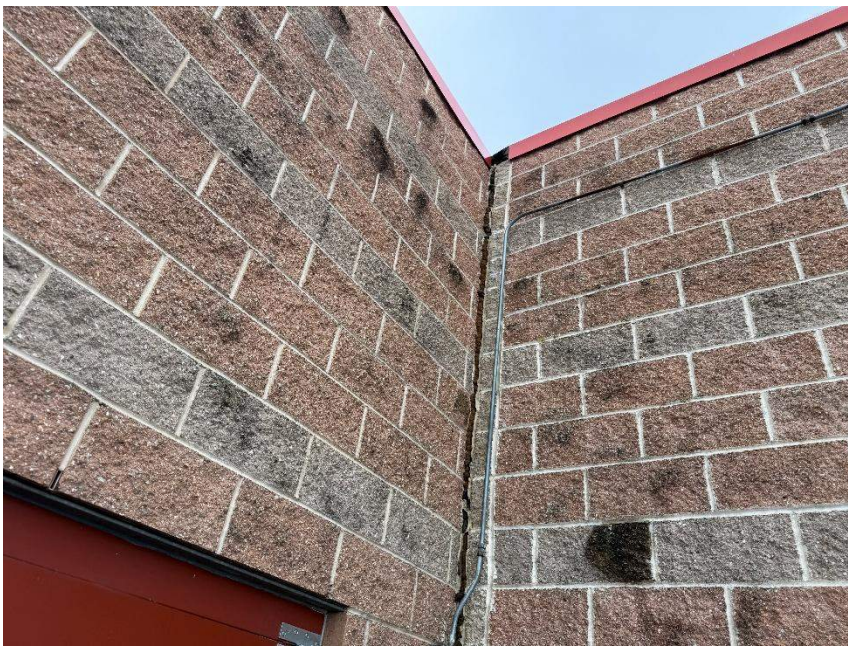
Front entrance access exhibits visible staining on masonry surfaces.



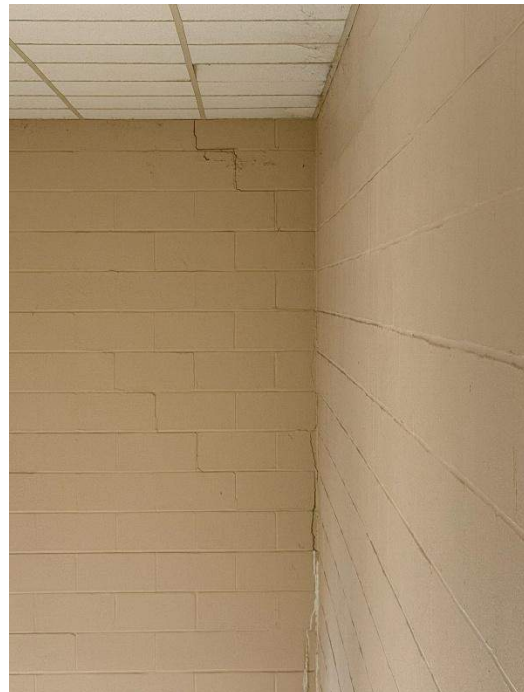
Front entrance canopy exhibits structural movement, resulting in separation of the veneer masonry from the CMU backup wall.



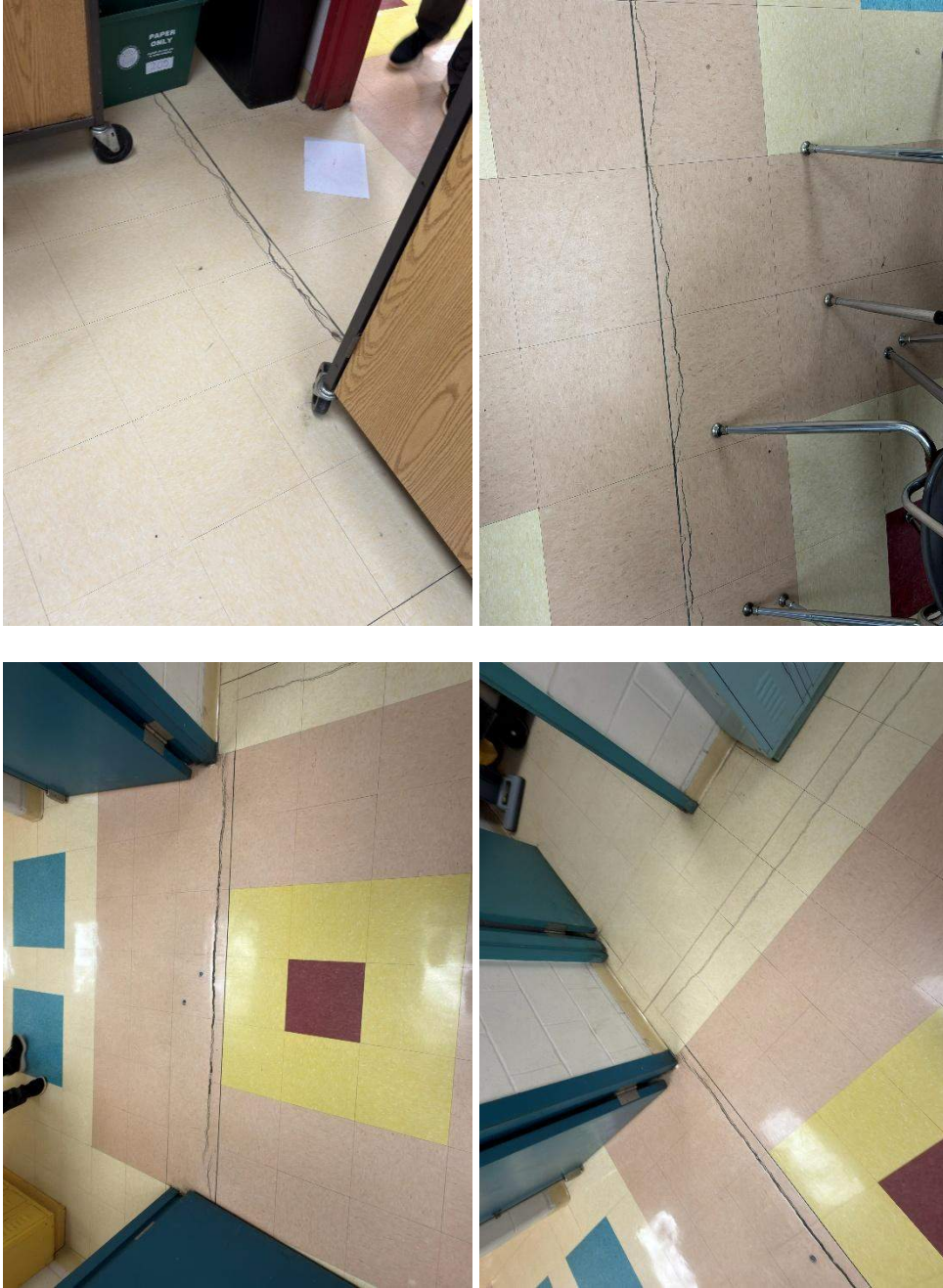
Front entrance pad exhibits separation from the building.



Exterior façade exhibits structural movement, resulting in separation of the veneer masonry from the CMU backup wall.



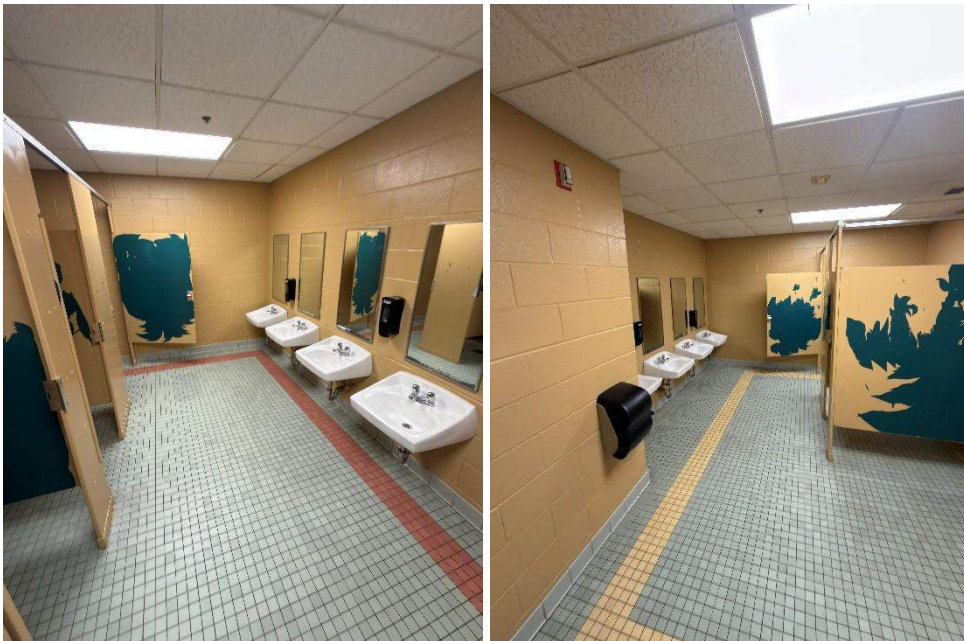
Interior CMU wall assemblies exhibit visible separation and cracking at select locations. These conditions may be indicative of building movement, material shrinkage, or stress at connections and should be monitored and further evaluated.



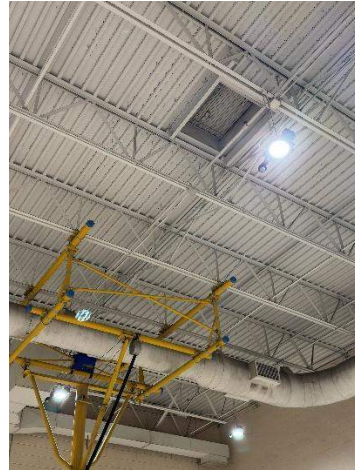
Interior floors exhibit visible cracking at select locations.



Floor drain areas were observed to be improperly sloped toward the drains, resulting in standing water. This condition may contribute to maintenance concerns, potential slip hazards, bacterial growth, and long-term material deterioration.



Typical bathrooms are non-compliant with current ADA standards for mounting heights and fixtures.



Gymnasium is in overall good condition; however it was observed that the doors have improper or damaged panic hardware.

6.0 Summary & Recommendations

Overall, the facility remains operational and generally serviceable for its age; however, the observed structural settlement at the front elevation represents a significant concern requiring prompt stabilization planning. Recent improvements to roofing, lighting, and heating systems have improved overall building performance. Despite these upgrades, assessing and addressing foundation movement and associated structural distress before advancing non-structural or cosmetic work.

Additional capital improvement considerations identified include elevator modernization, ADA restroom upgrades, corridor flooring replacement, interior finish renewal, entrance concrete reconstruction, window assessment, and mechanical system review.

With appropriate structural remediation and targeted modernization efforts, the facility can continue to function effectively; however, from a sequencing standpoint, structural evaluation and stabilization should precede secondary modernization efforts to ensure long-term building integrity. It is also important to note that any programmatic modifications or occupancy increases on the plan east side of the building (first or second floor) will introduce code compliance constraints related to egress capacity. Existing conditions are not currently sufficient to support additional occupant loads in that area without corresponding modifications to meet applicable life safety and egress requirements.

Scope Items Identified for Repair or Replacement:

- ARCHITECTURAL
 - ADA
 - 1. Gang restroom facilities require upgrades to meet current accessibility standards. Required modifications include corrective mounting heights, compliant plumbing fixture types and operations, grab bar installation, and accessible toilet partition configurations.
 - Doors
 - 1. Panic hardware throughout the building is damaged, missing, or non-functional. Replacement is required to maintain compliant egress and meet current life-safety and accessibility standards.
 - Interior
 - 1. Bathroom floor drains are improperly pitched, resulting in inadequate drainage and standing water.

2. Wall tile and cove base within restroom areas are damaged or missing in select areas and require repair or replacement to maintain hygienic and durable surfaces.
 3. Interior finishes require repainting due to wear, deterioration, and general aesthetic degradation.
 4. Flooring materials show wear and deterioration in select areas and require replacement to maintain durability, safety, and accessibility.
- Exterior
 1. Masonry separation was observed at select interior and exterior locations, indicating potential movement or deterioration of wall assemblies.
 2. The exterior façade requires cleaning, including pressure washing to remove staining, biological growth, and accumulated debris.
 3. The exterior entry pad exhibits separation from the building, likely due to differential movement between the slab-on-grade and the main structure.
- STRUCTURAL
 - Building movement has resulted in separation of the veneer masonry from the CMU backup wall, which is attributed to inadequate cavity wall weeps. This condition is observed at the canopy area, including slab edges, columns, and structural steel framing, and warrants further structural evaluation and repair.
 - Foundation settlement has been observed, contributing to overall building movement and associated separation conditions throughout affected areas.
 - Open masonry gaps were noted at identified movement joints, along with open slab joints observed at the second floor.
 - Cracking parallel to the plank span was observed within the corridor and southern classroom areas. In addition, step cracking was documented within the masonry bearing wall adjacent to the corridor wall, aligning with corresponding cracking patterns observed in the VCT flooring, suggesting potential underlying structural movement.
 - CIVIL
 - Parking areas are in poor condition and require rehabilitation.
 - Sidewalks and paths are in poor condition
 - Curbs on Springfield Street have damage and substandard curbs.
 - MECHANICAL
 - Chiller and pumps should be replaced
 - Water pipe insulation should be replaced

- Outdoor air dampers may not be closing fully and should be reviewed and maintained it fix frost build up at exterior louvers.
- Elevator room exhaust fan needs to be reviewed if still operational and needs a reverse acting thermostat to operate on temperature.
- Classroom unit ventilators may need repair or to be replaced.
- ELECTRICAL
 - MDF room lacks labels for unknown lighting switches.
- PLUMBING
 - Bathroom lavatory sinks are missing pipe wrap underneath sinks.
 - Sinks are all manual with knobs need to change to lever hands or recommend sensor type faucets for ADA compliance.
 - Toilets are all manual flush need to change to automatic to meet ADA requirements.
 - Floor drains need to be repatched for proper drainage.
 - Unit ventilators may need to be replaced as they are currently inefficient.
 - Mechanical room piping insulation need replacement or repair.
- FIRE PROTECTION
 - The fire alarm panel is not an annunciator type panel which is now required in k-12.
 - Fire pumps are required now by code to be on emergency power.
 - Numerous doors including entry to hazard areas and egress routes within the building were not self-latching, fully closing and/or damaged.



Structural Existing Conditions Report

Anthony Carnevale Elementary School
Providence, Rhode Island

Structural Conditions Report Information provided by Stone Fleet, Inc, for
incorporation into architect's master report.

1.0 Existing Conditions - Structural

Our review was limited to visual inspection of existing building elements without destructive or non-destructive testing. Building elements were reviewed without removal of finishes. Where possible, acoustical ceiling tiles were removed and replaced to gain access to visually review the overhead structure. This was possible in corridors and classrooms with low ceilings but was not possible in tall spaces such as the cafeteria.

The building is in overall fair condition with limited, discrete damage to some building elements. Observed cracking in floor finishes, interior walls, and exterior walls is indicative of differential foundation settlement under bearing walls. Some settlement is accounted for in design of structures and is not, on its own, a structural concern unless it is excessive and/or results in excessive stresses or instability in the structure. In two locations the observed movement was excessive, resulting in large cracks and separation of the block veneer. This was accentuated by improper installation of veneer block without weeps, allowing water to get trapped between the veneer and structural block and go through freeze-thaw cycles.

The first concern is cracking and separation of veneer at the joint between the entrance canopy and exterior wall. Veneer at the southern corner of the building has separated significantly from the structural block wall creating an opening nearly one inch wide. The condition of wire ties could not be observed but based on the width of the opening ties are believed to be degraded. Instability of the stacked veneer block without sufficient wire ties is a safety concern, and selective demolition of some veneer is required to gain access to visually inspect the condition of ties in the cavity between the veneer and structural block.

The second concern is large vertical cracks visible in the masonry veneer at the joint between the northwest storage room and the cafeteria kitchen. The cracks have been filled with caulk and/or expansive foam to manage water intrusion issues, but structural repairs have not been attempted. The walls and roof structure of the storage room are in fair condition without signs of structural distress within the walls and roof; the structural distress appears to be limited to the joint between the two portions of the structure.

In both locations, foundation stabilization to prevent further movement is prudent. A specialty contractor should be engaged to review the existing conditions and recommend a scope of stabilization repairs. Additionally, a portion of the veneer at the southern corner of the entrance should be removed and reinstalled, including installation of new wire ties as needed. Veneer should be toothed in with existing

block if reconstruction does not extend to a control joint. The architect should review jointing and provide recommendations to improve performance of the veneer.

Other damage included cracks in the VCT flooring. Observed cracking across the second floor corridor aligned with steel beams that support one-way hollow-core concrete plank and is consistent with counter-flexure cracking over the support that broadcast through the vinyl tile. This is a common occurrence in concrete construction and is not indicative of structural distress. Cracks in these locations will broadcast through any newly applied hard flooring finishes. Expansion joints in the flooring in these locations will greatly reduce similar cracking in the future. Cracks in the first floor VCT approximately aligned with sawcut control joint locations indicated in the provided construction drawings and are indicative of minor slab movements in the expected/anticipated locations.

Cracking parallel to the plank span was also observed in the corridor and southern classrooms. Step cracking in the masonry bearing wall near the corridor wall was observed in alignment with cracking in the VCT flooring. Some of the cracking is indicative of cracks in the topping slab over the hollowcore plank broadcasting through the hard floor finishes. The cracking in the masonry wall and aligned cracking in the floor is indicative of past differential settlement. The structural impact was minor and there were not indications that settlement is ongoing. The damage is much less severe than in the other locations discussed and does not require immediate intervention. I recommend continued monitoring by installation of a crack gauge on the interior masonry wall. If continued movement is detected, structural intervention should be evaluated.

Cracking in the masonry walls at stairwells had various causes. Cracks existed at the interior stair where steel framing supporting the floor slab was supported by the masonry. In this location there was two-story full-height masonry connected to a single-story masonry wall on the second floor. The presence of the steel bearing plate and beam interrupting the masonry corner paired with differential movement of the full-height and partial height walls and expected minor settlement resulted in cracks forming in the interior cmu wall. The cracks are minor in nature and there were no observed instabilities associated with these cracks. Cosmetic repair of the cracked mortar is sufficient.

In the northern stairwell, cracking in the block is consistent with differential movement of interior and exterior walls the tee into the continuous two-story eastern wall. These cracks are the result of the geometry of construction, not foundation settlement. Cosmetic repair of the block and mortar is sufficient.



The steel framing and roof deck over the southern mechanical room was in good condition. Cracks were observed in the masonry at the steel girder bearing location, and minor repointing of the damaged mortar is recommended to maintain the block in this location.

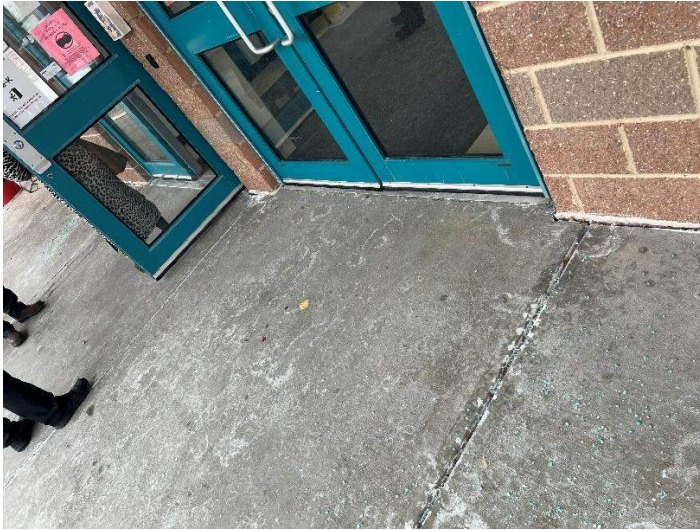
2.0 Notes & Images



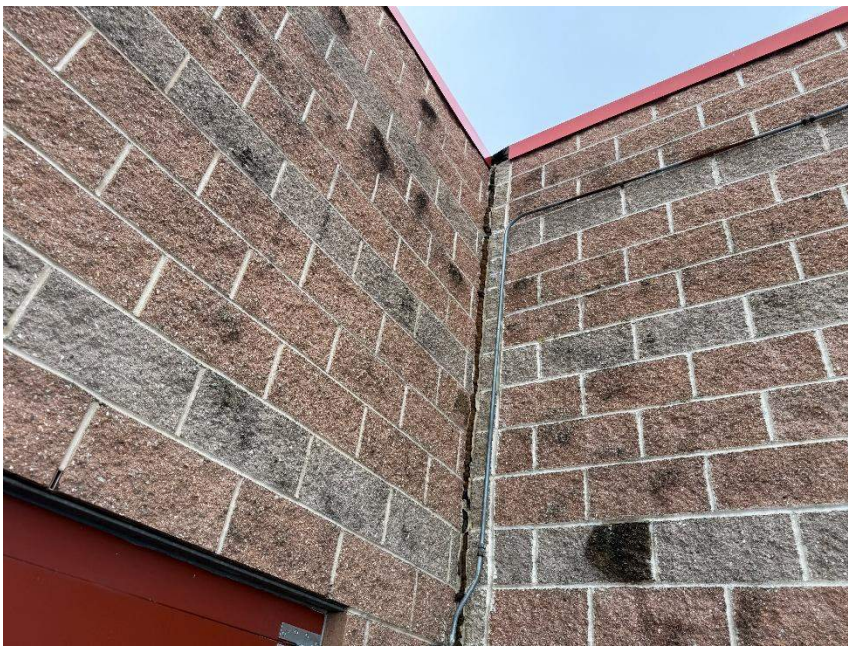
Front Entrance Access



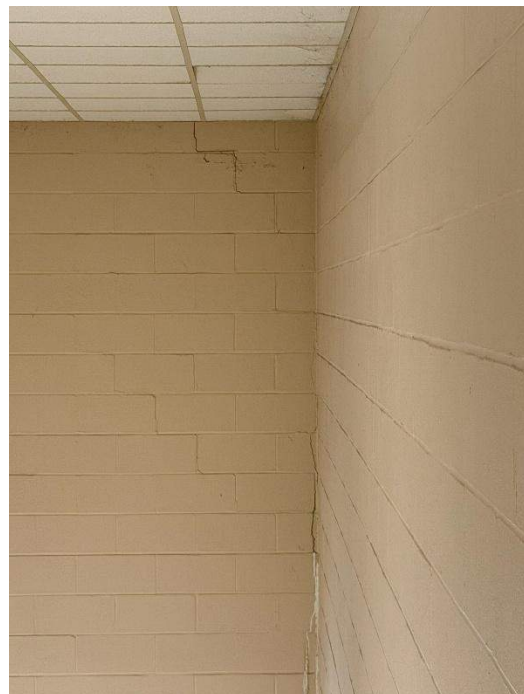
Front Entrance Canopy structural movement



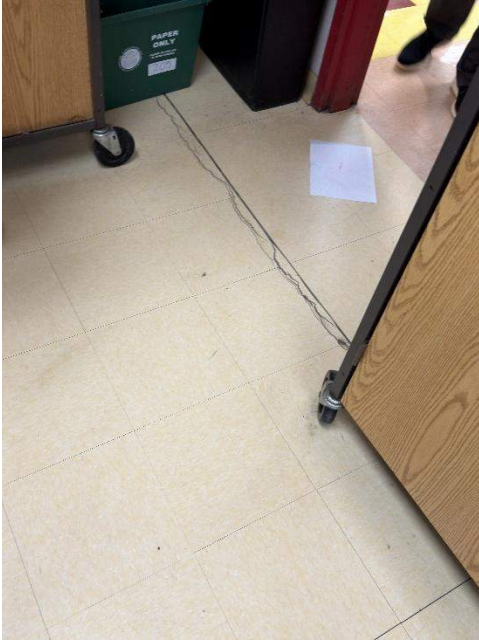
Front Entrance pad separation from building



Exterior façade separation



Interior CMU block separation and cracks



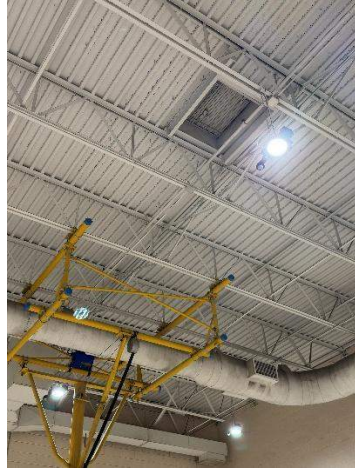
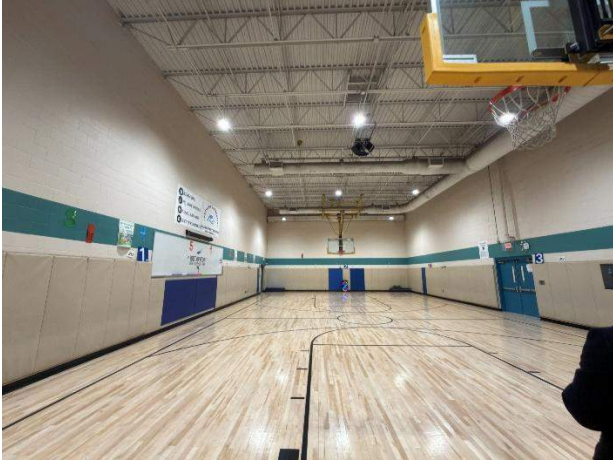
Interior floor



Floor drains



Typical Bathrooms



GYM

3.0 Summary & Recommendations – Structural

The building is in fair condition consistent with its age and use. Limited discrete structural damage was observed, and a scope of foundation stabilization to prevent further movement is recommended. A specialty contractor should be engaged to review the locations discussed in section 2.0 and provide a repair scope. The goal of stabilization is to prevent additional future settlement, not to undo or “right” the existing settlement.

Potential additional lavatories on the first floor will require the trenching and repair of the slab on grade. Structural details of slab doweling would be provided for the associated scope of slab work. Any additional lavatories on the second floor, or penetrations through the second-floor slab for any other reason, need to be carefully coordinated to ensure that the hollow core plank reinforcing strands are not damaged. Modifications to the second floor would be more costly and restrictive than modifications to the first floor.

Any new programming should take into consideration that most interior masonry walls are part of the structural load-bearing system. Openings through existing walls will require structural headers, and removal of larger length of walls will require significant structural intervention. The roof is constructed partially of hollow core plank and partially of steel joist and metal roof deck. Any new rooftop equipment will require structural review for effect on the structure.

RE: **Exterior/Site Condition Summary**
Carnevale Elementary School
50 Springfield St, Providence, RI 02909

DATE: March 11, 2026

GAI PN 7598-00

Introduction

Garofalo & Associates Inc. (Garofalo) has prepared this general summary of site conditions to assist with deciding whether the underlying elements are suitable for renovation or improvement for the Providence Public School District (PPSD). This evaluation is intended to inform decision-making regarding the potential reuse of the existing school or the feasibility of constructing a new facility on the site. The Civil/Site component of the assessment specifically investigates the current physical state of on-site infrastructure including but not limited to:

- Site Accessibility
- Parking Fields and Sidewalks
- Miscellaneous Site Amenities
- Landscape/Vegetation

General Overview

The site is comprised of a single building with a small parking area to the north together with a larger parking field on the east across Springfield Street, and grass/landscaped areas. Springfield Street is limited to school circulation and has been considered as a school element. Overall, the parking area is in poor to moderately poor condition, with rehabilitation recommended within 5 years. Sidewalks and paths similarly appear in poor to moderate conditions with limited repairs evident, but some areas of cracking noted. Springfield Street was noted to have substandard curb condition throughout but in moderately good condition.

Accessibility

Although code compliance review was not performed, cursory observations were made of existing accessible elements. The existing elements appear in general conformance, with only minor non-compliances related to settlement or age were noted.

Notable Conditions

- The parking area has linear/alligator cracking and patching throughout the parking area.





- Curb was in moderate condition throughout and non-compliant surfacing



- Springfield Street Curbing in poor condition



- Ponding noted in area of recent bus loop addition



END OF SUMMARY





Anthony Carnevale Elementary School Existing Building Conditions Report Phase 4A Feasibility Study

50 Springfield Street - Providence, RI

April 14, 2026



Existing Building Conditions Report

Mechanical, Electrical, Plumbing, and Fire Protection/Fire Alarm

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2.0	Electrical	7
3.0	Plumbing	12
4.0	Fire Protection	14
5.0	Fire Alarm	15
6.0	General	15

1.0 Mechanical System

Built in the year 2000 this building includes systems to provide heating cooling and ventilation. The heating and cooling system is a two-pipe hydronic changeover with three Lochinvar boilers in the first floor boiler room and an outdoor air cooled chiller on the roof. The terminal equipment in the classrooms include classroom unit ventilators with hydronic coil but without a direct connection for outdoor air. Outdoor ventilation air is ducted from multiple gas/DX package rooftop units and indoor air handling units with hot water/chilled water coils and louvers through the exterior wall. Building exhaust is handled by large roof exhaust fans exhausting primarily from the bathrooms. This building includes a BMS system.

Hydronic System



The Boiler Room has three recently installed Lochinvar Crest natural gas-fired condensing boilers with each with a dedicated primary boiler pump. Combustion air is piped from the outdoor wall louver in the boiler room; the boiler flue piping is run from the boilers up through the roof. The boilers have about 20 years of useful life and should be maintained to ensure long operation.

There are emergency shut off switches for the three boilers outside of the first floor mechanical room.

There is a chemical shot feeder for the hydronic system.

There are two 15 HP 480V/3-PH Bell & Gossett secondary (building circulation) pumps with Yaskawa variable speed drives, and a three-way changeover valve to switch between heating and cooling.

There is a 200-ton air-cooled chiller on the roof (according to records). The roof was not accessible at the time of this site visit, but it is assumed that this equipment is original from the 2000 building construction.

As of this survey, the chiller and se equipment is 25 years old and is technically approaching the end of its useful life expectancy. This type of equipment, when well maintained, frequently will operate for 30 years. It is reported by maintenance that the chilled water distribution is inconsistent, with certain classrooms or building areas not receiving enough chilled water to cool the spaces.

Recommendations:

- **The building hydronic system should be rebalanced to ensure that the required flow is reaching all equipment.**
- **The inconsistent cooling may also be a result of control valve operation, air in the system, or pump control setting.**

- **The BMS should include trends to assist in diagnosing operating and temperature control problems.**
- **Capitol Expense Budgeting should plan for the replacement of the chiller and pumps within the next five years.**

Air Systems

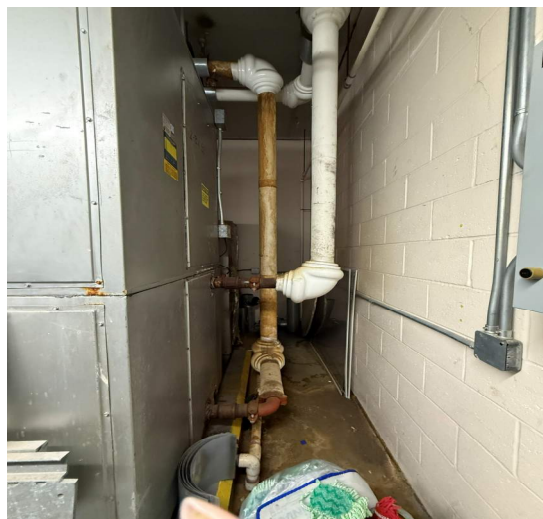
The gymnasium and cafeteria are each served by dedicated natural gas/DX rooftop units. **The roof was not accessible at the time of this site visit, but it is assumed that this equipment is original from the 2000 building construction. No operational problems were reported by Facilities during our site survey. Operation of this equipment should be reviewed by a qualified technician to assess any potential issues.**

The cafeteria kitchen is a warming style kitchen with no cooking exhaust hood. **Air balancing should be checked to ensure that the exhaust and ventilation rates meet current code requirements for this Kitchen.**

The indoor air handling units for ventilation are AirTherm belt drive units with a hot water/chilled water coil. These units appear to be 100% outdoor air with a ducted connection to an outdoor louver and no ducted return. The hot water coil is protected under low temperature conditions with a face&bypass damper control.

This type of equipment can run for many years with consistent maintenance. Replacement would only be recommended for energy efficiency purposes.

MAU-1 (1st floor Boiler Rm): Ductwork insulation is intact but **the water pipe insulation should be replaced.**



MAU-2 (2nd floor Mech Rm at the south end of the building):



Ductwork insulation is intact but the water pipe insulation should be replaced.

There is a Belimo actuator on the outdoor air damper and one on the face&bypass damper for temperature control in lieu of a dual temperature water control valve. Operation of these dampers should be checked; it is reported that during an unoccupied time this past winter, there was frost covering the outdoor air intake damper connected to this unit. This would likely be due to the outdoor air damper, not closing fully during unoccupied and positive building pressure flowing back through the ductwork and exhausting out through that louver. Evidence of this problem and the resulting moisture problem created on the exterior wall below the water is shown in the photo above.

Classroom unit ventilators are very loud and do not provide consistent cooling. **Refer to recommendations in the Chiller section above.**



Building Management System

The BMS system in this building appears to include a mix of legacy Andover Controls and newer Johnson Controls Facilities Explorer open protocol. Overall system architecture and integration should be verified to ensure the BMS is not contributing to the temperature comfort problems.



2.0 Electrical System

Building Power

The electric service utility transformer and natural gas fired generator are located at the back (east side) of the building in a locked cage.

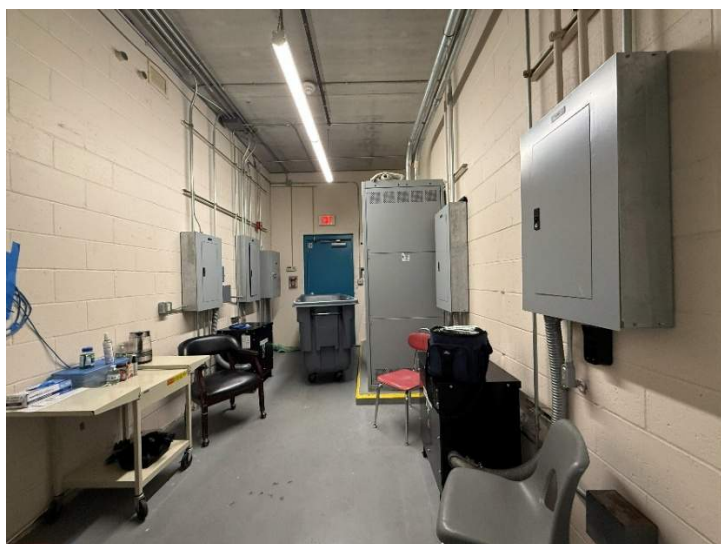


The Main Electric Room is accessed through the 1st floor Mechanical Room and has a second means of egress directly to outdoors.

The main switch gear is General Electric 2000A 480V/3phase.

The generator ATS switch is located in this room and feeds panel HPE1.

Panel HPE1 is a 480V panel serving transformer TE-1 and Emergency Light fixture circuits; transformer TE-1 serves Panel LPE1 a 125A 208V/3 phase and includes circuits for the fire alarm control panel, smoke dampers, the generator block heater and generator battery charger.



Two Electric closets are located on each floor, one in the North corridor and one in the south corridor. Electric closets are combined with some security equipment and IT equipment.

Equipment in the Electric Closets: 30kVA and 45 kVA transformers are located in the electrical closets to step down from 480 V three phase to 208 V three phase with 225A 42 space EDPs for receptacles and mechanical equipment, and 125 A 30 space EDP's for receptacles. 480 V three phase 400 amp 42 pole panels serve transformers for subpanels and larger mechanical equipment in addition to 277V for lighting circuits. 480 V three phase 225 amp.



There is a dedicated 208 V three phase 125 EDP with 100A main breaker serving the cafeteria. The cafeteria has electrical floor box receptacles.

The elevator room in the center area of the 1st floor has a 30 KVA transformer and disconnect switches.

There is a plunger style mushroom switch located in the first floor MDF room. There are no labels on the switch and it is unclear what its purpose is.



Available spare capacity in the existing electrical distribution system was not reviewed and should be considered in advance of any significant renovation or expansion.

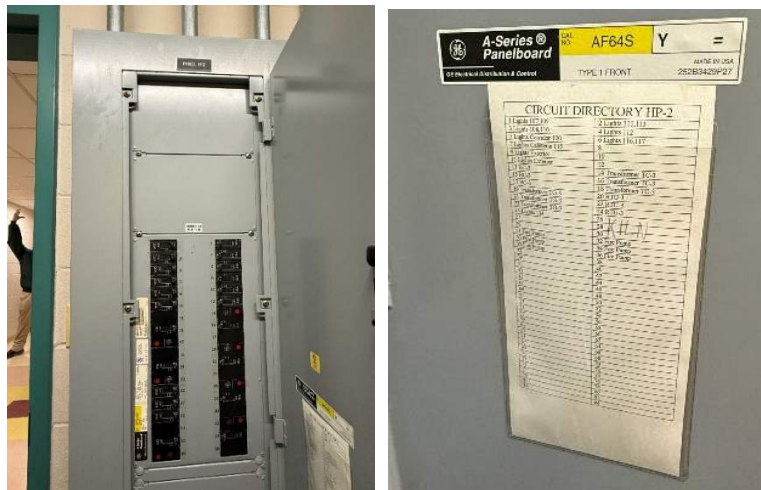
Existing Generator and Fire Pump Assessment

Based on review of site photographs and visual inspection of accessible electrical equipment, the existing generator system appears to be a small-capacity unit (approximately 30 kVA) serving dedicated emergency distribution panels. Observed panel schedules and connected loads are consistent with life safety and legally required standby systems, including egress lighting, fire alarm support, and limited branch circuit loads.

There are two circuits in EDP HP2 in the 1st floor North corridor Electric closet tagged “ Fire Pump”. The two circuits have 480 V/3-phase 20 amp breakers and this HP2 panel is not identified as being served by emergency power.

Since we did not actually see the fire pump during this site visit and the breaker sizes noted do not align with the power requirements of a typical fire pump installation, it is interpreted that these breakers likely serve auxiliary fire pump components (such as battery chargers, control power, or jacket heaters) rather than the fire pump motor(s) itself. This interpretation would be consistent with a natural gas or diesel-driven fire pump system, where the pump operates independently of building electrical power and only ancillary components require electrical service.

It should be noted that the fire pump equipment, including the fire pump controller, was not directly observed during this site visit, and no one-line diagrams or record drawings were available for review. Accordingly, this assessment is based on limited field observation and photo documentation, and is provided as a professional opinion rather than a confirmed system configuration. **Confirmation of this assumption will need to be field verified.**

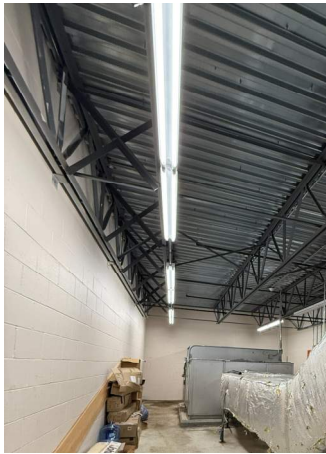


This fire pump and power circuiting requires further investigation. Current regulations require electric fire pumps to be on emergency power.

Lighting System

The building lighting is primarily LED in the student areas and the utility spaces are a combination of LED and fluorescent strip.





The lighting controls were not reviewed during this site visit.

There are exterior building lights on the perimeter exterior wall and at the exit doors.



3.0 Plumbing

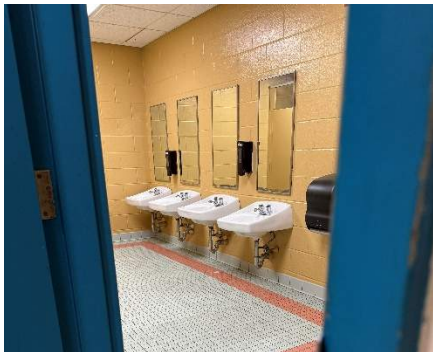
The domestic cold water service was not viewed during this site visit.

The domestic water heater is an 80-gallon natural gas fired atmospheric Bradford White. There is no apparent installed date. The shut-off switch is located on the wall behind the water heater. The flue runs up to the roof in a chase with the boiler flues and the chilled water piping. Insulation on piping in some areas should be repaired.



Bathroom lavatory sinks are all missing trap wrap on the piping below and all use manually metered faucets versus sensor-type. **These should be updated to touch less sensor-type for improved ADA accessibility.**

Water closets all have manual flush valves and **should be updated to automatic/sensor-type for improved ADA accessibility.**



There are floor drains located in all of the gang bathrooms as required.

There is a big dipper grease trap located in the warming kitchen for the 3-bay sink.



Floor clean outs observed, do not appear to have the same settling condition as was noted in the DelSesto building next door.



The Natural Gas service enters the building in the 1st floor Boiler Room with the meter outside enclosed in a locked cage.



4.0 Fire Protection

The Fire Sprinkler service was not viewed during this site visit.

The building is fully sprinklered.

Existing Generator and Fire Pump Assessment

Based on review of site photographs and visual inspection of accessible electrical equipment, the existing generator system appears to be a small-capacity unit (approximately 30 kVA) serving dedicated emergency distribution panels. Observed panel schedules and connected loads are consistent with life safety and legally required standby systems, including egress lighting, fire alarm support, and limited branch circuit loads.

The capacity and configuration of the generator system, as observed, do not indicate that it is intended to serve a fire pump. No dedicated fire pump transfer equipment, fire pump controller, or large-capacity feeder associated with a fire pump was identified in connection with this standby generator system.

Fire pump(s) are noted as being served by EDP HP2 in the 1st floor North corridor Electric closet with two 480 V/3-phase 20 amp breakers. Since this panel is not identified as being served by emergency power, it is interpreted that these breakers likely serve auxiliary fire pump components (such as battery chargers, control power, or jacket heaters) rather than the fire pump motor itself. This interpretation is consistent with a diesel-driven fire pump system, where the pump operates independently of building electrical power and only ancillary components require electrical service.

It should be noted that the fire pump equipment, including the fire pump controller, was not directly observed during this site visit, and no one-line diagrams or record drawings were available for review. Accordingly, this assessment is based on limited field observation and photo documentation, and is provided as a professional opinion rather than a confirmed system configuration.

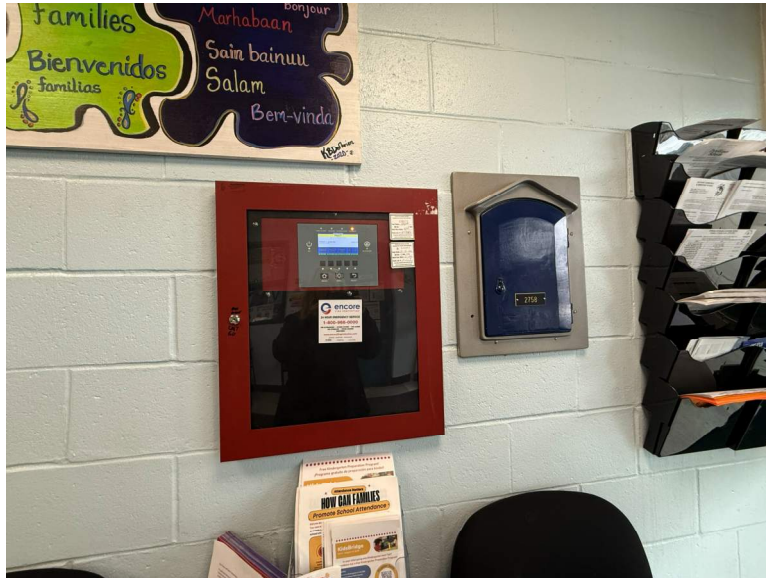


The fire pump and power circuiting requires further investigation. Current regulations require fire pumps to be on emergency power.

5.0 Fire Alarm

A fire alarm panel is located in the main entrance lobby along with Fireman's box #2758. No specific areas of deficiency were noted in this site visit.

This is not an annunciator type panel which is now required in K-12 Educational buildings.



6.0 General

There is equipment in an attached storage shed beside the kitchen that provides continuous monitoring of soil gases due to this site previously having been a landfill and prior wetlands.



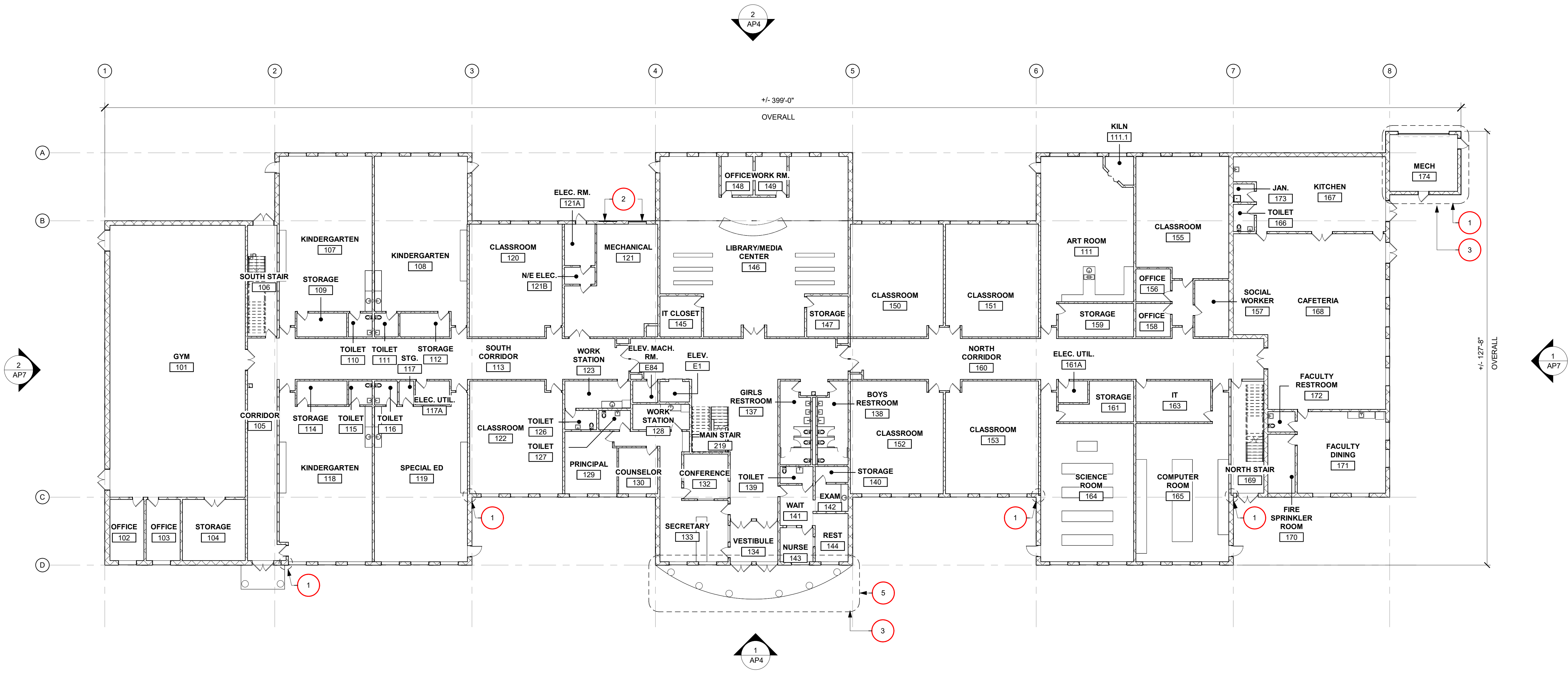


End of MEP/FP/FA Section



CARNEVALE ELEMENTARY SCHOOL

PROVIDENCE, RI



GENERAL NOTES - PLANS

- 1. THE EXISTING BUILDING HAS MASONRY SURFACE STAINING THROUGHOUT
- 2. CRACKING ALONG THE CORNERS OF THE CMU WALLS IS PREVALENT AT THE FRONT FACADE DUE TO SETTLEMENT. REFER TO ENLARGED ELEVATIONS FOR SPECIFIC OCCURRENCES.
- 3. FLOOR LEVELS ARE UNEVEN THROUGHOUT THE EXISTING BUILDING, RESULTING IN CRACKS ALONG THE FLOORS AND WALLS WHERE SETTLEMENT IS OCCURRING. REFER TO PLANS FOR SPECIFIC OCCURRENCES.
- 4. REFER TO EXISTING CONDITIONS REPORT FOR FULL ANALYSIS.

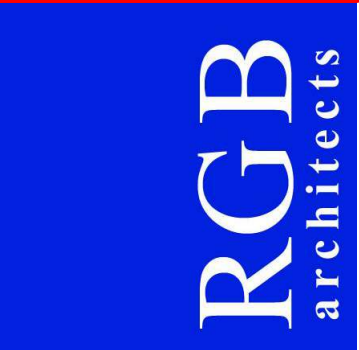
KEYNOTES - ELEVATIONS

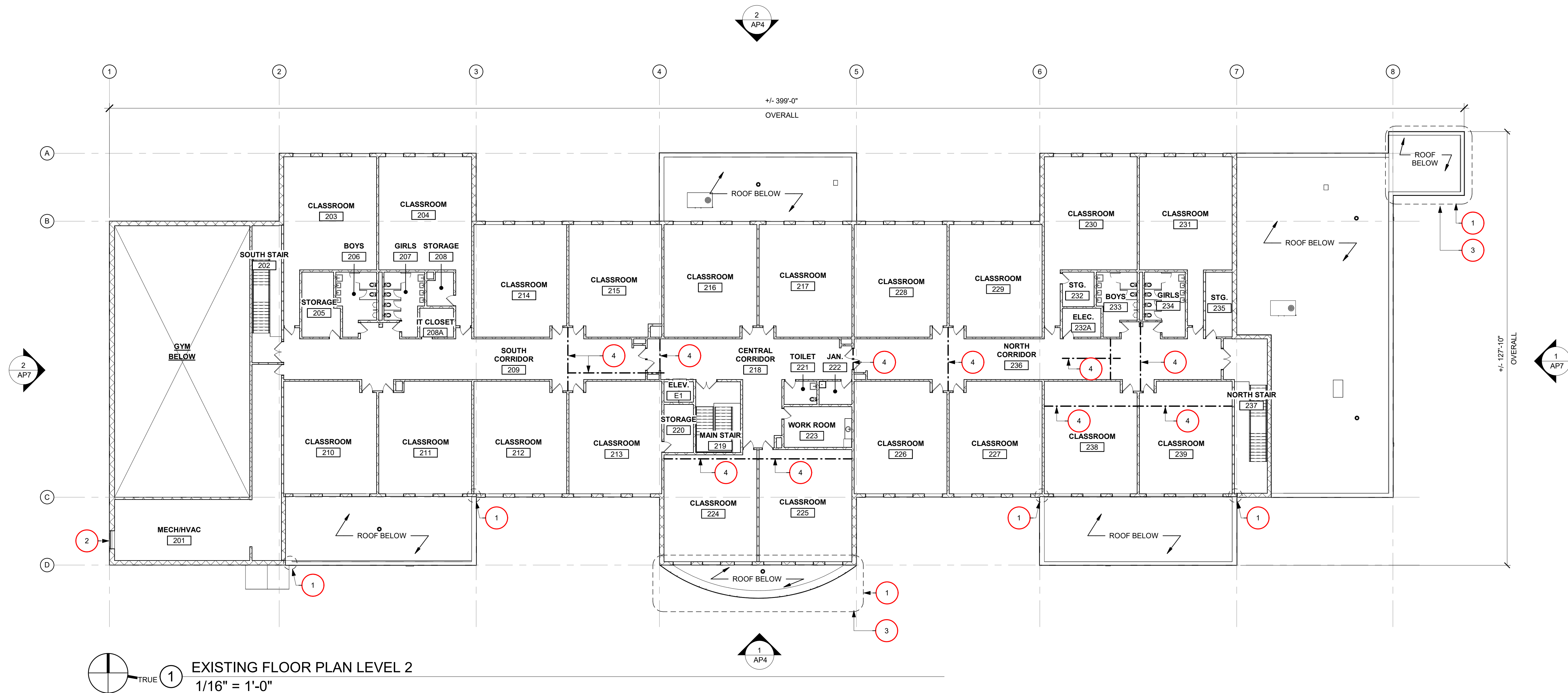
- 1 CMU CRACKING IS OCCURRING DUE TO UNEVEN SETTLEMENT.
- 2 DIRT/MOLD GROWTH OCCURRING AT LOUVERS
- 3 OTHER DIRT/MOLD GROWTH OCCURRING
- 4 FLOOR/WALL CRACKING OCCURRING DUE TO UNEVEN SETTLEMENT
- 5 EXTERIOR CANOPY IS SPLITTING FROM THE CMU FACADE.

1 EXISTING FLOOR PLAN LEVEL 1
1/16" = 1'-0"

EXISTING FLOOR PLAN - LEVEL 1

50 Springfield St,
Providence, RI 02909





GENERAL NOTES - PLANS

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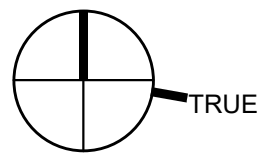
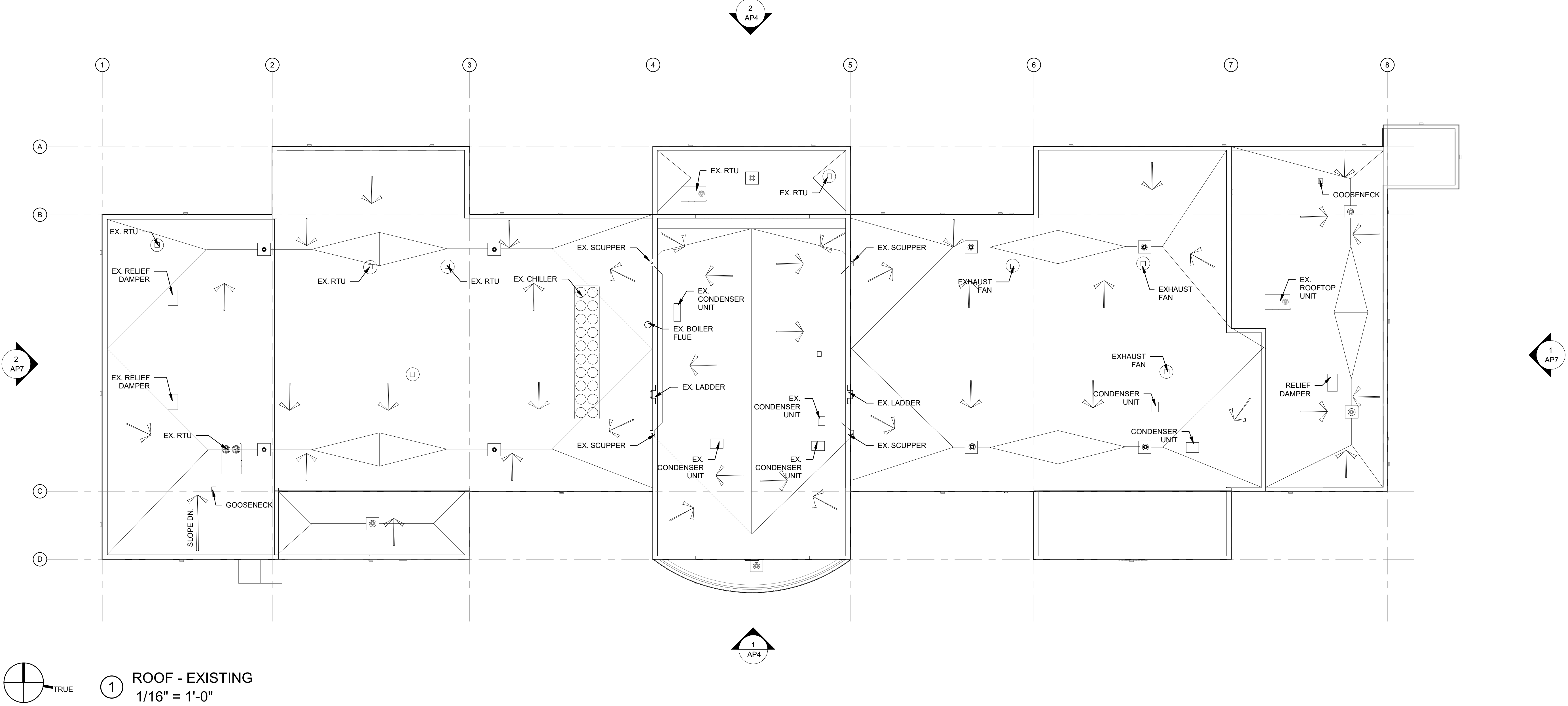
EXISTING FLOOR PLAN LEVEL 2

$$1/16'' = 1'-0''$$

EXISTING FLOOR PLAN - LEVEL 2

50 Springfield St,
Providence, RI 02909

SHEET: AP2



1 ROOF - EXISTING
1/16" = 1'-0"



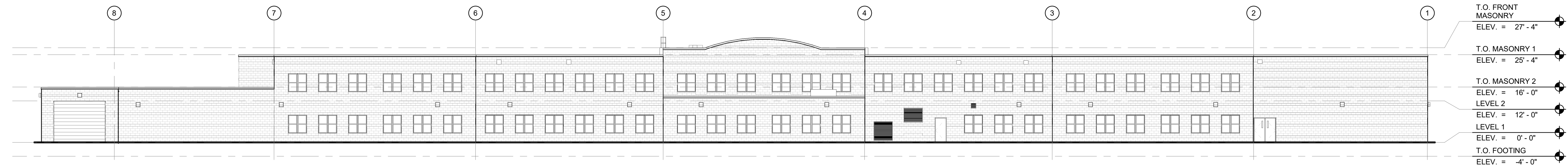
CARNEVALE ELEMENTARY SCHOOL

PROVIDENCE, RI



1 OVERALL EAST ELEVATION
1/16" = 1'-0"

REFER TO SHEET AP5 ENLARGED EAST ELEVATIONS FOR EXTENT OF REPAIR WORK IDENTIFIED IN EXISTING CONDITIONS REPORT

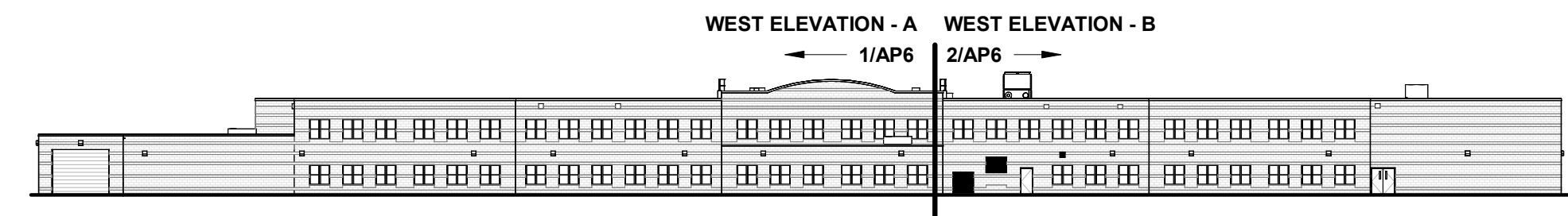


2 OVERALL WEST ELEVATION
1/16" = 1'-0"

REFER TO SHEET AP6 ENLARGED WEST ELEVATIONS FOR EXTENT OF REPAIR WORK IDENTIFIED IN EXISTING CONDITIONS REPORT



3 EAST ELEVATION KEY PLAN
1" = 40'-0"

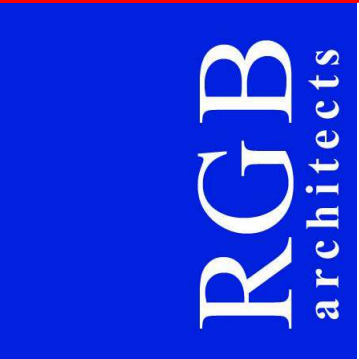


4 WEST ELEVATION KEY PLAN
1" = 40'-0"

OVERALL EXTERIOR ELEVATIONS

50 Springfield St,
Providence, RI 02909

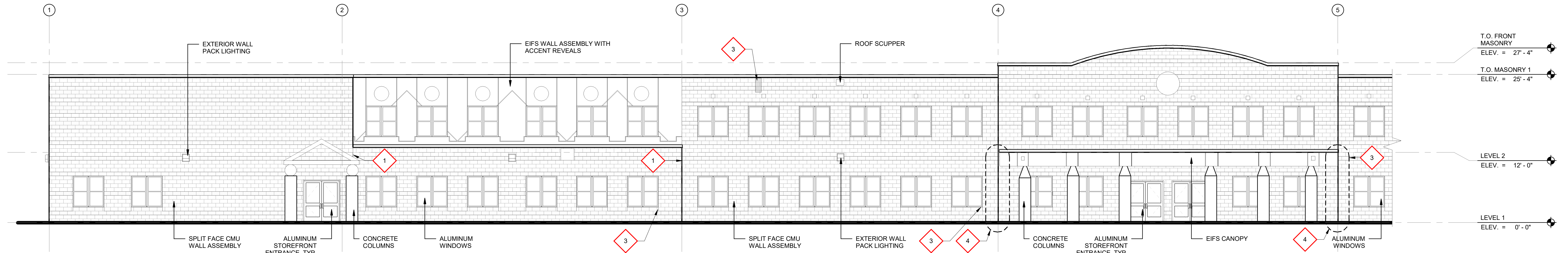
SHEET: AP4



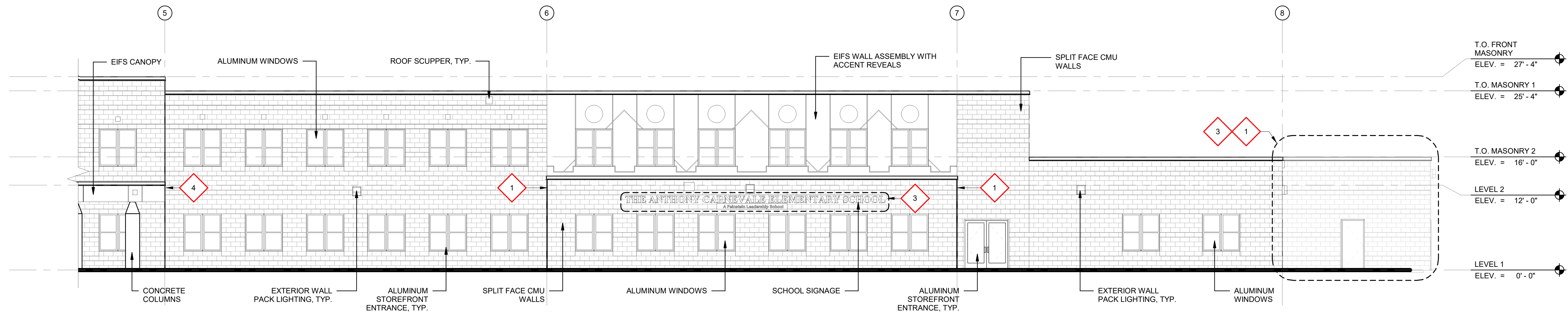


CARNEVALE ELEMENTARY SCHOOL

PROVIDENCE, RI



① ENLARGED EAST ELEVATION - A
1/8" = 1'-0"



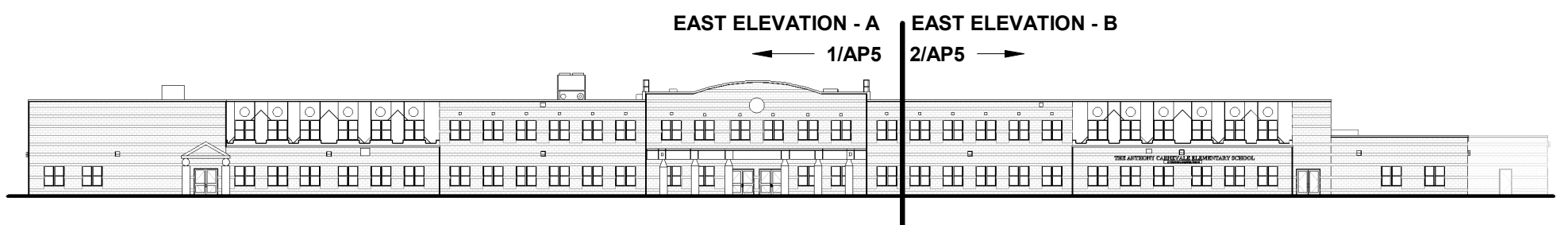
② ENLARGED EAST ELEVATION - B
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GENERAL NOTES - ELEVATIONS

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- ③ OTHER DIRT/MOLD GROWTH OCCURRING
- ④ EXTERIOR CANOPY IS SPLITTING FROM THE CMU FACADE



③ EAST ELEVATION KEY PLAN
1" = 40'-0"

EAST EXTERIOR ELEVATIONS

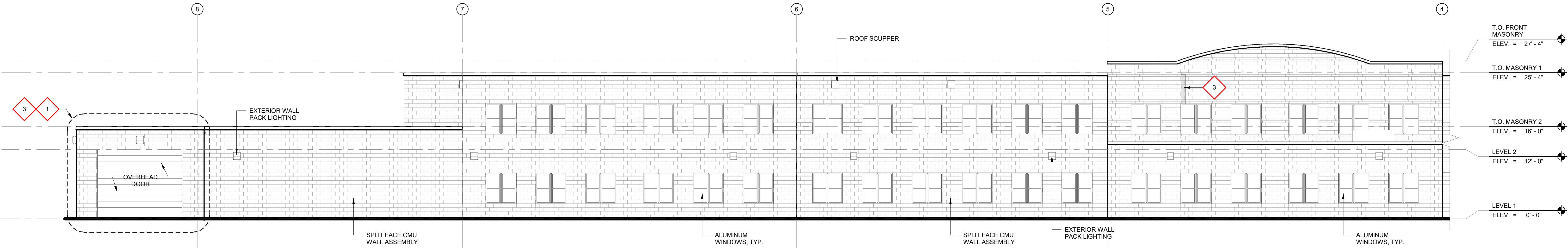
50 Springfield St,
Providence, RI 02909

SHEET: AP5

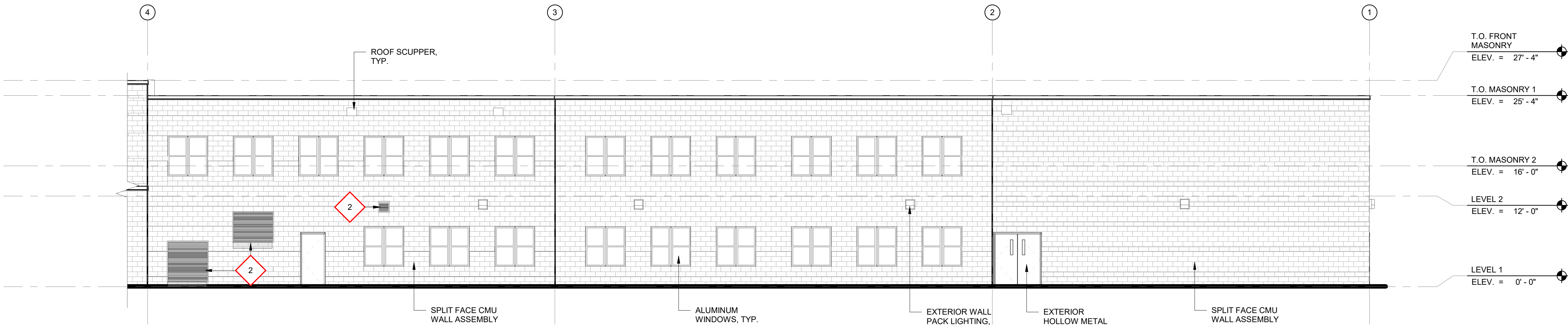


CARNEVALE ELEMENTARY SCHOOL

PROVIDENCE, RI



1 ENLARGED WEST ELEVATION - A
1/8" = 1'-0"



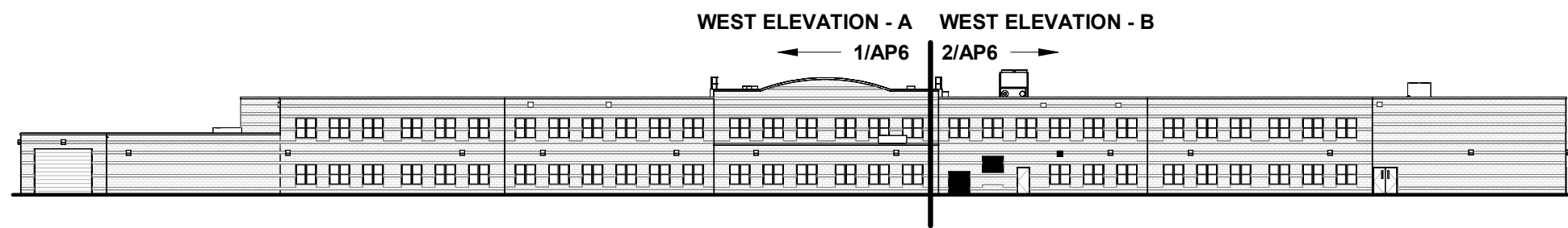
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1. THE EXISTING BUILDING HAS MASONRY SURFACE STAINING THROUGHOUT
2. CRACKING ALONG THE CORNERS OF THE CMU WALLS IS PREVALENT AT THE FRONT FACADE DUE TO SETTLEMENT. REFER TO ENLARGED ELEVATIONS FOR SPECIFIC OCCURRENCES.
3. FLOOR LEVELS ARE UNEVEN THROUGHOUT THE EXISTING BUILDING, RESULTING IN CRACKS ALONG THE FLOORS AND WALLS WHERE SETTLEMENT IS OCCURRING. REFER TO PLANS FOR SPECIFIC OCCURRENCES.
4. REFER TO EXISTING CONDITIONS REPORT FOR FULL ANALYSIS.

KEYNOTES - ELEVATIONS

- 1 CMU CRACKING IS OCCURRING DUE TO UNEVEN SETTLEMENT.
- 2 DIRT/MOLD GROWTH OCCURRING AT LOUVERS
- 3 OTHER DIRT/MOLD GROWTH OCCURRING
- 4 EXTERIOR CANOPY IS SPLITTING FROM THE CMU FACADE

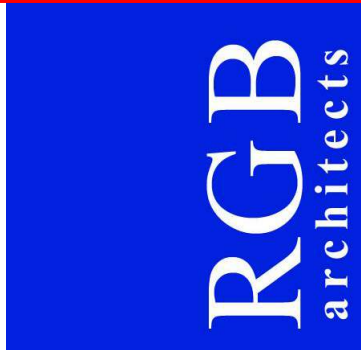


3 WEST ELEVATION KEY PLAN
1" = 40'-0"

WEST EXTERIOR ELEVATIONS

50 Springfield St,
Providence, RI 02909

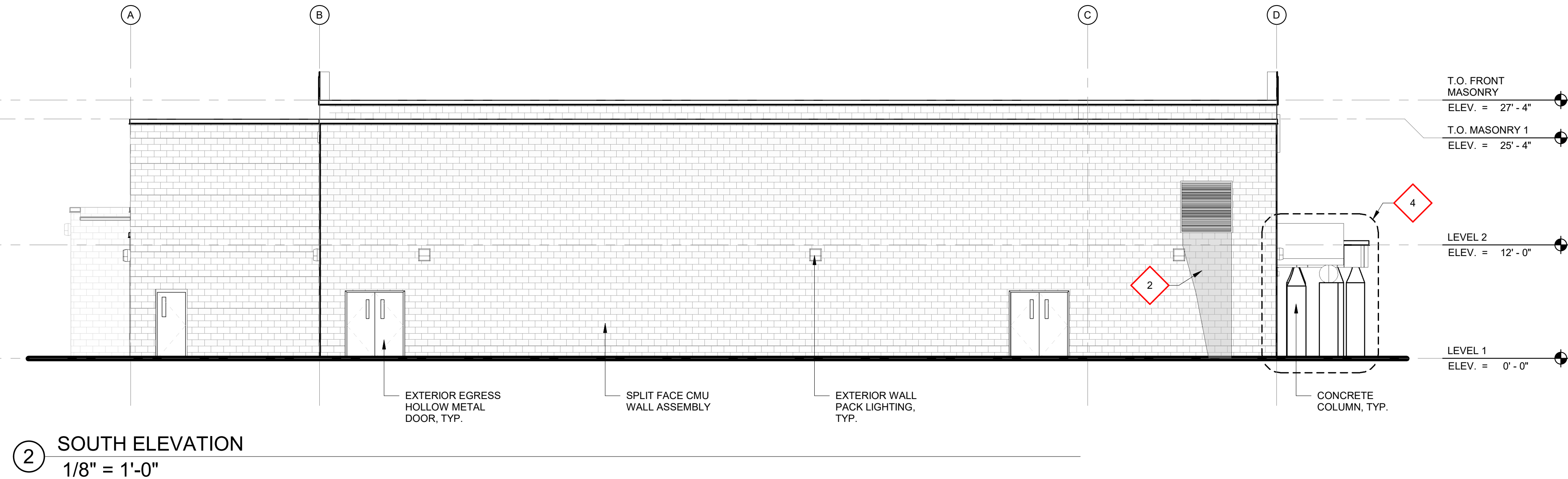
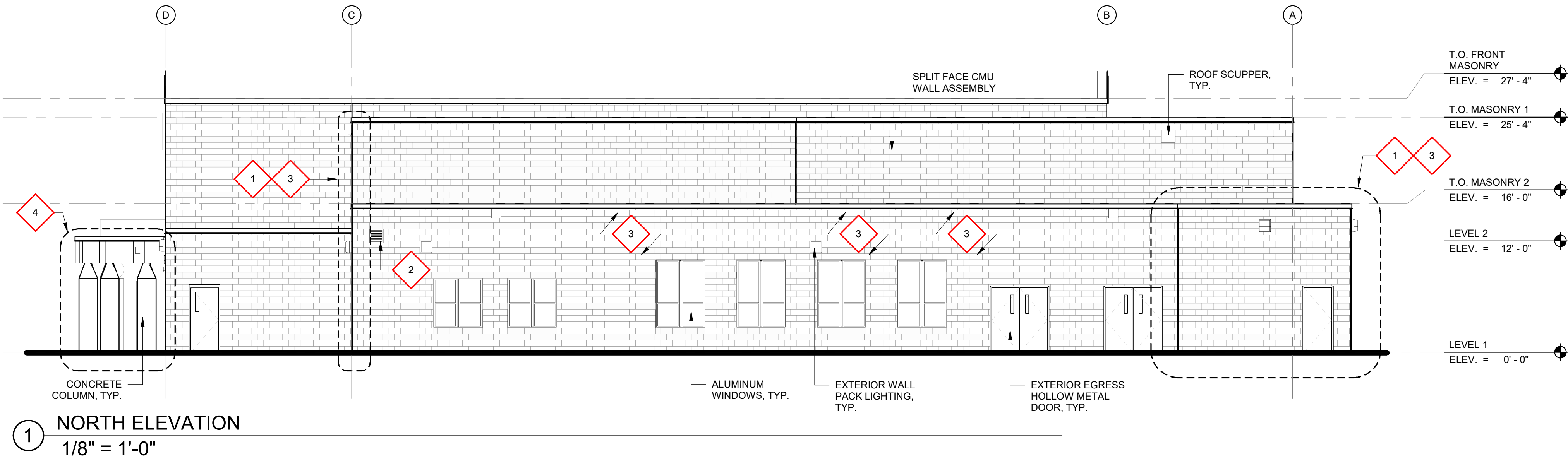
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CARNEVALE ELEMENTARY SCHOOL

PROVIDENCE, RI



GENERAL NOTES - ELEVATIONS

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III. Carnevale Feasibility Assessment Study dated April 16, 2026



VIEW FROM SPRINGFIELD STREET

AGENDA:
-EXISTING CONDITONS OVERVIEW



VIEW FROM SPRINGFIELD STREET



VIEW FROM SPRINGFIELD STREET

Anthony Carnevale Elementary School

Feasibility Assessment Study

Presented April 16, 2026





Design-Build Team



Benjamin Hyman
Director of Pre-Construction and Business Development



Alex Nisbet
Business Development and Marketing



Jason Iacobucci
Principal & Project Manager



Andrew H. Barkley
Principal & Project Manager



Emmanuel Louis
Job Captain

Anthony Carnevale Elementary School Feasibility Assessment Study



Site Conditions

School Property and Cabral Park



Site Area Summary

Property	Map/Lot	Square Feet	Acres
School Property	115-585	122,792 SF	9.06 AC

School Property (Shared Lot)

- Delsesto Middle School
- Anthony Carnevale Elementary School.

GIS Map; Carnevale School & Del Sesto Property (Green)



Anthony Carnevale Elementary School Feasibility Assessment Study



Exterior Envelope Conditions

Assessment Report

STRUCTURAL

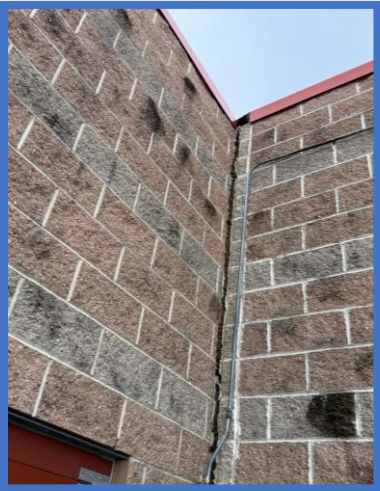
- Foundation settlement has been observed, contributing to overall building movement and associated separation conditions.

Building movement has resulted in separation of the veneer masonry from the CMU backup wall, which is attributed to inadequate cavity wall weeps. This condition is observed at the canopy area, including slab edges, columns, and structural steel framing. Given the involvement of structural elements, this condition should be further evaluated and be considered high priority repair.

ARCHITECTURAL

- The exterior façade requires cleaning, to remove staining, biological growth, and accumulated debris
- The exterior entry pad exhibits separation from the building.

Overall, exterior façade conditions range from good condition at masonry to poor condition at fenestration. Addressing these issues now will protect the building and increase longevity.



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Anthony Carnevale Elementary School Feasibility Assessment Study



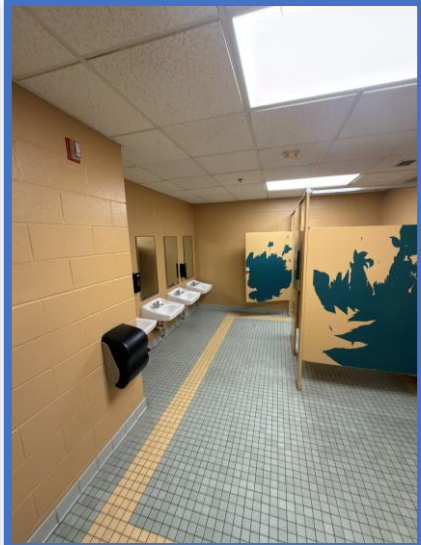
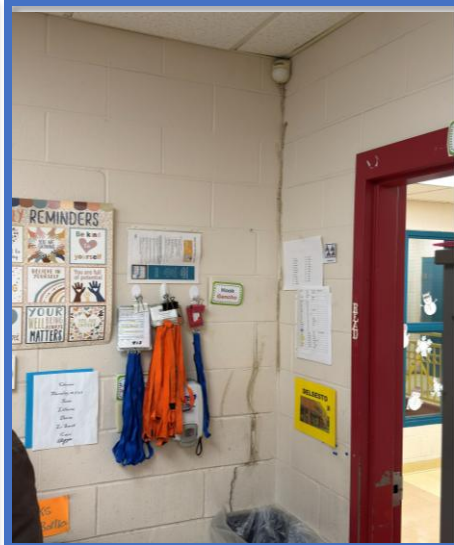
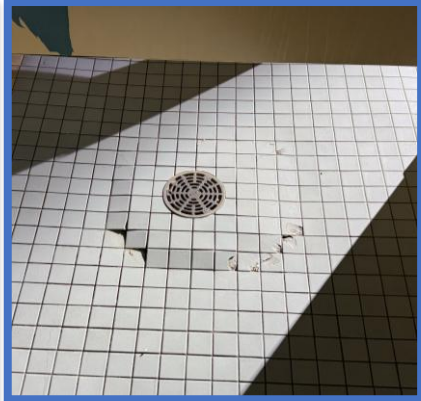
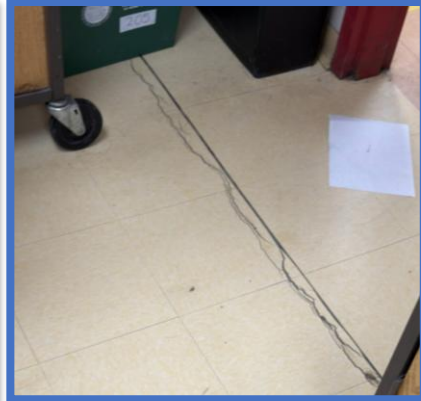
Interior Envelope Conditions

Assessment Report

ARCHITECTURAL

- Panic hardware throughout the building are damaged, missing, or non-functional.
- Interior masonry cracks.
- Interior finishes require repainting due to wear, deterioration, and general aesthetic degradation.
- Flooring materials show wear and deterioration in select areas.
- Bathroom floor drains are improperly pitched, resulting in inadequate drainage and standing water

Overall, the interior spaces reflect years of use and are in need of modernization.



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of Education

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Elementary School**
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**U.S. VETERAN
OWNED BUSINESS**
30th ANNIVERSARY

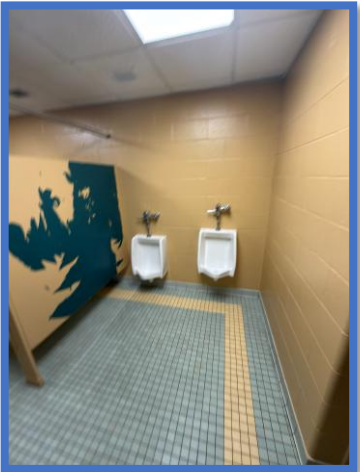
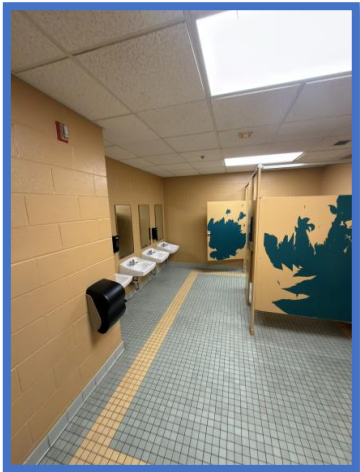
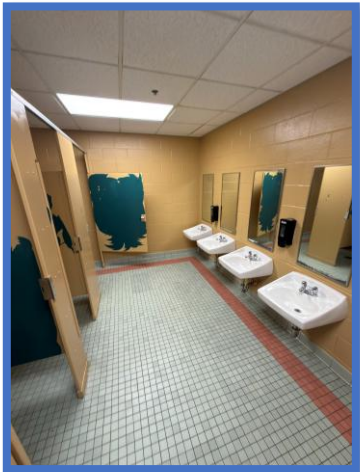
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ADA Conditions

Assessment Report

ADA
➤ Gang restroom facilities require upgrades to meet current accessibility standards.

Overall, the building has several ADA code deficiencies, which can be addressed through renovation. However,



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Mechanical, Electrical, and Plumbing Conditions

Assessment Report

Mechanical

- Existing Water pipe insulation should be replaced.
- Elevator room exhaust fan needs to be reviewed if still operational.
- Classroom unit ventilators may need repair or to be replaced.
- Outdoor air dampers may not be closing fully and should be reviewed and maintained if fix frost build up at exterior louvers.
- Replacement of the chiller and pumps within the next five years.

Overall, the mechanical system requires some maintenance and replacements needed to continue longevity of the building.

Electrical

- MDF room lacks labels for unknown lighting switches.

Overall, the electrical system do not require updating to meet current energy efficiency and code requirement.



Anthony Carnevale Elementary School Feasibility Assessment Study



Plumbing & Fire Protection Conditions

Assessment Report

Plumbing

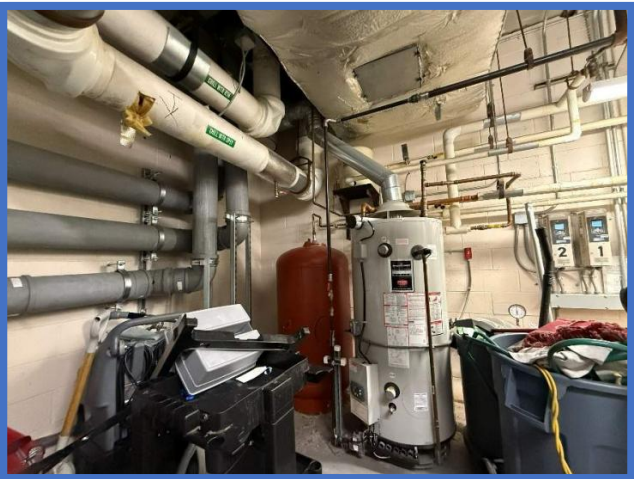
- Bathroom lavatory sinks are missing pipe wrap underneath sinks.
- Sinks are all manual with knobs need to change to lever hands.
- Toilets are all manual flush.

Overall, the plumbing fixture counts are correct, but certain rooms lack necessary fixtures.

Fire Alarm/ Protection

- The fire alarm panel is not an annunciator type panel which is now required in k-12.
- Fire pumps are required now by code to be on emergency power.

Overall, the fire suppression system is at the end of its life and requires replacement to be serviceable.



Anthony Carnevale
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Feasibility Assessment Study



Summary – Building Systems and Priorities

Assessment Report

Priorities

- 1- Mission Critical
- 2- Indirect Impact to Educational Mission
- 3- Short Term Conditions
- 4- Long Term Requirements
- 5- Enhancements

System	Priority				
	1	2	3	4	5
Structural	X				
Exterior Envelope	X				
Interior Envelope		X			
ADA		X			
Mechanical			X		
Electrical					X
Plumbing			X		
Fire Alarm/ Protection	X				
Security				X	



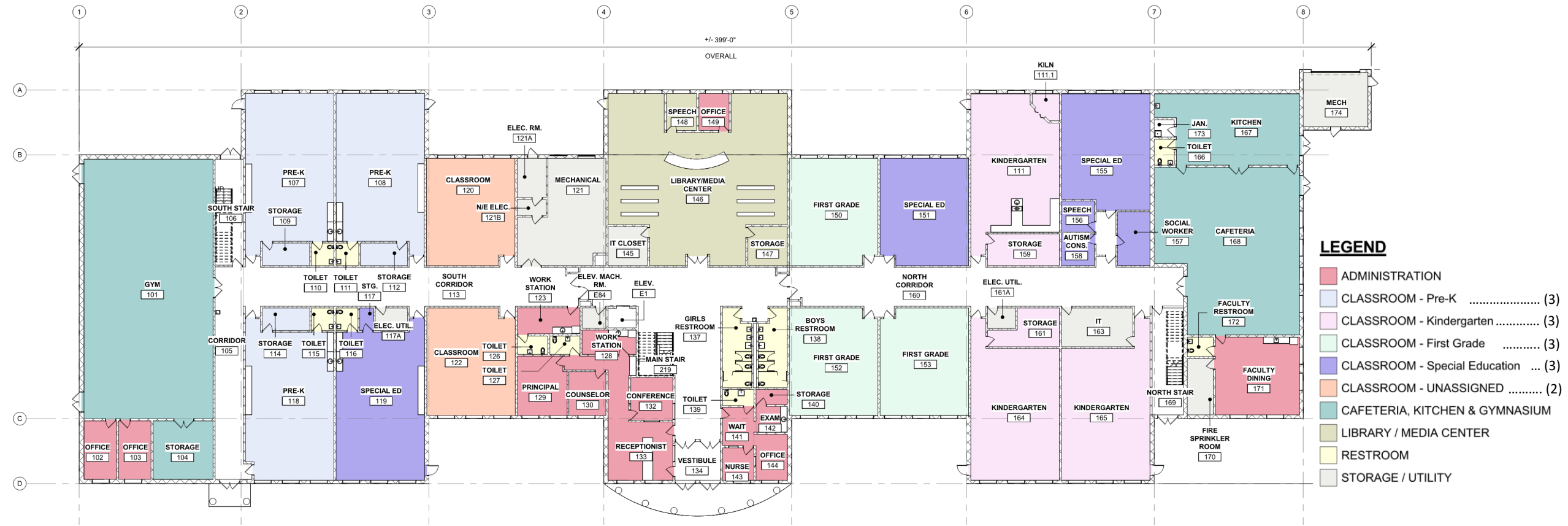
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Existing Program and Conditions

3 Track Pre-K - 4

Existing school accommodates 493 students.



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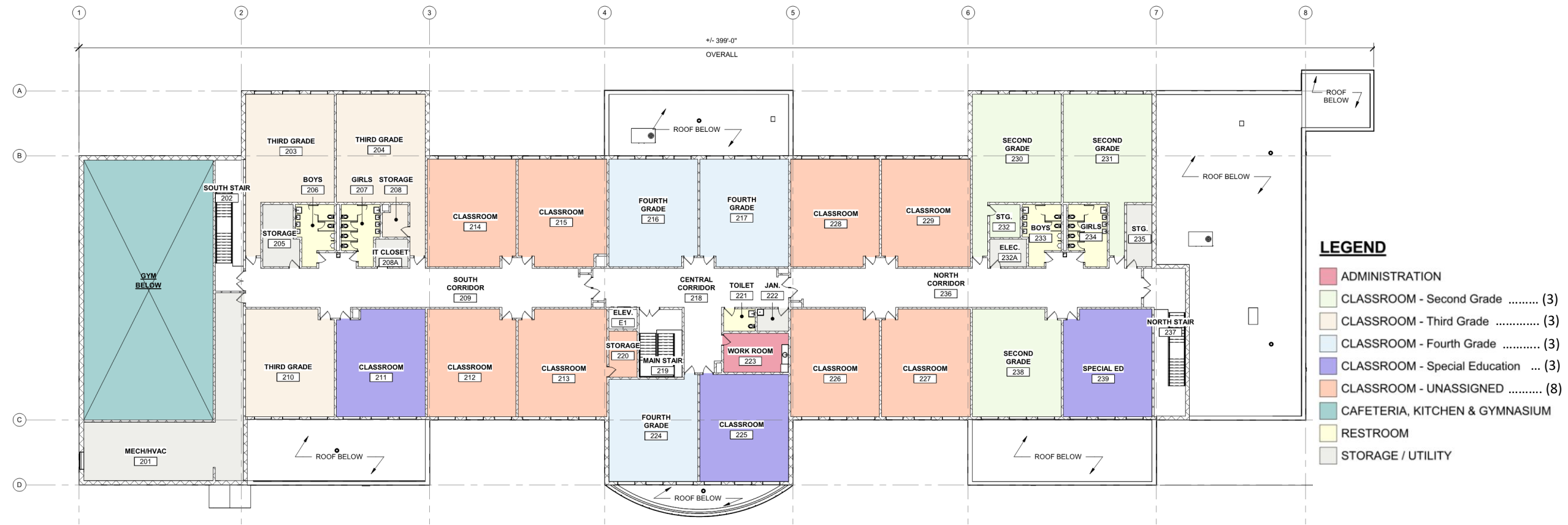


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Existing Program and Conditions

3 Track Pre-K - 4

Existing school accommodates 493 students.



Budget Estimate

Assessment Report

Project Name: Carnevale Elementary School - Feasibility Budget
Project Location: Providence, RI
Date: 4/14/2026



CSI Division	Description	Sub-Total Amount	Notes
Building Construction			
00	Programatic Scope Allowance	\$ 500,000.00	
02	Site Work	\$ 50,000.00	excavation for new replacement footings
02	Demolition	\$ 524,742.00	removal of finishes
03	Concrete	\$ 125,000.00	new footings at front entry & shoring
04	Masonry	\$ 250,000.00	Installation of weeps & powerwashing
05	Misc. Metals	\$ -	
05	Structural Steel	\$ 500,000.00	allowance for structural fix
06	Carpentry	\$ -	
06	Millwork	\$ -	
07	Moisture and Damproofing	\$ -	
07	Roofing	\$ 1,036,224.00	replacment roof
07	Insulation	\$ -	
07	Air and Vapor Barrier	\$ -	
07	Expansion Joints	\$ 120,000.00	Installation of 8 expansion floor joints and associated wall joir
07	Applied Fireproofing	\$ -	
08	Doors, Frames, Hardware	\$ 117,000.00	ADA accessibility for egress doors
08	Overhead Doors	\$ -	
08	Glass and Glazing	\$ 250,000.00	replacement of 25% of existing 125 windows

Anthony Carnevale Elementary School Feasibility Assessment Study



Budget Estimate

Assessment Report

Project Name: Carnevale Elementary School - Feasibility Budget
Project Location: Providence, RI
Date: 4/14/2026



CSI Division	Description	Sub-Total Amount	Notes
Building Construction			
09	Drywall/Framing/Insulation	\$ -	
09	Acoustical Ceilings	\$ -	
09	Flooring	\$ 921,820.00	F/I new flooring throughout, 1000sf of wall tile
09	Painting and Coatings	\$ 345,408.00	F/I new paint throughout
10	Misc. Specialties	\$ 165,000.00	ADA accessibility @ 66 bathrooms
11	Appliances	\$ -	
12	Signage	\$ -	
12	Window Treatments	\$ -	
12	Window Film	\$ -	
14	Conveying Systems	\$ -	
21	Fire Protection	\$ -	
22	Plumbing	\$ 792,000.00	Bathroom ReFresh
23	Mechanical	\$ 895,000.00	New Mech System
26	Electrical	\$ 300,000.00	New Elec Service & Fire Alarm
27	Low Voltage	\$ -	Security Allowance
	ALT/Contingencies @ 7.5%	\$ 689,219.40	
Construction Subtotal		\$ 7,581,413.40	



Anthony Carnevale Elementary School Feasibility Assessment Study



Budget Estimate

Assessment Report

Project Name: Carnevale Elementary School - Feasibility Budget
Project Location: Providence, RI
Date: 4/14/2026



Allowances

<i>Construction Subtotal</i>	\$	7,581,413.40
<i>General Requirements & Design Fees</i>	\$	1,786,813.00
<i>General Conditions Subtotal</i>	\$	905,290.00
<i>Project Subtotal</i>	\$	10,273,516.40
<i>Insurance</i>	\$	203,415.62
<i>Permit</i>	\$	205,470.33
<i>Builder's Risk</i>	\$	123,282.20
<i>Payment and Performance Bond</i>	\$	123,282.20
<i>Fee</i>	\$	323,557.00
Project Total	\$	11,252,523.75



Anthony Carnevale
Elementary School
Feasibility Assessment Study





Thank You For Your Time



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IV. DelSesto Feasibility Study Report dated October 19, 2026

GOVERNOR CHRISTOPHER DELSESTO PK-8 SCHOOL

Feasibility Report

Adaptive reuse and “like-new” modernization of the existing middle school



Learning corridor concept



Early childhood learning concept



PK-8 classroom concept

Concept illustrations.

152 Springfield Street | Providence, Rhode Island

Prepared for project feasibility and stakeholder decision-making | Fall 2026

Conclusions are conditional and do not represent a final architectural/engineering plan or formal determination

Report at a glance

The proposed conversion of the existing DelSesto Middle School to a combined Pre-Kindergarten through Grade 8 campus appears technically and programmatically achievable within its existing building footprint. The most material constraints are the historically remediated site, the scope and cost of HVAC modernization, safe separation of school and construction operations, transportation circulation, and reconciliation of program, budget, and commissioning documents. The recommendation is to advance the PK–8 concept through additional reviews with RIDE School Building Authority (RIDE SBA) and the Providence Public School Department (PPSD) rather than treating feasibility as unconditional approval. The preferred campus strategy retains this underutilized, purpose-built middle school as the permanent PK–8 facility and anticipates retiring Carnevale Elementary School after successful relocation. DelSesto offers the larger teaching and shared-program envelope built on a robust structural foundation whereas converting Carnevale into a full PK–8 campus would require new floor area and a more invasive addition on the regulated former-landfill site while constructed on a shallow, less robust, foundation. These strategic advantages strengthen the case for consolidation but do not eliminate the need to confirm the demolition approach, cap protections, cost and regulatory approvals.

Decision factor	Preliminary assessment	Basis / qualification
Educational conversion	Feasible with program validation	123,198 GSF; 3-track PK–5 and 4-track 6–8 concept
Existing structure	Feasible with selective investigation. DelSesto is constructed on piles while Carnevale is constructed with shallow foundations	Precast plank floors/roof, bearing masonry, foundation piles and crawlspace
Environmental / site	Major approval and implementation constraint	Engineered barriers and active SSDS; intrusive site work needs environmental coordination
Building systems	Feasible but scope/cost basis unresolved	Narrative describes full classroom HVAC replacement; ROM includes a separate alternate
Safety / traffic	Resolvable subject to operational design	Observed school-day backups and conflicting movements
Schedule / phasing	Potentially feasible with swing capacity	Occupied construction 2027–28; temporary relocation 2028–29; planned opening Sept. 2029
Capital budget	Essentially fully committed	Worksheet request \$50,950,060

Priority decisions before design advancement

- Adopt a single enrollment and room-by-room educational program: Supplement the PPSPD Educational Specification/Program to its newest/current version
- Confirm the base HVAC scope, whether additional funds are included in the funded project, and the extent of work in gymnasium and cafeteria areas.
- Obtain written environmental direction for playground/site work, landfill-cap protection, sub-slab systems, methane-monitoring status, and utility/crawlspace interventions.
- Reconcile the \$42.7 million ROM with the \$37.89 million hard-cost worksheet, including demolition, soft-cost placement, contingency, and overlapping allowances.
- Confirm usable swing-space rooms, temporary school-year separations, transportation and fire/life-safety sequencing before setting a guaranteed occupancy date.

1 Purpose, sources and limitations

This report assesses the feasibility of converting Governor Christopher DelSesto Middle School at 152 Springfield Street into a comprehensive PK–8 facility for Providence Public Schools (PPSD). It consolidates the project narrative; concept floor plans and renderings; budget worksheet and order of magnitude costs; May thru July user-group discussions; staff and community surveys; traffic site observations; Rhode Island Department of Environmental Management (RIDEM) material; phasing exhibits; fire alarm/protection narratives; and the design-phase commissioning plan. The evaluation is a document-based synthesis.

2 Existing facility and strategic rationale

Built in 1999, the existing school is approximately 123,198 gross square feet and presently accommodates roughly 700 students in grades 6–8. The project narrative connects its adaptive reuse to PPSD’s Turnaround Action Plan, “Turning Hope Into Results,” and to districtwide plans for neighborhood PK–8 schools. It reports declining enrollment, underused rooms, and a footprint closely corresponding to the desired educational program. A building expansion is not presently proposed.

The planning concept is to house an integrated school while retaining distinguishable learning communities appropriate to developmental stage. Reuse of the existing facility can avoid constructing additional enclosed floor area and can preserve already-installed academic, athletic, dining and building-support infrastructure. These advantages are conditional on the proposed rooms meeting actual enrollment, special-education, accessibility, fixture, life-safety and operational requirements. Just as importantly, the existing school was designed as a middle school with comparatively substantial shared instructional and building-support spaces, making it a more adaptable host for the full PK–8 program than a smaller elementary-only facility.

3 Strategic Facility Selection: Retain DelSesto and Retire Carnevale

Preferred campus strategy

The recommended approach is to retain and comprehensively renovate the existing DelSesto Middle School as the permanent home of the combined PK–8 program. DelSesto is currently underutilized, and its original middle-school design provides more than a collection of standard classrooms: it includes comparatively generous instructional spaces and established shared facilities for science and enrichment, physical education, food service, student support, administration and building operations. This capacity is especially valuable because the PPSD educational program must serve both early-childhood and middle-grade learners. Concept planning has arranged the three-track PK–5 and four-track 6–8 program within DelSesto’s existing approximately 123,198-GSF envelope. Most classrooms already meet or exceed the specified areas; the more substantial spatial revisions occur in the first-floor early-childhood program.

Carnevale was planned and constructed as an elementary school. It does not provide the same breadth of large, middle-grade-oriented shared program spaces. Retaining Carnevale as the primary PK–8 building would consequently require creating additional instructional and support capacity, including grade-appropriate specialized spaces and shared facilities. The project team’s planning premise is that Carnevale would need an addition to meet the full PPSD PK–8 educational program.

Why DelSesto is the better long-term building

The two facilities should be evaluated against the same future educational program, rather than against the demands of their original school types. The comparison below describes the documented planning advantages and the qualifications that remain.

Planning consideration	DelSesto retained and renovated	Carnevale retained and expanded
Existing capacity / use	Underused three-story middle-school footprint; conceptual PK–8 plan fits within current envelope.	Elementary-only building; a full PK–8 program is understood to require significant additional space.
Teaching + shared spaces	Larger instructional and shared-use program spaces provide a stronger platform for elementary and middle-grade needs.	Would need to add or materially reconfigure middle-grade specialty, support and shared-core facilities.
Building expansion	No enclosed addition currently proposed; concentrate investment in interior adaptation and system renewal.	Addition and new foundations/utilities anticipated; extent not yet designed or priced.

Former-landfill impact	Reuse limits the need for new land disturbance, although playgrounds, utility penetrations and later demolition require approval.	New construction would entail intrusive foundations, utility work and cap/soil-gas protection on the regulated site.
Long-term portfolio	One integrated school may reduce duplicate facilities overhead and renew one permanent public asset.	Either two buildings stay in service, or a smaller original school becomes the enlarged permanent asset.
Construction / transition	Occupied renovation, swing space, transportation and delayed demolition remain complex and must be resolved.	Expansion creates additional temporary-campus, staging and environmental phasing uncertainties.

Environmental constraint makes the addition question decisive

The expansion issue is particularly significant because both schools occupy a regulated former-landfill site with engineered protective caps, monitoring infrastructure and active sub-slab depressurization systems. RIDEM's 2025 inspection memorandum describes DelSesto as pile-supported with a crawlspace and Carnevale as slab-on-grade. A major addition at Carnevale would require new foundations and associated site and utility work in ground subject to environmental controls. Site disturbance is not necessarily prohibited, but work affecting the cap and subsurface conditions would require rigorous design, environmental coordination and applicable agency approvals. This creates uncertainty in project cost, schedule, construction methodology and long-term stewardship.

The decision to reuse DelSesto is therefore not simply a preference for renovation over new construction. It is a practical way to fit the educational program into existing floor area while avoiding the substantial site disturbance that a Carnevale addition would create. DelSesto renovations will still require careful protection of environmental systems, particularly where new Pre-K/K plumbing, building penetrations, and outdoor play improvements are proposed. Nevertheless, the comparatively limited need for new footprint is a material advantage on this property.

Consolidation and the case for Carnevale retirement

Once the combined program can be operated at DelSesto, maintaining Carnevale as a second standalone school would preserve duplicative building obligations without a demonstrated educational need for the additional facility. Planned retirement and demolition of Carnevale would allow PPSD to concentrate building renewal, maintenance, custodial support, security, utilities and future capital expenditure on the improved PK–8 school. The potential operating efficiencies are compelling but have not been monetized; a comparative facility operating and life-cycle-cost analysis should quantify them before they are presented as guaranteed savings.

Removing Carnevale may also improve the overall campus organization by allowing a coordinated approach to age-appropriate outdoor areas, pedestrian safety, arrivals and departures, and building security. Those opportunities must be treated as planning objectives rather than assumed outcomes. Because Carnevale is slab-on-grade on a historically remediated property, demolition and removal or treatment of foundations, slabs and sub-slab systems may affect environmental barriers and utilities. The cleared area must be restored and maintained under a site-specific plan reviewed with RIDEM and the environmental consultant; it cannot be assumed to be unrestricted land.

Implementation conditions for the preferred option

Before authorizing Carnevale demolition or establishing the final site plan, PPSD should:

- Approve a single projected PK–8 enrollment and verified room-by-room educational program, including special education, early-childhood toilet rooms and shared core capacity.
- Confirm a relocation and transition plan that maintains Carnevale operations until students, staff and services can be safely accommodated in the renovated campus and any swing space.
- Obtain RIDEM and environmental-consultant direction governing Carnevale demolition, slab and foundation removal or retention, SSDS changes, cap repairs, soil handling, monitoring and future use of the cleared footprint.
- Prepare a standalone Carnevale demolition and site-restoration estimate, including hazardous-material surveys/abatement as applicable, environmental protection and contingency.
- Complete an updated traffic/arrival plan and school-operations model during Schematic Design.

Strategic conclusion

The preferred long-term alternative is to retain and modernize DelSesto and, following the successful transition of students and services, demolish Carnevale under an environmentally approved site-restoration plan. DelSesto's existing underutilized capacity and middle-school-scale program spaces provide the clearest fit for PPSD's comprehensive PK–8 educational specification without requiring a building addition. By contrast, Carnevale's elementary-school configuration would necessitate a major expansion on a capped, regulated and environmentally sensitive site. The recommendation

supports educational program fit, responsible stewardship of public capital and reduced exposure to site-development uncertainty. Final authorization should follow educational-program confirmation, approved demolition/environmental scope, transition planning and budget reconciliation.

4 Educational program and capacity

Proposed grade organization

The proposed project at DelSesto is a three-track PK–5 elementary program and a four-track grades 6–8 middle-school program, referenced against PPSD PK–8 Educational Specifications version 5 dated June 2025. Most existing general classrooms are reported to meet or exceed planned area criteria; selective first-floor enlargement will serve Pre-K and Kindergarten. Proposed integral toilet rooms in Pre-K, Kindergarten and Special Education classrooms require extensive plumbing coordination.

Planning metric	Source value / calculation	Interpretation
Existing gross floor area	123,198 GSF	Reported
Existing enrollment	Approximately 700 students	Existing grades 6–8
Narrative proposed enrollment	Approximately 858	3-track PK–5; 4-track grades 6–8
Budget enrollment assumption	879 students	Used to compute FF&E and technology allowances
Gross area per planned student	143.6 at 858 / 140.2 at 879	Gross planning arithmetic, not net program compliance

The proposed plans identify a first-floor concentration of younger learners and other reconfigured functions, with middle-grade classrooms and support areas planned in upper-floor learning communities. Illustrative Pre-K and classroom layouts in the rendering package show approximately 1,096 SF for a Pre-K room and 854 SF for one typical classroom.

Educational issues to resolve in future design phases

- Confirm a room-by-room net area schedule and final grade, staffing, enrollment and track assumptions against PPSD's adopted program and RIDE review expectations.
- Validate the number and location of special-education rooms and associated toilet rooms. User-group minutes state 12 existing SPED rooms across Carnevale/DelSesto versus six shown in the then-proposed plan; the approved future service model must govern final count.
- Provide separate age-appropriate sensory/de-escalation opportunities, speech-therapy support, a coherent school-counseling suite and staff planning/storage; staff requested separate elementary and middle-school sensory rooms.
- Preserve meaningful middle-school identity, secure transitions and supervision while creating shared STEAM, enrichment and commons resources. Reassess pre-CTE needs for grades 6–8 and the functionality of science/STEAM layouts.
- Confirm dining schedules, athletic/PE access, accessible fixtures, outdoor play and supervised arrival/dismissal for the new PK–8 population.

5 Feasibility alternatives

The May 2026 project meeting specifically framed two options: Option 1, maintain DelSesto as a middle school with improvements; and Option 2, relocate Carnevale students to DelSesto to create a PK–8 school.

Criterion	Option 1: improve existing middle school	Option 2: convert to PK–8
Educational direction	Addresses existing middle-school needs but not the stated PK–8 integration	Consistent with PPSD PK–8 transformation approach
Spatial change	Potentially lower classroom conversion complexity; exact scope not costed	Reconfigures first floor, support rooms and grade-specific communities
Mechanical / security needs	Existing chiller and other deficiencies still require attention	Expanded ventilation, control and security program required by scope
Construction logistics	Could still require occupied phasing	Occupied 2027–28 plus swing school year 2028–29
Site and traffic	Existing constraints remain	New enrollment and younger-student movements require redesign

A third conceptual test, retain and expand Carnevale as the permanent PK–8 facility, is important to acknowledge even though it was not developed as a formal design alternative. Based on the planning program and differences in building typology, a Carnevale-led scheme would need additional age-specific instruction, expanded shared/support functions and new construction area. The site is environmentally regulated and contains engineered barriers, making the resulting foundations, below-grade utilities and earthwork a substantial feasibility and approval concern.

Conclusion on alternatives: The preferred long-term strategy is to modernize the underutilized DelSesto building for PK–8 use, consolidate Carnevale students there, and consider removing the redundant elementary building once operationally and environmentally permissible. Retrofitting or enlarging Carnevale to function as the single PK–8 school is a materially less favorable planning direction because its elementary-school core would require expansion and further subsurface work on the regulated former-landfill site.

6 Site and environmental assessment

Existing environmental controls

The school complex occupies an environmentally sensitive former landfill site with engineered caps/barriers and active sub-slab depressurization systems (SSDS). RIDEM's July 2025 observational inspection described SSDS equipment that appeared operational at observed locations and areas of engineered barrier that appeared generally intact along the inspection route. RIDEM expressly did not perform a complete inspection of all caps. The environmental site drawing includes monitoring wells, storm drainage, soil-gas points and related infrastructure that must be protected or verified in design.

Design implications for future design phases

- Obtain the governing site remediation/engineering-control documents, five-year-review status, current SSDS and methane-monitoring requirements, and RIDEM written direction before design assumes a particular monitoring regime.
- Locate and preserve existing caps, liners, demarcation layers, vents, wells, monitoring ports, storm drains and SSDS equipment; develop a protection/repair protocol and construction environmental management plan.
- Coordinate proposed PK–5 playgrounds, security vestibules, areaways, paving and any excavation with environmental consultants and RIDEM, including limits on penetration, fill handling and barrier restoration.
- Investigate potential interaction between precast-floor core drilling, underfloor plumbing, expanded crawlspace access and the SSDS / soil-gas protection strategy.
- Account for environmental monitoring, environmental controls, disposal documentation and regulatory reviews explicitly in construction logistics, schedule and a substantiated site-work allowance.

Feasibility determination: Environmental work is not an automatic prohibition on reuse, but it is a project-defining constraint. The \$1.0 million site remediation allowance in the budget must not be treated as proof that the needed protections and approvals are fully priced. For comparative building selection, this is a strong reason to prefer reuse of DelSesto over a Carnevale addition, while recognizing that Carnevale demolition/site restoration is itself environmentally controlled work.

7 Transportation, circulation and security

The preliminary traffic assessment is principally a large-format aerial/property drawing and annotated observations from morning and afternoon site visits in April 2026. Observers documented bus activity, parent arrivals/dismissals, parking use, school-street operations, pedestrian movements and backups near Springfield Street and Hartford Avenue.

The afternoon field observations note significant mixing of main-door exits and transportation movements, including walking students and vehicles on the surrounding streets, with backups near Hartford Avenue and Springfield Street. The morning observation also indicates high school-lot use and overlapping buses, vans and parents. These are site observations and require traffic-engineer validation; they should not be extrapolated as precise future capacity or safety outcomes and should be further reviewed during Schematic Design.

Required traffic/safety design work in future design phases

- Update bus and special-transportation route assumptions for the proposed PK–8 enrollment and confirm bell schedules, particularly because user meetings report differing existing Carnevale/DelSesto start times.
- Model separate and clearly delineated parent drop-off/pickup, bus staging, accessible/special-transportation unloading, staff parking, walking entrances and emergency access.

- Develop a controlled pedestrian crossing and queue-management plan at Springfield Street/Hartford Avenue and near School Street, with input from the City and relevant traffic authorities.
- Coordinate site barriers and proposed secure vestibules so traffic safety improves without compromising landfill-cap integrity or subsurface protection.
- Require construction-phase circulation and escort plans separately from permanent operations, including temporary accessible routes, egress and responder access.

Site security needs described in user-group notes include eliminating unsupervised alcoves and blind spots, improving cameras, speaker intelligibility and controlled entrances.

8 Architectural and structural feasibility

The proposed architecture primarily renovates the existing volume: finishes, corridor vision lites, appropriate doors/hardware, acoustic treatments, partitions, built-in furniture, toilets, learning commons, entrance security and outdoor play. The latest conceptual plans indicate an organized distribution of learning, enrichment, administration, science, CTE and support activities across three floors. Building planning suggests a workable reuse strategy; comprehensive accessibility and room-by-room code/program validation remain outstanding.

The project narrative describes foundation piles, precast concrete plank floor/roof decks, load-bearing block walls and some steel-framed zones. Additional piping for integral classroom toilet rooms may require access beneath the first floor and carefully engineered penetrations. These are feasible construction activities in principle but must be assessed by the structural engineer, surveyor, MEP designers and environmental consultant to avoid compromised support, fire separation or soil-gas systems in future design phases.

- Confirm bearing walls and structural capacity at new openings, support framing, equipment loads and roof-mounted DOAS units; develop a penetration and vibration/control schedule.
- Field-verify classroom dimensions, fixtures, window/door locations and accessible routes before locking the PPSD net educational program.
- Document the physical separation and supervision of elementary and middle-school communities; test peak passing periods and shared-resource schedules.
- Confirm sanitary fixture counts, resilient finishes, interior acoustics and custodial/maintenance storage appropriate for younger ages.
- Complete a roof, enclosure and envelope condition assessment before setting scope allowances for air sealing, repair, flashing and equipment supports.

9 Mechanical, electrical and plumbing feasibility

Mechanical concept

The October narrative proposes replacing the existing chiller, unit ventilators/fan coils and classroom relief fans with an air-cooled heat-pump chiller, retained high-efficiency condensing boilers for supplemental low-temperature heating, roof-mounted energy-recovery DOAS units, ceiling-mounted zone fan coils, central direct-digital BAS, and MERV 13 filtration. It describes a two-pipe dual-temperature changeover strategy. Dedicated DX cooling is planned for IT rooms. The gymnasium and cafeteria mechanical systems are described as remaining in place.

This approach can materially improve classroom comfort and ventilation but needs load calculations, documented seasonal changeover rationale, acoustic and structural coordination, occupied-phase temporary services, plant reliability checks, electrical capacity and a life-cycle comparison. In particular, two-pipe changeover can constrain simultaneous heating and cooling in transitional weather; confirm that it meets the final OPR for young learners and spaces with dissimilar exposures.

Electrical and lighting concept

The concept anticipates retaining the existing utility service with selective new breakers, panels, transformers and feeders, subject to new load requirements. It proposes LED lighting, occupancy/vacancy/daylight controls and a target of at least 25% lower lighting energy use compared with an ASHRAE baseline. Solar is planned only as future-ready electrical infrastructure; no new generator is proposed. The final design needs load study, short-circuit and coordination review and documented emergency-power requirements.

Plumbing and fixture concept

Domestic water and sanitary services are proposed for reuse, while in-building piping is reconfigured as necessary for expanded toilets and classroom programs. Low-flow fixtures, sensor-operated controls and retained water heating are described. The proposed fixture expansion may trigger pipe sizing and underfloor access demands, and should be checked against actual peak student use, maintenance access and the site environmental-control strategy.

10 Fire/life safety and technology

The fire-alarm/fire-protection narrative proposes full replacement of the older non-EVACS Gamewell system with phased continuity of alarm functions: existing and new fire-alarm panels would temporarily interface through a monitored “handshake,” and each phase would be commissioned before removal of the corresponding old devices. The narrative addresses speaker/strobe notification, detection, carbon monoxide, pull stations and HVAC shutdown interfaces. It also calls for an ERCES radio survey to determine any required responder-radio enhancement.

The older separate Jensen Hughes narrative identifies incomplete sprinkler coverage in selected spaces and proposes extensions/modifications to comply with the renovation. Existing sprinkler mains, fire-pump capacity and potential dry-protected conditions require verification; final acceptance must be coordinated with the applicable authority having jurisdiction.

Security-system options should be resolved to coordinated full-campus performance requirements: CCTV coverage, access-control zones, classroom lockdown interfaces, visitor management, mass notification, PA audibility, accessible notifications, and integration with the fire-alarm system. Technology programming should be coordinated with the technology-system allowance in the project budget to avoid both omission and double counting.

11 Accessibility, sustainability and commissioning

A PK–8 conversion changes the age range and operational demands of existing spaces. Accessibility review should encompass vertical routes, classroom and toilet configurations, inclusive play areas, stage/athletics access, pupil drop-off, wayfinding, hearing/visual communications and accessible emergency evacuation.

The design-phase commissioning plan by Sustainable Engineering Solutions (SES), targets NE-CHPS/RIDE and describes review of OPR and Basis of Design, design and submittal reviews, coordinated commissioning specification, functional testing, controls/lighting verification, O&M/training, off-season testing and post-occupancy review. These functions are material to achieving a reliable like-new project.

12 Construction phasing and implementation

The proposed plan contemplates design during fall 2026 thru spring 2027; selective demolition summer 2027; occupied renovation during the 2027–28 school year; relocation of DelSesto grades 6–8 to swing space during the 2028–29 school year; major work during July 2028–July 2029; substantial completion June 2029; move-in August 2029; and opening in September 2029.

Phase / period	Documented intent	Required condition
Phase 1A – summer 2027	School unoccupied; contractor broad site/building access; nurse relocation and initial prep	Isolate hazards; complete enabling work before school opens
Phase 1B – 2027–28 school year	Contractor occupies north wing on all three floors while rest of school operates	Construct robust air/noise/fire separations; preserve egress and services
Phase 2 – 2028–29	South wing / three-floor major work; administration relocates; middle grades in swing facilities	Confirm complete swing-school program and temporary move budget
Floating / ongoing site work	Temporary construction compound, bus drop-off, staff parking and parent routes	Recalculate site capacity and maintain safe continuous access
Completion – 2029	Systems testing, substantial completion, furniture, move-in and Sept. opening	Commissioned and approved facilities before occupancy

The first-phase scope explicitly contemplates a limited amount of work while students remain in the building; the next phase requires an especially rigorous construction management plan. The project must preserve independent work zones, secure entrances, fire detection and notification, restrooms, HVAC, indoor air quality, egress routes, deliveries and emergency access for each occupied school day. Environmental protections impose additional constraints on excavation and material movement.

The swing-space plan remains a critical path item. Verify location, duration, transportation and transition logistics before the plan is considered executable.

13 Capital budget and financial viability

Funding worksheet (July 7, 2026)

Category	Budget amount	Comment
Construction / hard costs	\$37,889,300	Worksheet basis
Architectural / engineering / consulting	\$2,652,251	7% of hard costs
Construction / project management / commissioning	\$1,136,679	3% of hard costs
Owner costs	\$757,786	2% of hard costs
Contingency and escalation	\$3,031,144	8% of hard costs
Subtotal: soft costs	\$7,577,860	20% of hard costs
Project (hard + soft)	\$45,467,160	Worksheet subtotal
Furniture, fixtures and equipment	\$1,845,900	\$2,100 per 879 students
Technology systems	\$2,637,000	\$3,000 per 879 students
Site remediation	\$1,000,000	Allowance; requires technical substantiation
Total project request	\$50,950,060	Funding available \$50,950,590

14 Stakeholder engagement and survey findings

StudioJAED user-group minutes document specific operational priorities: additional student support and sensory rooms; improved toilet facilities; safer stairwells and supervision; CCTV/PA improvements; media-center cooling and IT protection; acoustic treatment of the cafeteria; working kitchen equipment; and sufficient teacher storage, planning and specialized learning space. These qualitative user-group discussions should be incorporated into final program sign-off.

Two supplied survey compilations contain staff respondents and community respondents. They represent limited voluntary samples, and the answers should be treated as informative rather than statistically representative. The counts below are derived from the supplied individual response sheets; denominators vary where a question was not completed.

Illustrative finding	Observed response count	Planning implication
Staff rated facility Good/Excellent for teaching/learning	15 of 22	Build on existing usable spaces rather than assume wholesale inadequacy
Staff placed safety/security at High Priority	15 of 21	Confirm coverage, visibility, controls and supervision
Staff placed enhanced classrooms at High Priority	11 of 21	Provide adaptable, durable layouts and furniture
Staff placed improved restrooms at High Priority	11 of 21	Resolve adequate fixtures and supervision
Community put safety/security at High Priority	5 of 6	Reflect high concern without extrapolating a population statistic
Community put classroom environments at High Priority	5 of 6	Invest in quality learning settings and support

Survey responses were not unanimous: some staff rated HVAC and cafeteria changes relatively low, while the community responses contained broader high-priority assessments. The preferred planning basis is a balanced allocation that first protects health/safety, essential functional program, and aging building systems, then assigns finishes and amenities within available funding.

15 Risk register and mitigation

The following is a qualitative project-management risk screen, not a probability model or a formal environmental/engineering risk assessment. “High” denotes a factor that could materially affect delivery, approval, or affordability absent timely resolution.

Issue	Priority	Recommended control / gate
Landfill cap, SSDS and monitoring status	High	Environmental basis-of-design; RIDEM concurrence; site work permit/protection plan
HVAC alternate / baseline conflict	High	Revise MEP scope narrative with design loads and priced options
Enrollment / SPED program mismatch	High	Reconcile space program, room count, student needs & schedule of accommodation
Occupied construction and fire alarm transitions	High	Integrated life-safety and infection/air/dust control plan by phase
Swing-space readiness and schedule dependency	High	Confirm availability, readiness and relocation plan by named responsible parties
Arrival/dismissal queues and pedestrian conflicts	High	Updated traffic analysis and approved circulation plan
Floor penetrations / crawlspace and structural support	High	Existing-condition investigation and structural/environmental coordination
Technology/security option selection	Moderate	District standard and scope matrix across all bid packages
Utility/electrical capacity and no new generator	Moderate	Electrical load/short-circuit study and emergency-system review
Future operating cost and maintainability	Moderate	Energy/life-cycle model, maintenance plan and OPR sign-off

16 Action plan and recommendations for future design phases

Immediate validation (before SD/RIDE submission)

1. Adopt a single enrollment of record and approve the program matrix, including special-education/sensory/counseling services and grade-wing assignments.
2. Publish a line-item worksheet, explicitly showing alternate HVAC, Carnevale demolition, FF&E/IT, remediation, fees and allowances.
3. Verify present monitoring and SSDS obligations; define engineered-barrier and utility-intervention requirements.
4. Survey structural penetrations, crawlspace access, roof, MEP equipment and electrical loads; issue updated basis-of-design.
5. PPSPD/traffic consultant: confirm current/future bell times, circulation constraints, walk routes, buses, parking and safe family drop-off/pickup.
6. Complete an independently reviewable room-by-room program compliance matrix and code/accessibility baseline.
7. Select the HVAC, technology/security, fire alarm and site scope as a coordinated base bid with separately priced owner options, if any.
8. Update the full commissioning plan, OPR/BOD and all documents to the actual capital scope.
9. Confirm 2028–29 swing-space capacity and relocation cost; integrate phased life safety, learning continuity and contractor access into the baseline schedule.
10. Resolve required environmental/site approvals and risk allowances; complete a formal traffic assessment where required by approving authorities.
11. Issue one reconciled, risk-adjusted cost estimate including scope-inclusion checklist, escalated phasing, environmental conditions and necessary contingencies.
12. Obtain written regulatory direction, occupancy/fire safety strategies, temporary services plans and an approved construction logistics/site circulation plan.

Overall conclusion

The recommended facility strategy is to preserve and modernize the approximately 123,198 GSF, currently underutilized DelSesto Middle School as the new PPSPD PK-8 campus, while planning for the orderly retirement and regulated demolition of Carnevale Elementary School after its students and functions have relocated. DelSesto already contains a larger, more comprehensive middle-school facility platform and offers the opportunity to accommodate the adopted PK–8 educational program without a new building addition. The alternative of enlarging an elementary-only Carnevale building would impose additional foundations, site work and environmental controls on the capped former-landfill property, with greater risk of intrusive work, approval complexity and disruption. This is a compelling educational, land-use and asset-management rationale.

Appendix A Illustrative exhibits

The following figures are reproduced from the user-supplied conceptual materials for executive review only. Refer to the original PDFs/slides for legible room labels, full-size details, design limitations and complete plans. None is a construction document or regulatory-approved traffic/site plan.



Learning corridor concept



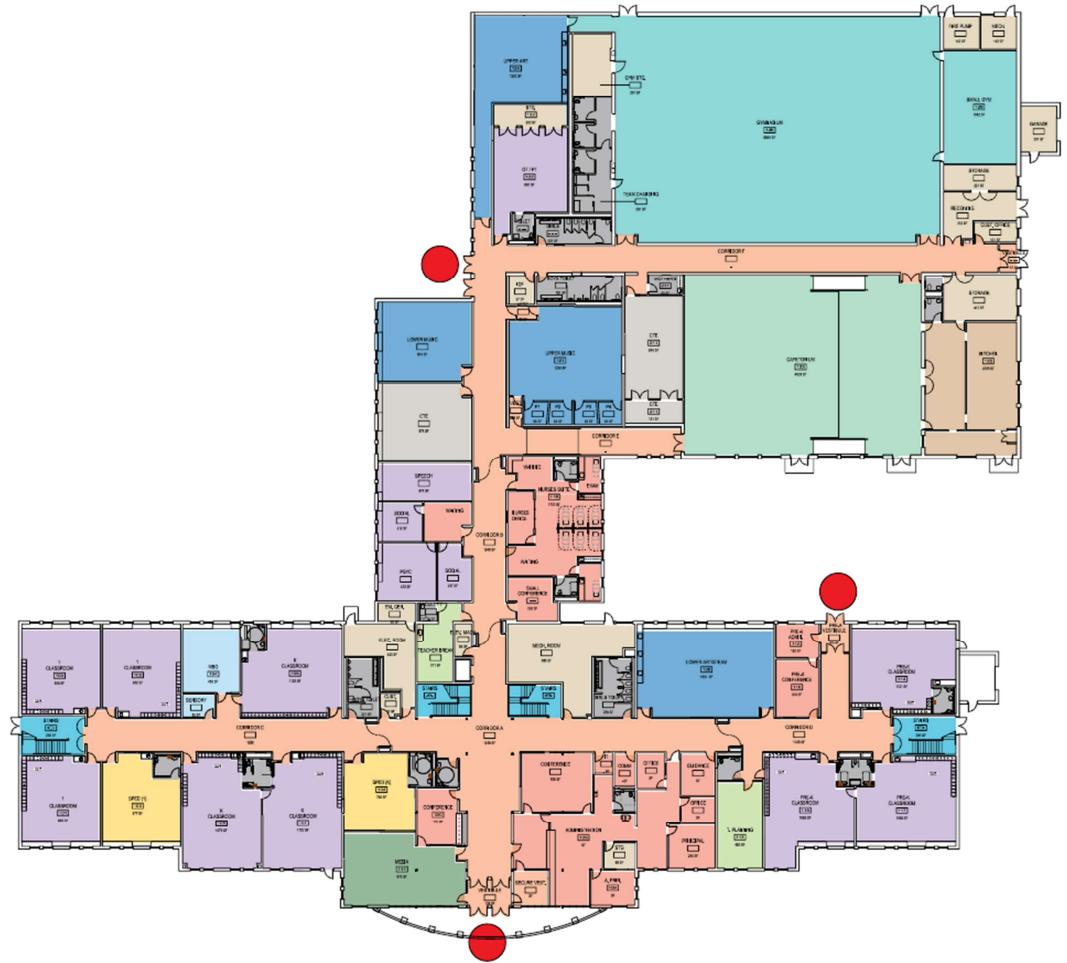
Early childhood learning concept



PK/K classroom concept

A-1. Illustrative hallway and PK/K learning spaces.

Legend	
	Classroom & General Education Support
	Teacher Planning & Support
	Administration / Guidance / Student Services / Nurse
	Collaboration & Enrichment Spaces
	Special Education
	Media Center
	Art & Music
	Student Commons / Dining
	Circulation
	Vertical Circulation
	Physical Education
	Kitchen / Servery
	Toilet Rooms
	Storage / Custodial / Maintenance / MEP
	CTE
	Science
	Auditorium & Stage
	Entrances



First Floor DelSesto

A-2. First-floor proposed programming.

Legend

Classroom & General Education Support

Teacher Planning & Support

Administration / Guidance / Student Services / Nurse

Collaboration & Enrichment Spaces

Special Education

Media Center

Art & Music

Student Commons / Dining

Circulation

Vertical Circulation

Physical Education

Kitchen / Servery

Toilet Rooms

Storage / Custodial / Maintenance / MEP

CTE

Science

Auditorium & Stage

Entrances



Second Floor DelSesto

A-3. Second-floor proposed programming.

Legend

Classroom & General Education Support

Teacher Planning & Support

Administration / Guidance / Student Services / Nurse

Collaboration & Enrichment Spaces

Special Education

Media Center

Art & Music

Student Commons / Dining

Circulation

Vertical Circulation

Physical Education

Kitchen / Servery

Toilet Rooms

Storage / Custodial / Maintenance / MEP

CTE

Science

Auditorium & Stage

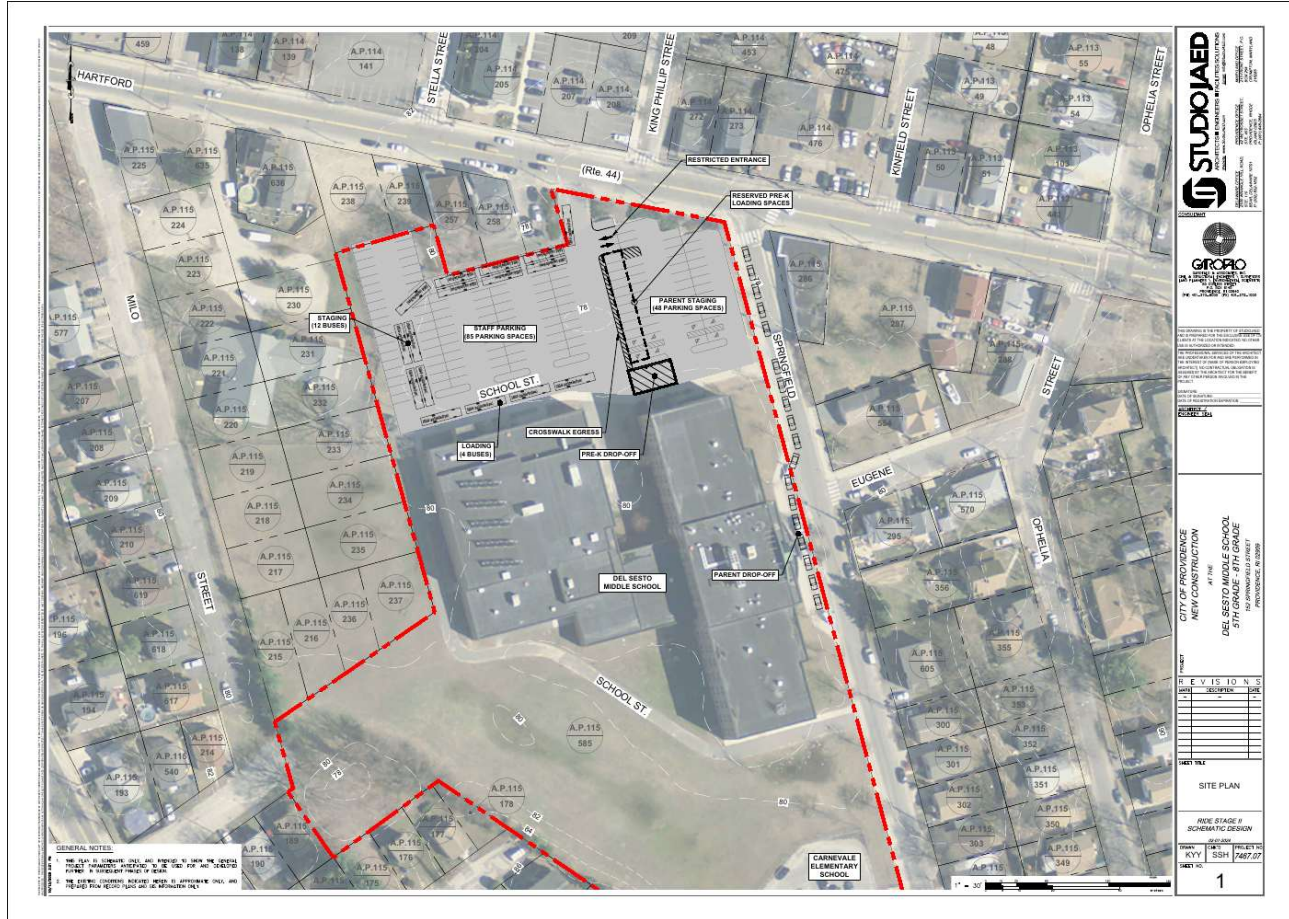
Entrances



Third Floor DelSesto

A-4. Third-floor proposed programming.

Appendix A Site, traffic and environmental exhibits (continued)



A-5. Existing parcel / aerial diagram from preliminary traffic compilation.

V. **Space Summary**

Proposed PK-8 Program for 3 track PK-5, 4 track 6-8	Proposed DelSesto PK-8 Program			Per PPSD program (v5) 6/12/25		RIDE	Comments
Existing Building - Repurpose							
Classrooms							
Pre-K G Kindergarten (including toilet)	6	1,100	6,600	6	1,100	6,600	1,200
First Grade Classroom	3	865	2,595	3	850	2,550	950
Second Grade Classroom	3	869	2,607	3	850	2,550	950
Third Grade Classroom	3	865	2,595	3	850	2,550	950
Fourth Grade Classroom	3	866	2,598	3	850	2,550	950
Fifth Grade Classroom	3	861	2,583	3	850	2,550	950
Sixth Grade Classroom	3	865	2,595	3	850	2,550	950
Seventh Grade Classroom	3	861	2,583	3	850	2,550	950
Eighth Grade Classroom	3	1007	3,021	3	850	2,550	950
Special Education	9	884	7,956	6	850	5,100	950
Mid-size Breakout Space	5	450	2,250	9	450	4,050	500
Small Breakout Space	6	207	1,242	3	300	900	-
MLL (Sheltered Instruction)	0	850	-	3	850	2,550	950
Elective classroom	2	863	1,726	0	0	-	950
Curriculum Storage	1	221	221	1.0	270	270	300
Subtotal	53	11634	41,172	52	10620	39,870	12,450
SCIENCE LAB							
Science Classroom	3	1,073	3,219	3	1,400	4,200	1,200
STEAM	1	855	855	1	850	850	950
Subtotal	4	1928	4,074	4	2250	5,050	2,150
SPECIALTIES							
Music Classroom (Band/Chorus)	2	1,506	3,011	2	2,430	4,860	2,700
Art Classroom (2D/3D)	2	1,494	2,988	2	2,290	4,580	2,550
CTE	2	988	1,975	2	1,080	2,160	1,200
OT/PT Storage	1	200	200	1	270	270	300
Subtotal	7	4187	8174	7	6070	11870	2,550
ADMINISTRATION							
Reception/ School Office	1.5	1,535	2,303	1.5	1,953	2,930	2,170
Principal's Office	1	388	388	1	300	300	-
Assistant Principal's Office	3	214	642	2	300	600	
Office (other)	1	181	181	2	300	600	
Staff Restroom	6	52	312	1	-	-	-
Conference Room	3	404	1,212	3	450	1,350	500
Teacher Planning (reduced from 7 to 3 - 1/MS)	4	417	1,666	5	400	2,000	450
Teacher Break Room	3	268	804	2	400	800	450
Mothers' Room	1	200	200	1	200	200	-
Subtotal	24	3659	7,708	19	4303	8,780	3,570
STUDENT SUPPORT							
OT/PT	1	895	895	1	450	450	500
Psychologist	1	403	403	1	450	450	500
Social Worker	2	216	432	1	450	450	500
Speech	1	874	874				
Guidance	3	284	852	3	250	750	750
Subtotal	8	2672	3,456	6	1600	2,100	2,250
HEALTH SUITE							
Health Office/SMART Clinic	1	1720	1,720	1	1500	1,500	510
Subtotal	1	1720	1,720	1	1500	1,500	510
CAFETERIA							
Cafeteria (revised to 3 servings, no PK)	1	4,981	4,981	1	3,900	3,900	5,800
Kitchen	1	2,005	2,005	1	1,840	1,840	2,050
Stage	0	-	-	1	1,440	1,440	1,600
Teacher Dining	0	400	-	1	400	400	450
Subtotal	2	7386	6,986	4	7580	7,580	9,900
COMMON AREAS							

Per the request of PPSP

Elective in lieu of MLL per PPSP

Elective in lieu of MLL per PPSP

Existing Science Labs

PPSP request 1 per floor

Min 1 per floor per PPSP

Portable
Teacher Break Room per Floor

Proposed PK-8 Program for 3 track PK-5, 4 track 6-8	Proposed DelSesto PK-8 Program			Per PPSD program (v5) 6/12/25		RIDE	Comments
Library / Media Center	1	4,888	4,888	1	4,230	4,230	4,700
STEAM / Robotics/Maker Space	1	680	680	1	850	850	950
Subtotal	2	5568	5,568	2	5080	5,080	5,650
GYMNASIUM							
Gymnasium (revised to meet RIISL+ bleachers: 52' x 80')	1	8,987	8,987	1	4,160	4,160	6,150
Health Classroom (Alt PE)	1	871	871	1	850	850	950
Subtotal	2	9858	9,858	2	5010	5,010	5,650
CUSTODIAL / MAINTENANCE							
Custodian/Maintenanc	1	433	433	1	1,260	1,260	1,400
Subtotal	1	433	433	1	1260	1,260	5,650
Total Building Net Floor Area			89,149			88,100	
Grossing Factor			1.4			1.4	
Total Building Gross Floor Area			123,198			123,339	
Proposed Student Capacity			858			858	
GSF/Student			144			144	

Legend

- Classroom & General Education Support

Teacher Planning & Support

Administration / Guidance / Student Services / Nurse

Collaboration & Enrichment Spaces

Special Education/ Student Support

Media Center

Art & Music

Science

Auditorium & Stage

Entrances
- Student Commons / Dining

Circulation

Vertical Circulation

Physical Education

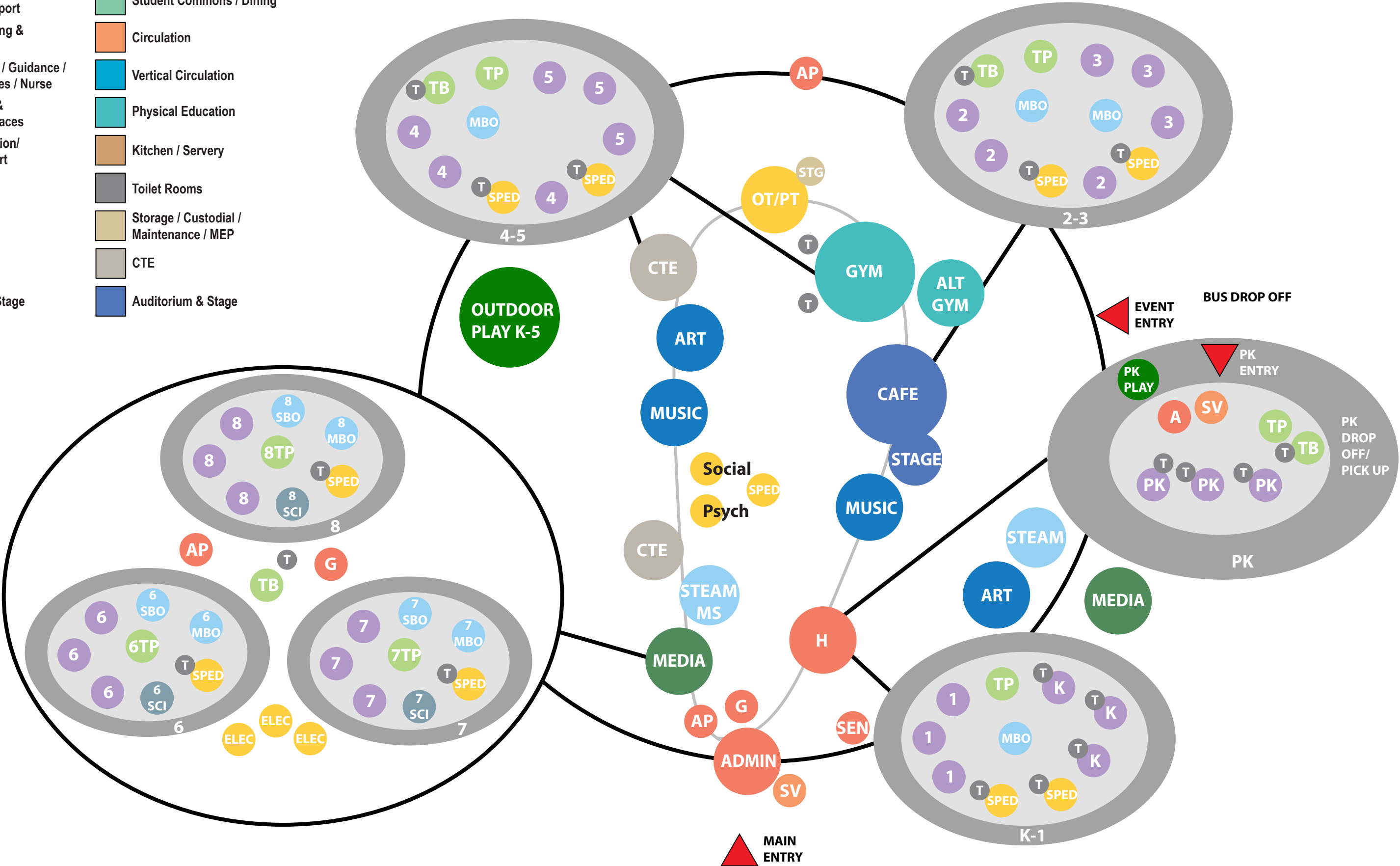
Kitchen / Servery

Toilet Rooms

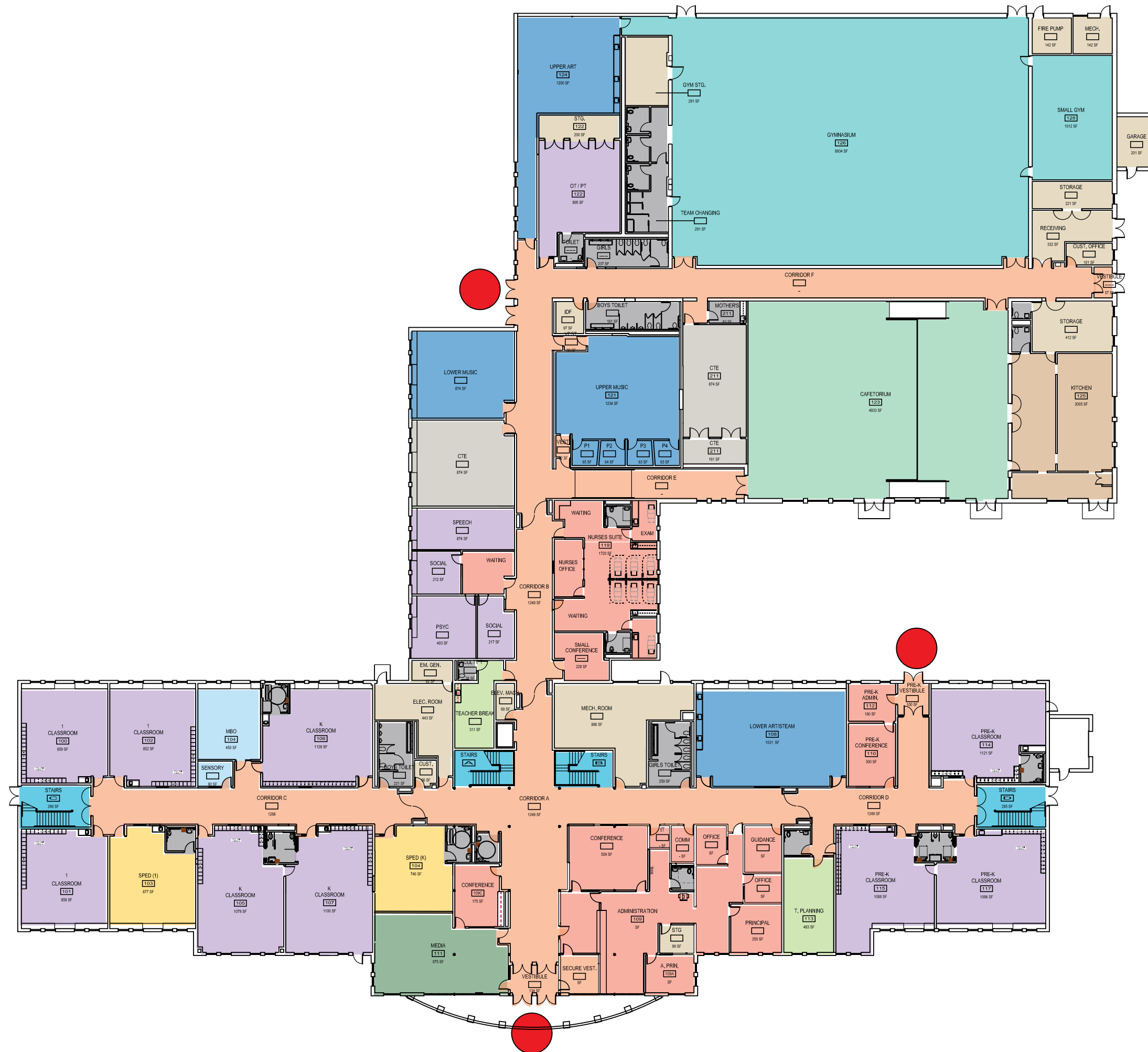
Storage / Custodial / Maintenance / MEP

CTE

Auditorium & Stage



	Classroom & General Education Support
	Teacher Planning & Support
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First Floor DelSesto

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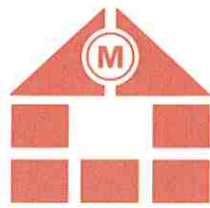
Auditorium & Stage

Entrances



Third Floor DelSesto

VI. Milestone Schedule and Logistic Plan



MARON
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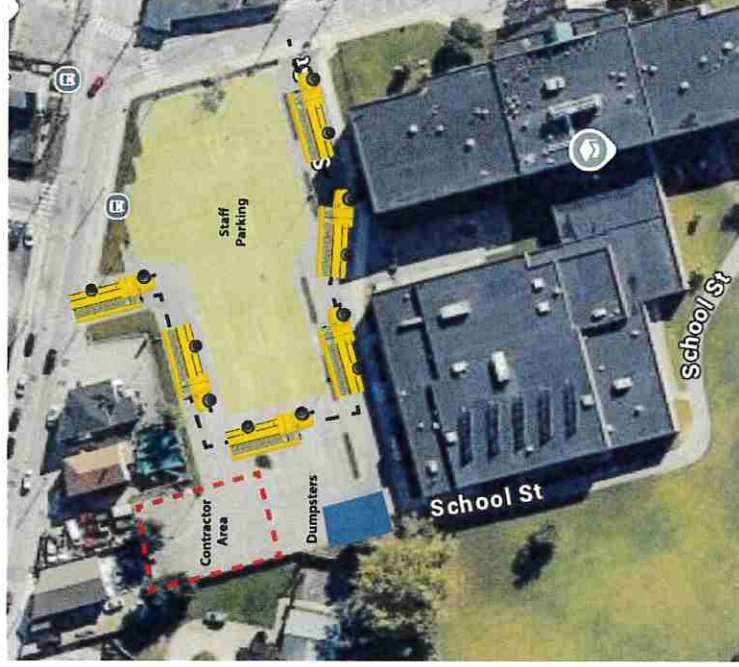
DELSESTO SCHOOL
KEY SCHEDULE MILESTONES - 10/5/2026

	ACTIVITY	DATE
DESIGN PHASE		
	Schematic Design	October 2026
	SD Submission to RIDE	November 2026
	Design Development	December 2026
	Design Development to RIDE	Late December 2026
	Construction Documents	March 2027
	CD Submission to RIDE	Late March 2027
	HVAC & Electrical Early Release Package	April 2027
	Permit Procurement	April 2027
	CD Approval for RIDE	June 2027
CONSTRUCTION PHASE		
	Commence Demolition	June-August 2027
	Partial Renovation - 2 nd /3 rd Floor	September 2027 - June 2028
	Major Renovation - All Floors	July 2028 - July 2029
	Substantial Completion	July 2029
	FF & E Installation Start	August 2029
	Temporary Certificate of Occupancy	July 2029
	Staff Move In/Occupancy	8/15/29 - 8/31/29
	Final; Certificate of Occupancy	September 2029



AN EQUAL OPPORTUNITY EMPLOYER

Logistics Plan



Phase 1, DeSesto Occupied

VII. Student Enrollment Trends

Anthony Carnevale Elem	SY24- 25	SY25- 26	SY26- 27	SY27- 28	SY28- 29	SY29- 30	SY30- 31	SY31- 32	SY32- 33	SY33- 34	SY34- 35	SY35- 36	SY36- 37	SY37- 38
PK	25	34	25	30	30	30	30	30	30	30	30	30	30	30
0	93	78	66	72	71	71	71	70	70	70	69	69	69	68
1	86	90	78	66	71	71	71	70	70	70	69	69	69	68
2	84	88	95	79	66	71	71	70	70	70	69	69	69	68
3	86	83	88	92	80	66	71	70	70	70	69	69	69	68
4	75	78	79	90	90	80	66	70	70	70	69	69	69	68
5	71	69	66	73	92	87	81	66	70	70	69	69	69	68
Total Enrollment	520	520	497	501	500	476	459	447	450	448	446	444	442	440
DelSesto Middle	SY24- 25	SY25- 26	SY26- 27	SY27- 28	SY28- 29	SY29- 30	SY30- 31	SY31- 32	SY32- 33	SY33- 34	SY34- 35	SY35- 36	SY36- 37	SY37- 38
6	258	245	120	192	176	181	176	178	178	177	176	175	174	174
7	234	264	233	110	203	162	176	170	180	178	176	176	175	174
8	336	247	246	219	102	214	166	180	165	182	178	175	177	175
Total Enrollment	828	756	599	522	481	557	517	528	523	537	530	527	527	523

VIII. Financial Comparison of Closing vs. Remaining

Scenario 1: Costs to Remain as Standalone Schools														
Carnevale	SqFt	Cost / SqFt	FY28	FY29	FY30	FY31	FY32	FY33	FY34	FY35	FY36	FY37	5-Yr Total	10-Yr Total
Custodial / Maint / Grounds	78,000	\$8.35	\$650,910	\$676,946	\$704,024	\$732,185	\$761,473	\$791,932	\$823,609	\$856,553	\$890,815	\$926,448	\$3,525,539	\$7,814,895
Maintenance / Repairs			\$70,359	\$73,173	\$76,100	\$79,144	\$82,310	\$85,602	\$89,027	\$92,588	\$96,291	\$100,143	\$381,087	\$844,738
Utilities			\$152,518	\$158,619	\$164,964	\$171,562	\$178,425	\$185,562	\$192,984	\$200,703	\$208,732	\$217,081	\$826,087	\$1,831,148
Total Facility Operating Costs			\$873,787	\$908,739	\$945,088	\$982,892	\$1,022,207	\$1,063,096	\$1,105,619	\$1,149,844	\$1,195,838	\$1,243,671	\$4,732,713	\$10,490,781
DelSesto	SqFt	Cost / SqFt	FY28	FY29	FY30	FY31	FY32	FY33	FY34	FY35	FY36	FY37	5-Yr Total	10-Yr Total
Custodial / Maint / Grounds	146,000	\$8.35	\$1,218,370	\$1,267,105	\$1,317,789	\$1,370,501	\$1,425,321	\$1,482,333	\$1,541,627	\$1,603,292	\$1,667,423	\$1,734,120	\$6,599,085	\$14,627,881
Maintenance / Repairs			\$131,698	\$136,966	\$142,445	\$148,142	\$154,068	\$160,231	\$166,640	\$173,306	\$180,238	\$187,447	\$713,319	\$1,581,180
Utilities			\$270,558	\$281,380	\$292,636	\$304,341	\$316,515	\$329,175	\$342,342	\$356,036	\$370,277	\$385,089	\$1,465,430	\$3,248,349
Total Facility Operating Costs			\$1,620,626	\$1,685,451	\$1,752,869	\$1,822,984	\$1,895,903	\$1,971,739	\$2,050,609	\$2,132,633	\$2,217,939	\$2,306,656	\$8,777,834	\$19,457,410
Total Costs (Carnevale + DelSesto)			\$2,494,413	\$2,594,190	\$2,697,957	\$2,805,876	\$2,918,111	\$3,034,835	\$3,156,228	\$3,282,478	\$3,413,777	\$3,550,328	\$13,510,546	\$29,948,192
Scenario 2: Merge Schools in FY30														
Carnevale	SqFt	Cost / SqFt	FY28	FY29	FY30	FY31	FY32	FY33	FY34	FY35	FY36	FY37	5-Yr Total	10-Yr Total
Custodial / Maint / Grounds	78,000	\$8.35	\$650,910	\$676,946	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,327,856	\$1,327,856
Maintenance / Repairs			\$70,359	\$73,173	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$143,532	\$143,532
Utilities			\$152,518	\$158,619	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$311,137	\$311,137
Total Facility Operating Costs			\$873,787	\$908,739	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,782,526	\$1,782,526
DelSesto	SqFt	Cost / SqFt	FY28	FY29	FY30	FY31	FY32	FY33	FY34	FY35	FY36	FY37	5-Yr Total	10-Yr Total
Custodial / Maint / Grounds	146,000	\$8.35	\$1,218,370	\$1,267,105	\$1,317,789	\$1,370,501	\$1,425,321	\$1,482,333	\$1,541,627	\$1,603,292	\$1,667,423	\$1,734,120	\$6,599,085	\$14,627,881
Maintenance / Repairs			\$131,698	\$136,966	\$142,445	\$148,142	\$154,068	\$160,231	\$166,640	\$173,306	\$180,238	\$187,447	\$713,319	\$1,581,180
Utilities			\$270,558	\$281,380	\$292,636	\$304,341	\$316,515	\$329,175	\$342,342	\$356,036	\$370,277	\$385,089	\$1,465,430	\$3,248,349
Total Facility Operating Costs			\$1,620,626	\$1,685,451	\$1,752,869	\$1,822,984	\$1,895,903	\$1,971,739	\$2,050,609	\$2,132,633	\$2,217,939	\$2,306,656	\$8,777,834	\$19,457,410
Total Costs (Carnevale + DelSesto)			\$2,494,413	\$2,594,190	\$1,752,869	\$1,822,984	\$1,895,903	\$1,971,739	\$2,050,609	\$2,132,633	\$2,217,939	\$2,306,656	\$10,560,359	\$21,239,936
Annual Cost Savings from Merging			\$0	\$0	\$945,088	\$982,892	\$1,022,207	\$1,063,096	\$1,105,619	\$1,149,844	\$1,195,838	\$1,243,671	\$2,950,187	\$8,708,256
Cumulative Cost Savings			\$0	\$0	\$945,088	\$1,927,980	\$2,950,187	\$4,013,283	\$5,118,902	\$6,268,746	\$7,464,584	\$8,708,256		

IX. Student and Family Transition Plan

The Carnevale and DelSesto schools will merge into a new combined PK-8 school located at the current DelSesto Middle School building, scheduled to open in the fall of 2029.

During the two years of scheduled construction starting in the summer of 2027, the Carnevale building will remain fully operational, and students will not be displaced, as the Carnevale building will not undergo construction.

DelSesto students will likewise continue to attend school at the current DelSesto Middle School building during the construction period, although sections of the building will be partitioned off on a sequential basis in order to accommodate the construction.

Following completion of construction in the fall of 2029, Carnevale students will permanently relocate to the newly renovated DelSesto building to complete the PK-8 merger.

Transportation Impact: Since Carnevale students will remain within the Carnevale building during construction, and DelSesto students will swing in place, there will be no impact to student transportation either during or after the construction period.

School Choice Options: After the merger, any rising 6th-grade students from Carnevale who wish to attend 6th - 8th grade at a school other than the combined PK-8 at DelSesto, are welcome to apply through the standard PPSD School Choice lottery process.

X. **Staff Transition Plan**



Unlike in traditional school closures, the school mergers proposed in Phase 4a of the Capital Plan represent full consolidations of two existing schools. As such, we do not expect to see staff displacements in these mergers that would be commensurate those we'd expect for a true school closure. Nonetheless, for any teachers or staff who could be displaced, the following document describes PPSD's anticipated transition and support plan.

STAFF MEMBER FREQUENTLY ASKED QUESTIONS

The Office of Human Resources has compiled this document of frequently asked questions to support staff members through potential school closures, mergers, and consolidations.

Please note that the questions below are broadly applicable. The Office of Human Resources and the administrative team are available to support staff members with specific questions or concerns that may not be addressed below and will work to ensure a smooth transition.

Q: If my school fully closes, what happens to my position?

A: If a school fully closes, positions at that school will be eliminated, and impacted staff members will be displaced in accordance with the applicable collective bargaining agreement.

Displacement does **not** mean that you are no longer an employee of the district. Eligible employees will retain their employment with the district and will have the opportunity to apply for available positions through the applicable placement and hiring process.

The Office of Human Resources will provide additional information and support to impacted staff members regarding the displacement process, available positions, licensure and certification requirements, and the timeline for applying to positions.

Q: My position has been cut or consolidated. Do I still remain an employee of the district?

A: Yes. If you are a union member and your position has been eliminated as a result of a full school closure or other reduction in positions, you will receive a displacement letter in accordance with the applicable collective bargaining agreement. Displaced employees will remain employees of the district and will be guaranteed a position in the district for the following



school year, subject to the terms of the applicable collective bargaining agreement. Your pay and benefits are not impacted by the displacement process.

Members of the Providence Teachers Union and 1033 who receive displacement letters will need to apply for and secure positions beginning in March and in accordance with the process outlined in their collective bargaining agreement. Additional information on the hiring process will be provided in the coming months.

Clerical members of 1339 will have an opportunity to exercise bumping rights within their classification group in order to maintain their wage rate. If an opening within their employee classification area does not exist, the Office of Human Resources will follow the procedures outlined in [Article 7 of the clerical contract](#) to make a determination of placement.

Q: Will the district offer opportunities to connect with representatives in Human Resources to ask questions?

A: Yes. The district will host in-person, open Q&A sessions at impacted schools to support staff members with questions related to the transition, applying for positions, licensure, and certification. Representatives from the Office of Human Resources will be available to provide support.

Staff members may also reach out directly to their appropriate staffing representative with questions.

Q: Will there be opportunities to connect with school leaders who have open vacancies in my certification area before positions are posted?

A: Yes. The district will offer a connection event exclusively for employees in impacted schools. This will provide staff members with an opportunity to learn about staffing needs and available opportunities from school leaders with open vacancies.

The Office of Human Resources will also compile a staff member list, including name, title, certification area, if applicable, and email address, and share it with district principals to support consideration of impacted staff members once vacancies are posted.

Q: Can I “preference” into an open position?



A: No. Displaced employees must apply to and interview for open positions in accordance with the applicable collective bargaining agreement and district hiring procedures.

Q: When will positions be posted?

A: The Office of Human Resources will communicate the anticipated timeline for posting positions to impacted staff members. Positions will be posted in accordance with the applicable collective bargaining agreement and district hiring procedures.

Q: I haven't had to interview for a position in years. Will the school district offer support with resume writing and interview skills?

A: Yes. The Office of Human Resources will provide support to employees who would benefit from assistance with resume writing, interviewing, and navigating the internal hiring process.

Additional information about available supports will be shared with impacted staff members.

Q: What happens if I am currently working in a specialized program?

A: Specialized programs may be handled differently depending on the district's plan for the program.

When a specialized program is being relocated or maintained as a cohesive program, the district may determine that staff members assigned to that program will transition with the program rather than participate in the displacement process. Staff members impacted by such a transition will be notified directly regarding their specific placement.

Q: What happens if I am a teacher or PTU member and my school fully closes?

A: If your school fully closes and your position is eliminated as a result, you will receive a displacement letter in accordance with the PTU collective bargaining agreement.

The district will provide an internal hiring opportunity for impacted PTU staff members. Staff will have an opportunity to interview with school leaders who have vacancies in their area(s) of



certification before positions are made available to other applicants, consistent with the applicable hiring process.

Additional information regarding the timeline, location, and process will be communicated to impacted staff members.

Q: What will the internal hiring opportunity entail?

A: The internal hiring opportunity will provide displaced staff members with an opportunity to connect and interview with school leaders who have vacancies in their area(s) of certification.

Principals may extend offers through this process, consistent with district procedures and the applicable collective bargaining agreement. School leaders and hiring teams will be strongly encouraged to consider current Providence Teachers Union members for available positions.

Q: What happens if I do not receive a position through the internal hiring process?

A: Staff members who do not obtain a position through the initial internal hiring opportunity will continue to have opportunities to apply for available positions for the following school year.

The district will follow the applicable provisions of the collective bargaining agreement for any teacher who does not have an assignment prior to the start of the school year.

Q: What happens to programs that are being relocated or maintained as part of a school transition?

A: The district will evaluate specialized programs on a case-by-case basis. When the decision is made to maintain a program as a cohesive unit or relocate the program to another school, staff members may transition with the program rather than go through the displacement process.

Impacted staff members will receive specific information regarding how the transition will affect their assignment.

Q: Where will my administrator(s) be placed, and how will we find out?



A: Once administrative placements have been finalized for the coming school year, they will be communicated to staff at affected schools.

Q: How will I know whether I am impacted by displacement?

A: The Office of Human Resources will communicate directly with staff members whose positions are impacted by a full school closure or the elimination of positions.

The Office of Human Resources will provide specific information regarding the staffing approach for each affected school and will communicate next steps as decisions are finalized.