



Board of Education Agenda Abstract

Meeting Date: August 20, 2026
Agenda Type: Discussion and Action

Subject: Recommendation for CHCCS Board of Education Approval of New School Location(s) for the Mandarin Dual Language and World Language Programs for the 2027-28 school year.

Division:	Operations	Department:	Operations and Facilities
Person Responsible:	Al Ciarochi, Deputy Superintendent of Operations	Feedback Requested From:	North Carolina State University's SchoolCAMP, North Carolina State University's Institution for Transportation Research and Education (ITRE), CHCCS Transportation Dept.

Strategic Plan Alignment: Equitable and Transparent Fiscal Stewardship and Operations

Previous Work Session (Y/N):	No	Date:
Previous Discussion and Action (Y/N):	No	Date:

Attachment(s):

[CHCCS Presentation - 8.20.2026.pdf](#)
[Appendix to July 16 & August 20, 2026 CHCCS BOE Presentation.pdf](#)
[Glenwood Community Input Session 08_05_26.pdf](#)
[Rashkis Community Input Session 08_17_26.pdf](#)
[Scroggs Community Input Session 08_18_26.pdf](#)

PURPOSE:

To deliberate and approve the new school location(s) for the Mandarin Dual Language and World Language programs for the 2027-28 school year.

BACKGROUND:

Following the Chapel Hill-Carrboro City Schools (CHCCS) Board of Education's June 4, 2026 decision to close the Glenwood Elementary School building, the Board directed district leadership to develop and present placement scenarios for the Mandarin Dual Language Immersion (DLI) and Mandarin World Language programs. The Board further specified that the analysis be limited to elementary schools with existing substantial capacity. In collaboration with NC State University's SchoolCamp, the district conducted a comprehensive program placement study designed to inform program location decisions based on operational data, program capacity, enrollment projections, and future boundary planning considerations. The study was intentionally developed as a program placement analysis and

not as a student assignment or attendance boundary study.

The analysis was guided by three foundational principles: (1) identifying schools with substantial available program capacity; (2) minimizing disruption to students, families, and staff; and (3) preserving flexibility for the district's comprehensive elementary attendance boundary adjustment process scheduled to begin in Fall 2026. Program capacity, rather than building capacity, served as the basis for the evaluation, reflecting the instructional spaces required for Exceptional Children services, Pre-K, art, music, intervention, and other specialized educational programs. Schools operating below 80 percent of their program capacity and projected to have at least 100 available seats during the implementation year were identified as viable placement options.

Two program placement scenarios were evaluated. Option 1 proposed relocating both the Mandarin Dual Language Immersion and Mandarin World Language programs to a single elementary school. While operationally feasible, this scenario would require the reassignment of all geographically assigned students at the receiving school, resulting in an estimated impact of approximately 313 to 362 students. Option 2 proposed placing each Mandarin program at separate elementary schools. This alternative would significantly reduce the number of student reassignments, estimated at approximately 118 to 223 students, and lessen the impact on existing school communities while preserving greater flexibility for future attendance boundary adjustments.

Based on the operational analysis and projected enrollment trends, the study identified Rashkis Elementary School as the overall preferred location should the Board elect to consolidate both Mandarin programs at a single site (Option 1). This recommendation was supported by Rashkis' projected enrollment decline, lower long-term utilization, limited opportunities to increase enrollment through future redistricting, and relatively small walk zone. This would require the reassignment of all geographically assigned students at the receiving school, resulting in an estimated impact of approximately 321 students. Alternatively, should the Board choose to separate the two Mandarin programs, the study recommends locating one program at Rashkis Elementary School and the second at Mary Scroggs Elementary School (Option 2). This approach would reduce student reassignment impacts, preserve neighborhood walk zones, and provide greater flexibility during the district's forthcoming attendance boundary planning process. This would require the reassignment of all geographically assigned students at the receiving schools, resulting in an estimated impact of approximately 148 students.

The presentation concludes by positioning the Mandarin program placement decision as an initial step within the district's broader elementary student assignment and attendance boundary planning process, which is scheduled to commence in September 2026. Following the Board's determination regarding program placement, the district will initiate a comprehensive boundary planning process that includes community engagement, the development and evaluation of boundary scenarios, presentation of recommendations to the Board during Winter 2026, and implementation of approved attendance boundaries for the 2027-2028 school year.

FINANCIAL IMPACT:

PERSONNEL IMPACT:

SUGGESTED ACTION: Seeking the CHCCS Board of Education approves the placement of the Mandarin Dual Language Immersion Program and the Mandarin World Language Program for the 2027-28 school year.

RESOLUTION:

Be it, therefore, resolved that the Board of Education approves the placement (Option 1 or 2) for the Mandarin Dual Language Immersion Program and the Mandarin World Language Program at Mary Scroggs Elementary School and/or Mel and Zora Rashkis Elementary School for the 2027-28 school year.

(If Option 2 is selected) Additionally, be it, therefore, resolved that the Board of Education approves the placement of the Mandarin Dual Language Immersion Program at [TBD Elementary School] and the Mandarin World Language Program at [TBD Elementary School] for the 2027-28 school year.