

----- Forwarded message -----

From: **CHCCS** <noreply@chccs.k12.nc.us>

Date: Mon, Sep 14, 2026 at 5:30 PM

Subject: Recommendation for Mandarin World Language program



Dear Glenwood and Scroggs Families and Staff,

Over the past several months, members of both the Glenwood and Scroggs communities have given countless hours to conversations about the closure of Glenwood Elementary School, the future of its Mandarin programs, and the implications of those decisions for students, families, and staff. I am deeply appreciative of the time you have spent meeting with the administration, engaging with the Board of Education, asking difficult questions, sharing concerns, and advocating for your school communities and for the children you care so deeply about.

I also recognize how difficult and emotional this process has been. For Glenwood families and staff, this work has taken place alongside the loss of a school community that means a great deal to many people. For Scroggs families and staff, the possibility of receiving a new magnet program has raised significant questions about student assignment, school culture, scheduling, instructional practices, and the future of your own school community. Those concerns are real, and I have tried to listen carefully to them.

Administration's Recommendation:

After considering the feedback we have received, reviewing the current structure of the World Language program, examining updated enrollment information, and considering the broader redistricting process that lies ahead, I have reached a recommendation that I intend to present to the Board of Education this Thursday.

I will recommend that the district not relocate the existing Glenwood Mandarin World Language offering to Scroggs as a districtwide magnet program for the 2027-28 school year. Instead, I will recommend that students currently participating in the Glenwood World Language offering be included in the broader student assignment and redistricting process associated with the closure of Glenwood.

I also want to be clear that my recommendation is just that: a recommendation to the Board of Education. It should not be interpreted as an indication of how the Board will ultimately vote this Thursday. The Board will consider the information presented, deliberate publicly, and make the final decision.

Rationale:

I want to directly address one of the most difficult aspects of this recommendation. CHCCS has historically sought, when possible, to allow students who begin a specialized program to complete that program. Glenwood parents who have reminded us of that history are not wrong to do so, nor are they wrong to expect us to take that commitment seriously.

At the same time, the circumstances before us are unusual. Glenwood is closing because of significant changes in district enrollment, and we are simultaneously preparing for a broader redistricting process designed to better align the number of students we serve with the capacity available across our schools. Updated enrollment information continues to reinforce the importance of that work.

Continuing the existing World Language offering as a magnet at Scroggs (or moving the current cohort there and phasing the program out over several years) would reserve seats outside the normal attendance-area process and reduce the Board's flexibility to establish stable school boundaries. A phase-out model could also create additional vacancies at Scroggs over time as the existing cohort progresses through elementary school, potentially requiring future student assignment changes simply to refill those seats.

Given where we are today, I believe the most responsible recommendation is to preserve as much flexibility as possible as we enter the larger redistricting process.

Additional Considerations & Next Steps:

The Mandarin World Language offering at Glenwood currently functions as an elementary World Language special. Across CHCCS, elementary schools provide World Language instruction in different languages and with varying amounts of instructional time. Scroggs already has an established Spanish World Language offering that is integrated into its master schedule and instructional model.

The Board has also already decided to relocate the Mandarin Dual Language program to Rashkis Elementary School. That decision preserves a districtwide Mandarin magnet pathway while also fundamentally changing the model that has existed at Glenwood, where Dual Language, World Language, Mandarin, STEAM², and the broader identity of the school have developed together.

I have also considered whether CHCCS should design a new language-focused magnet at Scroggs. I believe that if the district decides in the future to establish another magnet program, we should first be able to clearly articulate what makes that program educationally distinctive, what students should learn as a result of participating, how it will be staffed and scheduled, how it will affect student assignment, and how it fits within a broader district strategy. That kind of work requires thoughtful research, planning, and meaningful engagement with educators and families. I do not believe we should designate a new magnet first and attempt to develop its educational model afterward simply to meet the timeline before us.

For that reason, I will also recommend that the district undertake a broader review of elementary World Language programming across CHCCS, including instructional time, language offerings, curriculum expectations, proficiency goals, equity of access, staffing, cost, and the criteria we should use when determining whether an offering warrants magnet status.

In Conclusion:

I know this recommendation will be disappointing to some members of the Glenwood community, just as other possible recommendations would have created significant concerns within the Scroggs community. There is no option before us that eliminates disruption or fully resolves the competing interests involved.

I felt it was important, however, to share my recommendation with both communities as soon as I reached it rather than have you first hear it during Thursday's Board meeting. You have invested too much time and energy in this process for the administration's position to come as a surprise.

Thank you again for the multiple meetings, conversations, emails, questions, and hours you have devoted to this work. I recognize that advocacy sometimes means disagreeing with the administration or the Board, and I appreciate the seriousness with which both communities have approached decisions that will affect children and schools for years to come.

Whatever decision the Board ultimately makes, our responsibility will be to move forward together, supporting students through the transition, supporting staff as they plan for the future, and ensuring that every child affected by these decisions is welcomed, known, and well-served in their school community.

Sincerely,

Rodney Trice, Ed.D.
Superintendent
Chapel Hill-Carrboro City Schools