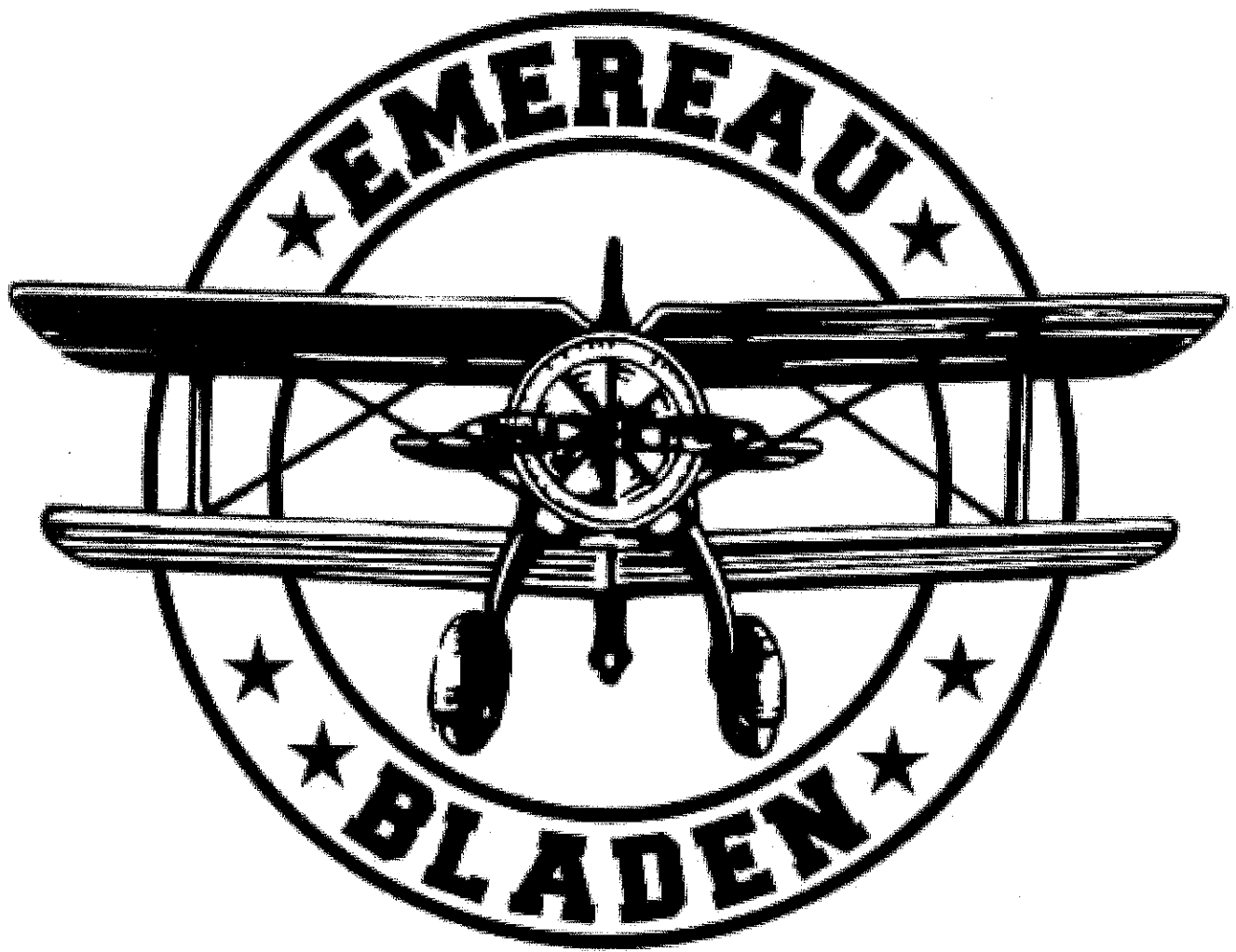




**Emereau Parent
Student Achievement Guide
2026-2027**



Welcome.

At Emereau: Bladen Charter School, our goal is to provide a well-rounded education. The content and skills taught are to help prepare students not only academically, but also socially and emotionally. As a parent, your involvement in your child's education plays an important role in their academic success. The goal of this guide is to provide you with valuable strategies to support your child academically during these foundational years.

Our academic commitment extends to visual and performing arts, makerspace, spanish, and physical health and wellness. In the Middle School, we offer a variety of choices for learning opportunities that are extensions for your child to participate in agriculture, theatre, strength and conditioning, career exploration, as well as opportunities for high school credits through Earth and Environmental Science, English 1, and Math 1.

Collaboration between home and school creates a supportive environment where your child's learning is reinforced both inside and outside the classroom. School and home can work together by sharing information, and implementing consistent strategies to support all areas of development. Teachers provide valuable insights into the child's progress and learning needs, while parents offer unique perspectives on their child's strengths, interests, and challenges.

We consider it a privilege to play a role in your child's education and look forward to the opportunities that lie ahead. We're excited to learn and grow together.

Sincerely,

Polly G Hancock, Executive Director
Amanda Garner, Dean of Lower School
Thersia Wright, Dean of Upper School



Emereau Bladen Contact Information

Executive Director: Polly G Hancock, pollyhancock@emereau.org
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Phone Number: (910) 247-6595
Tomye Su DeVane, Elementary Building
Teresa Brown, Middle School Building

Emereau is a Mission driven organization.

Our Mission statement is:

***At Emereau, we illuminate to embark, we investigate to discover, we innovate to transform, we cultivate to sustain, we celebrate to thrive, realizing the potential within us, we Graduate.
(Formula for Greatness- $E=i3c2g$)***

Title 1

Title I Funds are federal dollars that are sent to Local Education Agencies/ Charter Schools through the Department of Public Instruction. The purpose is to ensure that all children have a fair, equal and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

At Emereau, we use these funds for:

- ◆ Personnel
- ◆ Programs
- ◆ Materials and Supplies
- ◆ Parental Involvement

If you have any questions, please contact Polly Hancock, Amanda Garner, or Theresia Wright.



MTSS Intervention Program

Our school uses a Multi-Tiered System of Support to ensure that every student receives personalized instruction based on their academic needs.

Key Concepts:

- ✓ A multi-tiered system of support (MTSS) is a framework that promotes school improvement through engaging, evidence-based academic and behavioral practices.
- ✓ MTSS is NOT a process that automatically results in a referral to special education.
- ✓ Students with disabilities are general education students first and should have access to the full system of support available to all students.
- ✓ Accessing an appropriate educational program should be SEAMLESS; the MTSS framework should be flexible to meet the needs of EVERY student without stopping and starting processes generally assumed to be either general or special education.
- ✓ NC MTSS employs a systems approach, using data-driven problem-solving to maximize growth for all.

<https://www.dpi.nc.gov/mtss-swd-guidelines/download?attachment>

Exceptional Children's Program

Students with disabilities at Emereau Bladen receive Exceptional Children (EC) services based on the individual educational need for specially designed instruction when standard instruction with accommodation is not appropriate. The services emphasize maximum participation in typical settings for students. Services are provided according to the federal mandates of the Individuals with Disabilities Education Act (IDEA) and North Carolina Public School Law, Article 9 regulations as written in Procedures Governing Programs and Services for Students with Disabilities.

Emereau Bladen's Exceptional Children Services work as a collaborative team to serve and advocate for students with disabilities through the provision of personalized instruction in the least restrictive environment in order for students to develop cognitively, socially, vocationally and emotionally.

English Language Learners

Under Every Student Succeeds Act (ESSA) sections 3111(b)(2)(A) and 3113(b)(2), each state must have a standardized process in place to identify English learners (ELs). According to the process outlined in ESSA, EL status is determined in two steps:

1. Students with a Home Language Survey (HLS) indicating a primary home language other than English proceed to step 2.
2. Qualifying students take the SBE approved screener.

Students who are not yet proficient in English based on the screener results, qualify as English learners. State Board of Education (SBE) policy TEST-011 requires that all local education agencies (LEA) administer newly enrolled students an HLS to determine whether students need to be screened for identification as an EL. To be identified as an EL, students indicating a language other than English on the HLS must be assessed using the state EL identification screener at initial enrollment. The W-APT™ is the state-identified EL proficiency identification assessment given to students in kindergarten and in the first semester of grade 1. The WIDA™ Screener Online is the state-identified EL proficiency identification assessment given to students in the second semester of grade 1 through grade 12. Initial assessment of the W-APT and the WIDA Screener is required within thirty (30) calendar days of enrollment

Each year, the director (or designee) shall notify parents of Limited English Proficient (LEP) children of:

- a. the reasons for the child's identification
- b. the child's level of English proficiency and how such level was assessed
- c. methods of instruction
- d. how the program will help the child
- e. the exit requirements for the program
- f. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP)
- g. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learners
- h. notice of regular meetings to formulate and respond to recommendations from parents.

Curriculum

The Emereau curriculum represents a twenty-first century approach to learning which aligns with our school Mission. Emereau strives to create the dynamic changes necessary for profound student learning and increased performance. Innovative and transformative learning environments, overflowing with vibrant creativity and curiosity provide child centered learning environments. Emereau seeks to accomplish the

extraordinary by adhering to the standards set forth, increasing student learning and performance while providing a dynamic learning environment for children in eastern North Carolina communities. The process of inquiry, evident across the curriculum and implemented throughout the learning community in every class, provides a learning experience essential to the learner. The 2017-2018 Emereau Kindergarten students will graduate in 2030 into a future yet unknown. The ability to understand and meet today's challenges and thrive in tomorrow's world will be realized as the learner begins to illuminate, investigate, innovate, and cultivate. At Emereau, each grade level will be considered a Learning Community. Classes of 20-22 students will experience multiple learning spaces in physical locations which foster student learning. Included are Collaboration Spaces, (4-6 students) Think Spaces, (1-3 students) and Impart Spaces. (2-22 students) Students and teachers gather depending on the learning project or task. The form of the space follows the function – allowing for spaces for individual study, group collaboration, or large (20-22) group instruction. The design of the learning environment is based on research regarding the ways children and adults learn in today's world.

While technology will be evident in the K-5 learning environment, increased instructional technology or blended learning will be evident in the Middle School as well. Middle School classes, (20-22 students) will include integrated and thematic units, and collaborative group study with increasing evidence of investigation and innovation.

K-5 Curriculum

As a Charter school, we have greater freedom to choose and develop curriculum that accomplishes our unique goals while teaching and maintaining state standards. In doing so, we cover the [NC Standard Course of Study](#).

We utilize novel studies from Core Knowledge, Daily 5, Magnetic Reading and iReady to support and sustain our reading instruction.

Our math curriculum, iReady Math, uses research based strategies that help our students understand concepts by learning to think critically and mathematically rather than focusing solely on memorization. Science is tested in the 5th grade with the NC EOG.

6-8 Curriculum

Our 6-8 curriculum is also based on the [NC Standard Course of Study](#). We also utilize novel studies from Core Knowledge and iReady to support our middle school reading program. iReady Math continues through 8th grade, and we offer students the opportunity to take Math 1 in 8th grade if they meet qualifications. Social Studies, grades 6-8 utilizes an online textbook from SAAVAS. They are project based and they focus on integration of reading skills within the informational text they teach. Science is tested in the 8th grade with the NC EOG. Standards are taught using hands-on, inquiry based learning. We also offer our 8th graders an opportunity to take Earth and Environmental Science to earn high school credit. 8th grade students can also

qualify to take English 1 and Math 1 based on grades and test data. CTE is also offered in 8th grade that will satisfy a high school credit.

Middle School Explorations

Students in Grades 6-8 will choose from Visual Art, Band or Chorus. They will also have Health and PE daily. Theatre and Pep Band are also offered as an Exploration.

Athletics

Our students have the opportunity to participate in a variety of sports throughout the year.

Athletic Director: Coach Dom Whittington, domwhittington@emereau.org

Fall Sports

Volleyball

Boys Soccer

Winter Sports

Girls Basketball

Boys Basketball

Cheerleading

Spring Sports

Girls Softball

Boys Baseball

Girls Soccer

Coed Golf

Tryouts for each sport are held at the beginning of each season.

Grading

Kindergarten - 2nd will grade using S+, S, N, U.

S+ = 90 - 100

S = 76 - 89

N = 60 - 75

U = 59 and below

3rd - 8th Grade Scale

A=90-100

B=80- 89

C=70-79

D=60- 69

F= below 60

****Teachers give students many opportunities to make acceptable grades by providing study guides, reviewing material, giving additional assignments, retaking tests, etc. However, the student's shall put forth every effort to complete the assigned work, making sure it is turned in on time. We will send academic difficulty notices for students demonstrating need of assistance in order to pass their grade in January. Should a student continue to be academically challenged or in failure status, parents will receive a second notice in March (Possible Retention Notice). No student will be retained without proper communication, notification, and completion of academic difficulty and retention notices. Attendance will be taken into consideration as well.**

PROMOTION STANDARDS

Promotion requirements for grades 3–8

Students in grades 3–8 must perform at least at grade level in all areas of the curriculum to be considered for promotion. This includes performance on state end-of-grade tests, observations, grades, and other assessments. Grades, assessment scores, and attendance are all used to determine promotion to the next grade level.

Teacher judgment for grades K-8

Teachers may consider factors such as previous retentions, observations, checklists, student portfolios, and classroom assessments when determining a student's promotion status. iReady assessments are used to determine growth and readiness for the next grade. Attendance also plays a major role in promotion and retention decisions.

Read to Achieve Program

Read to Achieve Legislation: Part 1A.

North Carolina Read to Achieve Program. § 115C-83.1. State goal. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade and continues to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success. (2012-142, s. 7A.1(b).)

Students who score Achievement Level 3 or higher on the Read to Achieve Test meet the promotional requirements for this program.

Student options to meet RTA Legislation:

Read to Achieve portfolio

A collection of student work that includes reading passages and comprehension questions. The student completes the passages during the school day as part of independent work. The school decides which students need to complete the portfolio.

Alternative assessment

Students can demonstrate proficiency by passing an alternative assessment on a designated day set by the district.

Summer Reading Camp

Students who don't pass the EOG Reading test and don't have a good cause exemption may be encouraged to attend a district-sponsored Summer Reading Camp.

Private reading support program

Parents can send their child to a private reading support program and provide documentation to the LEA. The LEA may use this documentation when considering the student's placement for the following year.

Emereau Bladen personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and to the extent practicable, in a language the parents can understand.

1. School Report Card: Each year, Emereau: Bladen will publish the School Report Card to the school website, and notify parents via letter once the School Grades are verified by the State Board of Education.
2. Teacher Qualifications: Parents have the right to certain information on the professional qualifications of the student's classroom teachers providing services to the child.
3. Parental Rights and Opportunities for Involvement: Emereau: Bladen has the Parent and Family Engagement Plan posted on our website. We have a very active PTO organization called the "Cargo Crew", and we offer opportunities throughout the year for parents to volunteer for activities in the school. Parental Surveys are sent out during the year. We also have a Family/Parent Resource Center located in the Elementary Building.
4. Each year, the Executive Director, or designee of Emereau, will provide notice to parents of their right to request information regarding student participation in state-required assessments.

Emereau Benchmarks and Assessments

Classroom

- Unit and Chapter Tests
- Reports
- Projects
- Celebrations and Culminating Events
- Presentations

School-Wide

- Diagnostic and Growth Monitoring through iReady
- Grades 3-8 NC Check-ins

State-Mandated Tests

- Beginning of Grade Test (BOG) in 3rd Grade

- End-of-Year Test (EOG) 3rd-8th Grade
- Science End-of-Year (EOG) Test in 5th and 8th Grade

Tips for Supporting Student Achievement

1. **Lead by Example:** Parents should model good citizenship behaviors such as kindness, respect, responsibility, and empathy in their daily lives. Children often learn best by observing.
2. **Encourage Reading:** Parents should set aside dedicated time for reading together as a family and provide access to a variety of books and materials that cater to your child's interests. Be a role model by demonstrating a love for reading and discussing books with your child.
2. **Set High Expectations:** Parents should establish clear academic expectations for their children and provide support to help them achieve their goals. Encourage children to take pride in their academic accomplishments, celebrate their successes, and imitate their parents' actions.
3. **Establish a Learning-Friendly Environment:** Create a supportive home environment that values education and encourages learning. Set aside dedicated time for homework, reading, and studying. Provide access to educational resources such as books, educational games, and learning materials.
4. **Communicate with Teachers:** Maintain open communication with your child's teachers to stay informed about their academic progress and behavior in school. Attend parent-teacher conferences and actively participate in school events and activities.
5. **Foster a Growth Mindset:** Encourage children to embrace challenges, persevere through setbacks, and view failures as opportunities for growth. Teach them that intelligence and abilities can be developed through effort and practice.

Remember that every child learns differently, so be flexible and responsive to their individual needs. Your involvement and encouragement are invaluable in shaping their learning journey and preparing them for future success. Parents and schools are a powerful partnership when it comes to the success of your child.

Educational Choices

- Elizabethtown Primary School
- Elizabethtown Middle School
- Bladen Lakes Elementary
- Dublin Primary
- Bladenboro Primary
- Bladenboro Middle School
- Clarkton School of Discovery
- Tarheel School
- Elizabethtown Christian Academy
- Harrell's Christian Academy
- Dreamwork's Christian Academy
- Homestead Christian School

Adoption

Board Approved/Reviewed: 6/24/26

Signature: Dennis Tracy

Title: Board of Directors Chair/Vice Chair

Agent of Emereau Bladen Charter School

Signature: Patty M. Hancock

Title: Executive Director