Monday, November 26, 2012

Good Morning Prospective RSCS Stakeholder,

At Riverton we pride ourselves in our commitment to ensuring that all of our scholars are placed on the road to successful post-secondary learning. It is with this goal in mind that we work methodically to ensure that our Scholars receive the best possible classroom leaders who will work committedly to facilitate the aforementioned. Therefore, on behalf of our collective community of stakeholders, we invite you specifically to apply for the vacant 3rd grade teaching position here at the Riverton Street Charter School.

Due to an immediate need to modify the assignment of one of our classroom teachers (Doctors orders) we are presently seeking to recruit a third grade teacher who is passionate about teaching but even more so, committed to the process of student learning. Please be advised that we are moving with a sense of haste as we intend to make a final decision no later than Friday, November 30, 2012, therefore all interviews will have to take place this week as soon as possible. If you are seriously interested in joining our community and being considered for the position, please forward your resume/cover letter (if you have not done so already). In addition, please forward a date/time between the hours of 8:00 a.m. and 2:30 pm that you would be available to interview. Specifically, your interview process will consist of a professional conversation with our Dean of Instruction and “yours truly”. You will also be expected to conduct a 20-30 minute demonstration lesson which will be scheduled at your earliest convenience. Demographically, our classes consist of 26 students of varying degrees of academic abilities and interests. There are 15 boys and 11 girls in the class we call Howard University as every RSCS class is named after a post-secondary institution of learning.

Last but certainly not least, you will receive an opportunity to speak directly with members of our school community (teachers, registrar, parents, custodian, students, etc.) to gain a clearer sense of who we are and what it is we as a community of stakeholders are attempting to do here at the Riverton Street Charter School.

If you have any questions, please feel free to contact me at (718) 481-8200 or e-mail me at 89.vkennedy@heritageacademies.com.

Educationally,

[Signature]

Verone Kennedy
Principal
Riverton Street Charter School

In times of drastic change it is the “learner” who inherits the future; the “learned” usually find themselves beautifully equipped to live in a world that no longer exists. - Eric Hoffer
Imagine walking into a classroom of self-directed learners, a place where students are actively engaged in relevant discussions and taking responsibility for their own learning. Imagine the teacher of that classroom facilitating the exchanging of ideas and the discovery of deep understandings, challenging students to do and be their very best. There you will observe a committed and inspired lead learner in every classroom whose primary charge will be to instruct, model, coach and confer.

Now envision hallways filled with evidence of student work. On any given day you can see students (at times parents) proudly sharing their work and articulating a clear understanding of the standard of excellence that has been clearly met or exceeded. The only minor running you will hear will be the scurrying of feet trying to get to class because of the degree of excitement about learning and the notion that “being there and on time” is an all important concept. Imagine a culture where academic excellence is the norm, expectations are made explicitly clear and learning at the highest levels occurs for everyone. A place where the social, physical, cognitive, ethical, emotional and linguistic needs of all students are met and values such as honesty, humility, empathy are embraced, encouraged, modeled, practiced and celebrated each and every day.

This is the shared vision of our stakeholders at the Riverton Street Charter School. We believe that every student can and must work towards maximizing his/her potential. We truly believe in the concept of authentic parental/community engagement understanding that sustainable teaching and learning cannot occur in isolated pockets. Instead all constituencies must be actively engaged in order to meet the long and short-term needs of our advanced, grade level, struggling learners. Our goal is to “better educate more children”. Our mission is to create the culture, curriculum and conditions that will enable us to place each and every R.S.C.S. scholar on the path to college and a successful life beyond graduation.
**Frequently Asked Questions**

**Is there a fee to attend this local or any Charter School?**
No. The Riverton Street Charter School is a “Free” public charter school.

**What are the official hours of the RSCS?**
School begins at 7:00 am Monday thru Friday. Dismissal occurs at 3:00 pm for scholars not participating in our extended day program. Those who participate in extended day sessions are dismissed at 5:00 pm.

**Can you describe the curriculum of the RSCS?**
At Riverton we take our obligation to develop the “whole scholar” seriously. We offer a college bound curriculum structured around a belief that students are individuals with varied learning goals and needs. Our instructional blueprint is designed with the first year of college in mind and mapped backwards to enable us to provide a rich, rigorous and relevant learning experience for all scholars with consistency across all classes and grade levels. We proudly showcase comprehensive visual arts and music programs as well as a health based physical education program.

**How well are our scholars doing in growth throughout the school year?**
The RSCS is governed by a community based Board of Directors who insightfully petitioned NYS in 2009 for a Charter. The school received its authorization from the NYC Department of Education in 2010 and therefore adheres to systems of accountability. We are scheduled to receive our first NYC Progress Report in the Fall of 2012. In an effort however to consistently monitor/measure our scholar’s academic progress in grades k-4, we administer the nationally normed NWEA M.A.P. assessment three times a year. You can learn more about the NWEA at [http://www.nwea.org/](http://www.nwea.org/).

**Does the school have a “bullying” policy?**
We promote a “bully free” environment here at Riverton and work committedly to ensure students reside in a safe and secure environment where they are encouraged to be themselves. One of the four pillars of our “essential features” is our Moral Focus initiative. While we know it is imperative that we explicitly state and enforce our policy against bullying, we find it is even more impacting when we proactively engage our scholars in developing habits of “good decision making”. At Riverton we infuse into our curriculum the study and practice of nine explicit virtues ranging from respect to perseverance. Our scholars work intentionally to develop their intellect as well as their character.

**What are the grade/class configurations of RSCS?**
Presently we facilitate learning for scholars in grades k – 4 (increasing by one grade per year). Our organizational model mandates that our kindergarten registers are to not exceed 20 scholars per class and in grades 1-8 no more than 26 scholars per class.

**Does the RSCS have an extended day learning program?**
Yes! In an effort to provide additional academic support and relevant extracurricular activities, we facilitate a robust afterschool program consisting of activities ranging from Tai-Chi to Chess.

Visit our website at [www.rivertonstreetcharterschool.org](http://www.rivertonstreetcharterschool.org)
1985 officially marked the beginning of a career that Verone describes as “his calling.” It was then that a 19 year old was hired as a “NYC Urban Park Ranger” and began to think deeply about education and the role facilitators can play in motivating and empowering learners. In 1987, while conducting a nature workshop in Brownsville Brooklyn, Verone was asked by the school’s Principal to consider a career in teaching. A few months later, Verone made the decision to join the staff of P.S. 289 as an educational assistant while working to complete his B.S. in Elementary Education at the State University of New York.

Two years later Verone became a sixth grade teacher at P.S. 93 in Brooklyn’s, 13th C.S.D. His professional studies at S.U.N.Y.; B.S. in Education, Sarah Lawrence College; M.S. in Education, NYC Leadership Academy; S.A.S., Yale Child Study Program; Certified Facilitator, provided the theoretical and in some instances, the practical learning that would support his deep seeded belief that “all children are capable of learning at high levels”. Furthermore, believing as educational advocates, we are obligated to facilitate authentic, relevant learning experiences that will inspire, motivate and ignite learners in a manner considerate of their interests, intelligences and styles of learning. His tenure as a sixth grade teacher and staff-developer in district 13 lasted for twelve years. As fate would have it, from 2000 to 2004, Verone was requested by the District Superintendent to serve as a U.F.T. Teacher Center Specialist and subsequently a co-founder of Frederick Douglass Academy IV in Bedford Stuyvesant, Brooklyn.

In 2004 Verone was recruited by both The New York City Leadership Academy and New Leaders for New Schools to pursue studies in educational leadership. After attending and successfully graduating from the New York City Leadership Academy in 2004, Verone was drafted by Region eight’s Superintendent to establish an innovative middle school in Crown Heights, Brooklyn. The Granville T. Woods School for Science and Technology was soon after acknowledged locally and nationally as a “high performing middle school”. The school placed an instructional emphasis on S.T.E.M., critical thinking, early adolescent development and the process of distributive leadership. As a result of Verone’s success, he was selected by the C.E.O. of the Community Learning Support Organization to lead a team of instructional specialists for the purpose of providing curricular, instructional and administrative support to 22 NYCDOE middle, high and K-8 schools. In 2008 the Deputy Chancellor for Teaching and Learning invited Verone to serve as the coordinator for middle school initiatives, leading the citywide “Campaign for Middle School Success.” Upon completion of his tenure at D.O.E. central, Verone made the decision to take a firsthand look at “charter schools, accepting the invitation extended by National Heritage Academies to establish and develop a new a K-8 learning community in Saint Albans, Queens. Today, he proudly serves as the founding Principal of the Riverton Street Charter School and continues to work intentionally with the stakeholders of the school community to reach their goal of high academic and social achievement for all.

Verone is the recipient of numerous awards and acknowledgements. In 1998 Local 1199 recognized Verone as a “Distinguished Leader”. During the 2000-2001 school year he was recognized by the District 13 Parent’s Council as P.S.270’s Staff Member of the Year.” In 2007, he received the prestigious Overcoming Obstacles; Achievement in Education Award. On Wednesday, March 12, 2008 he was awarded the coveted Fund for the City of New York’s Sloan Public Service Award for his years of outstanding service to the citizenry of NYC. Throughout his tenure as an educator he has received media recognition from communicative agencies encompassing the Daily News, The New York Times (May 2000), Time Magazine (February 2007) and MSNBC (2 broadcasts). He has graciously received proclamations and acknowledgements from politicians the likes of Governor George Pataki, Mayor Michael Bloomberg, Senator Hillary Clinton, State Senator Eric Adams, Congressman Major Owens, Congressman Ed Towns, Councilman Al Vann and Brooklyn Borough President Marty Markowitz.

Verone presently lives in Saint Albans with his wife Sonia and his son Matthew. He is the product of a caring family, a nurturing community, professional mentors/colleagues and a host of school experiences that tell a unique story of his “overcoming personal obstacles.” He considers himself a “lifelong learner” and relishes the fact that he still has much, much more to learn.