



**JILL CHAIFETZ
TRANSFER SCHOOL**
A COMMUNITY SCHOOL IN PARTNERSHIP
WITH **BRONXWORKS**

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JCTS

Student Parent

HANDBOOK

— 2026-2027 —



*“Every Journey Begins
with a Single Step”*

Jill Chaifetz Transfer School

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JCTS Mission Statement

Jill Chaifetz Transfer School is a small community school dedicated to providing a transformative education to students seeking an alternative and responsive environment.

We aim to collaborate with students as they earn a high school diploma, prepare for post-secondary success, and reach their full potential.

Our Mission In Action

At JCTS, our mission begins with relationships. We believe that students thrive when they are known, supported, challenged, and given meaningful opportunities to take ownership of their learning and their future.

As a staff, we share the responsibility of creating the environment our students experience each day. Our work requires us to collaborate, listen, remain responsive to student needs, challenge our thinking, and support one another as we navigate the complexities of this work.

We are committed to creating a school community where students can grow, staff can grow, and we grow together.



JCTS VISION 2026

POWER OF *Us*

We don't do this work **alone**.

-  We **listen** to one another.
-  We **challenge** our thinking.
-  We **trust** one another.
-  We make space for **different perspectives**.
-  We have **courageous conversations**.
-  We **support** one another through the hard moments.
-  We **celebrate** one another.
-  We **learn** from one another.

Because the *culture* we create *together* becomes the experience **our students receive.**





SY 26-27 Instructional Focus

We will build teacher capacity to maintain high cognitive demand by implementing **questioning strategies, structured group work, and task designs** that promote productive struggle, fostering meaningful discourse and collaboration while elevating student voice, engagement, and deep thinking across all subject areas.

What this looks like at JCTS

At JCTS, we are committed to creating classrooms where students are expected and supported to think deeply. Rigor does not mean students work without support; it means we provide the structures, questions, feedback, and opportunities they need to engage with challenging ideas.

Our classrooms should create opportunities for students to:

- Think critically and make meaning
- Engage in productive struggle
- Explain and defend their thinking
- Learn through collaboration
- Participate in meaningful academic discourse
- Ask questions and make connections
- Take greater ownership of their learning

Our Instructional Commitments

We ask questions that make students think.

Our questions should move beyond recall and encourage students to explain, analyze, justify, and extend their thinking.

We design tasks that require meaningful thinking.

Students should engage in work that requires them to make decisions, solve problems, communicate ideas, and apply their learning.



We embrace productive struggle.

We recognize that struggle can be an important part of learning. Our role is to provide appropriate support without removing the thinking from the task.

We create space for student voices.

Students should have opportunities to share their ideas, perspectives, questions, and reasoning.

We build collaboration through structured group work.

Collaboration should be purposeful and structured so that students are actively contributing to the learning.

We prioritize meaningful discourse.

Students should have opportunities to listen, respond, question, build on one another's ideas, and communicate their thinking.

We engage students as thinkers and learners.

Our goal is not simply task completion. We want students actively engaged in the process of learning.

JCTS Student Schedule SY 2026-2027

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:40-9:37	8:40-9:30	8:40-9:37	8:40-9:37	8:40-9:37
2	9:37-10:34	9:30-10:20	9:37-10:34	9:37-10:34	9:37-10:34
3	10:34-11:31	10:20-11:10	10:34-11:31	10:34-11:31	10:34-11:31
4	11:31-12:28	11:10-12:00	11:31-12:28	11:31-12:28	11:31-12:28
5 (Lunch)	12:28-1:18	12:00-12:30	12:28-1:18	12:28-1:18	12:28-1:18
6	1:18-2:16	12:30-1:20	1:18-2:16	1:18-2:16	1:18-2:16
7	2:16-3:12	1:20-2:10	2:16-3:12	2:16-3:12	2:16-3:12

This school year, students will begin classes at **8:40 a.m.** and be dismissed at **3:12 p.m.** On Tuesdays, students will be dismissed at **2:10 p.m.** to allow staff to participate in weekly professional development.

This school year, we are placing a strong emphasis on **punctuality** and making the most of every learning opportunity. Students who arrive after **10:30 a.m.** will be required to check in with the principal or an administrator before reporting to class.



Our goal is to support students in developing positive habits that contribute to their academic success and prepare them for future educational, career, and life opportunities.

JCTS SY 26-27 Electronic Device Collection Process

Step 1: Students will report to the designated electronic device collection area at the front entrance upon arrival. No student may approach the CASS machine until their electronic device has been collected. As in the previous school year, we will use a ticket system. Students will turn in their electronic devices at the front entrance, print their full name in the electronic device logbook, and receive a ticket in exchange. Staff will inform students of their designated electronic device pick-up location for dismissal.

Electronic Device Tickets (Pick Up Locations)

Ticket number & color	Room(s)
1-25 Black	Main Office
26-50 PURPLE	105
51-75 PINK	123
76-100 GREEN	109 *** Revised
101-125 BLUE	Main Office
126-150 YELLOW	105
151-175 RED	123
176-215 ORANGE	109 *** Revised

Step 2: At dismissal, students will report to their designated electronic device pick-up location, present their ticket, and retrieve their phone.

Note: If a student states that they do not have a phone or any other electronic device, students will be completing the Student Declaration of No Personal Electronic Device before proceeding to class. Additionally, parents/guardians will be contacted for verification.



Electronic Device Policy: What Students Need to Know

Our Goal

We want our school community to be a place where everyone can learn, connect, and feel respected.

To help create this environment, students are expected to follow our Electronic Device Policy and the expectations outlined in the Electronic Device Declaration Form.

If you are found with an electronic device when you are not permitted to have one, staff will follow the steps below.

If You Are in the Classroom

If your teacher observes that you have an electronic device:

1. Your teacher will calmly let you know that they observed you with an electronic device.
2. Your teacher will let you know that a JCTS staff member will come to the classroom to support you.
3. You will remain in class and continue participating in instruction while you wait for the JCTS staff member.
4. A JCTS staff member will connect with you and escort you to the main lobby to turn in your device.
5. After you turn in your device, you may return to class and continue learning.

What You Can Expect From Staff

Staff will work to handle these situations calmly and respectfully. You can expect staff to:

- Speak to you in a calm and respectful tone.
- Give you clear information about what will happen next.
- Avoid arguing or engaging in a power struggle.
- Give you the opportunity to make a choice that allows the situation to be resolved.
- Protect your privacy and dignity.
- Minimize disruption to your learning and the learning of others.



If You Are in Another Community Space

The same general process applies if you are found with an electronic device in another area of the school community.

1. A JCTS staff member or other community member will connect with you.
2. You will be asked to go to the front desk.
3. If the staff member is unable to escort you, they will contact another staff member for support.
4. You will connect with JCTS staff and follow the established procedure for turning in your device.
5. Once the procedure is complete, you will be able to continue with your school day.

What We Ask From You

If a staff member approaches you about an electronic device, we ask that you:

- Listen to the staff member.
- Remain calm and respectful.
- Follow the directions you are given.
- Avoid arguing or escalating the situation.
- Turn in your device when asked.
- Return to class or your scheduled activity once the process is complete.

Why Do We Handle It This Way?

We understand that giving up your device can be frustrating. Our goal is not to embarrass you, argue with you, or create a bigger disruption.

We want to resolve the situation quickly and respectfully so that you can get back to learning and participating in our community.

We are all responsible for creating a school community where everyone feels safe, respected, and ready to learn.



Trimester Dates 2026-2027

The JCTS academic year is divided into three trimesters. During each trimester, you will have three benchmarks. Think of these benchmarks as progress milestones that help you and your teachers monitor your academic progress throughout the school year. You should check in regularly with your teacher and use the JumpRope platform to review your progress and track your assignments and grades in each course. Students are encouraged to revise and improve their work throughout the trimester. When you revise your work, you may have the opportunity to demonstrate your learning and receive an updated grade. Remember, your progress is a journey. Use each benchmark as an opportunity to reflect, make improvements, and take ownership of your learning.

- **Trimester 1:** Thursday, September 10, 2026 - Tuesday, December 1, 2026
- **Benchmark #1:** Friday, October 2, 2026
- **Midtrimester Grade:** Friday, October 23, 2026
- **Benchmark #3:** Friday, November 13, 2026
- **Trimester 2:** Wednesday, December 2, 2026 - Thursday, March 12, 2027
- **Benchmark #1:** Friday, December 18, 2026
- **Midtrimester Grade:** Friday, January 22, 2027
- **Benchmark #3:** Friday, February 26, 2027
- **January Regents Administration:** Tuesday, January 26, 2027- Friday, January 29, 2027
- **Trimester 3:** Monday, March 15, 2027- Monday, June 14, 2027
- **Benchmark #1:** Wednesday, April 7, 2027
- **Midtrimester Grade:** Friday, May 7, 2027
- **Benchmark #3:** Friday, May 28, 2027
- **June Regents Administration:** Tuesday, June 15, 2027- Friday, June 25, 2027
- **August Regents Administration:** Tuesday, August 17, 2027- Wednesday, August 18, 2027



Contact Information

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Codes of Conduct

STUDENT BEHAVIOR

Students are expected to act in accordance with the JCTS community values of fairness, caring, trustworthiness, responsibility, and respect. The behavior of all students should reflect active participation in our positive, diverse, and safe learning environment. Failure to follow school and Department of Education rules could result in loss of privileges, as decided by school administration. Some of the student responsibilities and commitments are outlined below:

- Attend school daily from 8:40am - 3:12pm
- Remain on school grounds during school hours
- JCTS does NOT release students for Lunch.
- Follow all school and classroom rules, and encourage others to do likewise
- Maintain a positive attitude toward teachers, administrators, and staff
- Resolve conflicts according to JCTS mediation policies
- Utilize the help of advisors, social workers, teachers, and other school staff for assistance with personal problems
- Conduct self in a way that reflects positively on the JCTS community

CONFLICT MEDIATION

Any fight between students automatically results in a B36 infraction and a three to five day suspension. Disputes between students are mediated by administration and academic advisors. Parents or guardians of both students, academic advisors, administration, and the students are invited to a meeting to defuse tension and plan next steps for maintaining a safe school environment.

PROHIBITED ITEMS

To help maintain a safe and supportive learning environment, students are not permitted to bring the following items to school. This list includes, but is not limited to:

- Sharp or pointed instruments that could be used as weapons, including broken glass, glass bottles, or nail files that are more than four inches long.
- Cigarettes, lighters, vaping devices, and vape pens.
- Alcohol, marijuana, stimulants, depressants, or other drugs.
- Drug paraphernalia associated with the use of prohibited substances.
- Knives of any kind, including utility knives, Swiss Army knives, switchblades, and similar items.
- Chemical substances or self-defense sprays, including pepper spray and mace.
- Imitation or replica guns.
- Firearms and other weapons, including pistols, handguns, air guns, and similar devices.



For additional information regarding prohibited items and student conduct expectations, please refer to NYC Public Schools Citywide Behavioral Expectations to Support Student Learning, Grades 6–12.

Students who bring prohibited items to school may be subject to disciplinary action in accordance with NYC Public Schools policies, which may include a Principal's Suspension or Superintendent's Suspension, depending on the nature and circumstances of the incident.

Our priority is to maintain a school environment where all students and staff feel safe, respected, and ready to learn.

DRESS CODE

JCTS does not have a uniform requirement, nor is formal dress required. In accordance with the JCTS goal of having respect for all, students have the freedom to dress as they choose, within acceptable parameters, without fear of ridicule. Acceptable parameters of student dress will be determined by school administrators and include, but are not limited to, the following:

- Sufficient bodily coverage
- No printed statements, symbols, or images referencing drugs or alcohol
- No printed statements, symbols, or images containing racist, sexist, sexual, or other offensive references.

TECHNOLOGY NORMS

Think before you type. Your words on electronic platforms cannot be erased and often become publicly accessible. It is your responsibility to maintain the JCTS values of respect and professionalism when posting or sending digital content or messages.

For the wellbeing of all members of the JCTS community, any student who engages in illegal, disrespectful, or immoral use of technology, including but not limited to social media platforms like Facebook, Snapchat, and Instagram, may be subject to disciplinary action.



Outcomes-Based Grading Policy SY 2026-2027

What do we believe about grading at JCTS?

The Jill Chaifetz Transfer School community believes that grades should be an accurate representation of what students know and can do. We believe that grades should be used to create dialogue and feedback between students and educators about progress towards mastery of course skills and content. JCTS is unique in that we adopt an outcomes-based learning and grading model which rejects traditional grading, such as using grades for punishment, the use of zeros or averages and the notion that students work for us. Rather, we believe that grades provide an opportunity to discuss growth, make action plans and ensure students are learning the necessary skills and content to succeed in college and career.

Grading Policy Features

Academic work 80% of Grade	☐ Each course is designed around four learning outcomes and at least 9 classwork assessments. Student performance on these 9 assessments comprise 50% of a student's final grade. While teachers may assign more than 9 opportunities (to allow for multiple entry points, offer different pathways, account for mid-semester admission, etc.), a student's grade for this category would be based on the highest 9 assignments and they are exempt from the extra opportunities. ☐ Students must earn a "3" or "4" on an assignment for it to count. However, students are encouraged to revise their work based on feedback as many times as they wish until they are satisfied with their work, which can contribute to the Learning Habit Grade. ☐ Students will have the entire cycle to complete any missing classwork assessment.
Learning Habits 20% of Grade	☐ Habits and mindsets that support academic achievement are essential to growth. 20% of a student's final grade is based on evidence of persistence (students continue to act on feedback, students use of vocabulary, students engaged with learning), time and materials organization (folders, binders, prepared for students' discussion) and belonging, growth and value mindsets (positively contributing to classroom culture, a belief in their own potential through effort and a useful stance that sees value in their learning to sustain motivation). ☐ Throughout the semester, students and teachers will routinely conference to reflect on student growth using the rubric to set goals and track progress in these learning habits. ☐ Teachers will enter a grade for "Learning Habits" at the end of each marking period.



Overall Course grade category

Category	Overall Weight
Update**Classwork Assessments (9 only)	50%
Summative Assessments (One final assessment)	20%
School-Wide Assessment (MAP/ Mock Regents)	10%
Habits of Work	20%
Total	100%

Benchmark dates for Trimesters 1, 2, and 3	Benchmark Dates and Mid-Trimester Marking Period Grades* ☐ Cycle 1: 10/2/26, 10/23/26* and 11/13/26 ☐ Cycle 2: 12/18/26, 1/22/27*, 2/26/27 ☐ Cycle 3: 4/7/27, 5/7/27*, 5/28/27 *Teachers will enter a P/F for the Mid- Trimester Marking Period Grade for only Academic Learning Outcomes.
Conferring & Feedback	Conferring and Feedback ☐ Students and teachers will confer regularly throughout a semester ,especially around benchmark dates. This is a space to discuss progress and check-in on how class is going and to reflect on and set new goals. ☐ Students may revise any assignments as many times as they wish. A conference is a good place to look at work they may need revision or that the student or teacher may want to review together.

Grading Chart for Academic Grade (80%)

Possible Grades	Criteria
45	No Show for entire cycle
55	Did not demonstrate mastery
NL	Student eligibility for a grade of NL is based on enrolling in the course late in the semester and determined by administration. Eligible students will have until the end of the following term to complete their coursework.



Attendance Policy

Regular attendance is essential to student success at JCTS. Every day matters, and students are expected to attend school on time each day and participate fully in their classes. Consistent attendance helps students stay connected to their teachers and classmates, keep up with coursework, and make steady academic progress. NYC Public Schools considers students who attend at least 90% of the time to be “Chronically Present,” which is an important benchmark for staying connected to learning.

Students who are absent or arrive late must follow school procedures for reporting their absence or lateness. Families are encouraged to communicate with the school when a student cannot attend and to provide the reason for the absence so that the school can maintain accurate attendance records and provide appropriate support. Please remember that an excused absence is still recorded as an absence in accordance with NYCPS attendance requirements.

At JCTS, we view attendance as a shared responsibility among students, families, and the school. When attendance concerns arise, we will work with students and families to identify barriers, provide support, and develop strategies to improve attendance. Our goal is to ensure that every student is present, engaged, and ready to learn each day.

Please note that students arriving late to school will be seeing an administrator first before heading to the class.

Attendance Intervention and Family Support

At JCTS, we believe that regular attendance is essential to student success, and we are committed to working with students and families to address attendance concerns. When a student’s attendance does not improve despite ongoing outreach and support, the school may schedule a family meeting to discuss the student’s attendance, identify barriers, and develop a plan for improvement. As part of our attendance intervention process, attendance staff and/or school personnel may conduct a home visit when appropriate to connect with the family and provide additional support. Following these interventions, the school team will determine appropriate next steps and additional supports based on the individual student’s circumstances. Our goal is to partner with families, remove barriers to attendance, and help every student develop the consistent attendance habits needed for academic success and progress toward graduation.



After-School Tutoring/ Regents Prep

JCTS offers after-school tutoring and Regents support to provide students with additional opportunities to strengthen their skills, receive individualized assistance, and prepare for upcoming Regents examinations. Support is available every Monday, Wednesday, and Thursday from 3:13 p.m. to 4:15 p.m. Students are encouraged to take advantage of this time to get help with challenging coursework, complete assignments, prepare for exams, and work toward their academic goals. We encourage students to attend regularly and take an active role in seeking the support they need to succeed. We will share the tutoring schedule through jump rope with students and families.

Field Trips

A “field trip” occurs when students leave school grounds for an educational purpose. We enjoy taking our students off grounds to learn through exploration.

Types of field trips at JCTS can include:

- Day field trips to CUNY, SUNY, and vocational schools
- Overnight trip to SUNY schools
- Museum trips
- Trips to plays/musicals/movies

Participation in extracurricular activities is a privilege. Students’ behavior may exclude students from participating at the discretion of administration.

Student Resources

Community Schools

A Community School is a partnership between a school and a community based organization that raises student achievement by ensuring that students are physically, emotionally and socially prepared to learn. Our partnership with BronxWorks allows us to provide access to critical programs and services including health care, counseling, benefits, expanded learning programs and other services that support the whole student, engage families and strengthen the community. Some of our key Community Schools partnerships are listed below:



BronxWorks

BronxWorks helps individuals and families improve their economic and social well-being. BronxWorks provides academic, social-emotional, career, and post-secondary counseling on-site at JCTS, and also provides crisis intervention services as needed. Through BronxWorks, students and their families have been referred for medical, eviction prevention, housing, and workforce development services. In addition, BronxWorks staff based at JCTS serve as a bridge between the school, the youth, their families and the community to bring targeted services into the school community.

Astor Children and Family Services

Astor Services for Children and Families is a community based, non-profit organization that provides children's mental health services, child welfare services and early childhood development programs. Astor services children in the Bronx and New York. At JCTS, Astor is on site five days a week offering individual counseling, group counseling, referrals to mental health resources, and connecting families to needed community resources.

CATCH

The CATCH program is an Office of School Health (OSH) program providing free and confidential limited reproductive health services (health education, pregnancy testing, emergency contraception-EC, birth control) for all JCTS students who have not opted out. To learn more about this resource please visit the nurse's office in Room 110.

Vision Screening

Our partnership with the DOE's Office of Community Schools allows us to provide onsite vision screening and free prescription glasses for JCTS students. Through this partnership, students are able to address a barrier to classroom instruction learning.

STI Screening

Through a partnership with the NYC Department of Health, all JCTS students who have not opted out are able to receive sexual health education and screenings for certain sexually transmitted infections. This partnership allows students to maintain safety and remain in control of their health.

Academic Advisor

The role of the advisor as a student's primary person is essential to implementing a personalized learning environment in which every student has the opportunity to develop a relationship with a caring adult. The Advisor is a supportive, positive adult in a student's life. Advisors set goals and help students overcome barriers to these goals. All students are assigned to an advisor when entering Jill Chaifetz Transfer School.



Learning To Work (LTW) Program

Jill Chaifetz provides students with internship placement, career readiness training and on-going internship support through the Learning to Work (LTW) Program, offered through our partnership with BronxWorks. The LTW internships help students develop positive workplace habits and skills and identify career options. Students are placed at local businesses, and not for profit agencies including senior centers, cultural institutions, child-care centers and Community Centers for a maximum of 20 hours a week during the school year. Internships also include participation in weekly seminars focused on post-secondary planning and career development facilitated by the Teacher, Internship Coordinator and/or the College Coordinator.

Post-Secondary Planning

Jill Chaifetz Transfer School, in collaboration with BronxWorks, provides JCTS students with post-secondary exploration, financial aid assistance, and one on one parent-student advisement. Throughout the school year there are local trips to CUNY and SUNY colleges, as well as vocational schools. These trips provide insight into college campus life and provide hands-on college exploration. Academic Advisors start the initial conversations with students around their post-secondary options, with a referral to start meeting with the College Coordinator individually once they have reached 25 to 28 credits. While meeting with the College Coordinator, students will finalize their list of schools and apply to colleges and/or other post-secondary options. Students have the opportunity of attending workshops with the College Coordinator and Internship Coordinator on preparing for both college and the skills and knowledge needed to enter the world of work.