

***Andrew Langston
Middle School
Staff Handbook***



2026-2027

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Andrew Langston Middle School
Opening Day Packet and Quick Reference Guide

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VISION

Our vision is to foster a community of togetherness, where integrity, growth, excellence, respect, and strength are valued and embraced.

MISSION

Our mission at Andrew Langston Middle School is to provide engaging and rigorous instruction in a supportive and inclusive environment, enabling all students to thrive academically, socially, and emotionally

Instructional Team

Name	Main Focus
Ajoua Jackson	Student Management and Instructional Leadership
Heidi Jackson	8th Grade Student Management and Instructional Leadership, Special Ed, Testing Coordinator, Response To Intervention/Student Support Team
Steven Soprano	7th Grade Student Management and Instructional Leadership, Special Ed, Testing Coordinator, Response To Intervention/Student Support Team
Sarah Vane	TIER 3–MTSS

Leadership Team

Ajoua Jackson - Principal
Heidi Jackson -Assistant Principals
Steven Soprano -Assistant Principals
Christopher Galvano – ELA Instructional Coach
Michael Loson – Social Studies Instructional Coach
Sarah Vane – Intervention/Prevention

2026-27 Staff Organizational Chart

Principal Ajoua Jackson	
● Assistant Principals ● English Department ● English Coach ● ICOT/CT Teachers ● Intervention Teachers ○ Vane ○ Flansburg ○ Young ● Community Supports ○ Estevez ○ Martinez ○ Guerrouaz ○ Baden Street ○ Help Zone ● Leadership Team	Michelle Steele Senior Secretary
	● Clemons (8th grade) ● Killigrew (7th grade)
	Willie Mason Lead SSO
	● SSO Cotton ● SSO Daniels ● SSO Moore ● SSO Parson ● SSO Walker

Heidi Jackson	Steve Soprano	Joshua Boress	Larry Morales
Assistant Principal	Assistant Principal	Associate Director of Special Education	Athletic Director
● Math Department ● Math Coach ● Electives Teachers ● Intervention Teacher ■ Galiney ● House C Teachers ● House D Teachers ● 8th Grade Students Supervision Staff ● MTSS and Attendance Team	● Science Department ● Science Coach ● Social Studies Teachers ● S.S. Coach (Lozon) ● Intervention Teacher ■ Slattery ● House A Teachers ● House B Teachers ● 7th Grade Students Supervision Staff ● MTSS and Attendance Team ● Electives Teachers	● Self-Contained SPED Teacher ● Social Workers ○ DePass (7th) ○ Johnston (8th) ● Psychologist ● Speech ● Paraprofessionals ● Teaching Assistants	● Gym/PE ● Health Teacher

Andrew Langston Middle School

Administrators & Support Staff

Principal Room 116/ Main Office Room 321A- 3rd Floor	Ms. Ajoua Jackson
Assistant Principal- 8th Grade Room 321 Main Office	Ms. Heidi Jackson Clerical: Marguerite Clemons
Assistant Principal- 7th Grade Room 221 Main Office	Mr. Steven Soprano Clerical: Joanna Killigrew
Social Workers Room 124 Room 102	Shantinique DePass Marissa Johnston
Lead SSO Room 367A	Willie Mason
Athletic Director	Larry Morales
Intern Office 110 - Room 105	Sarah Vane
Counselors Office 315A Office D- 123	Benjamin Ruekberg- 8th Stefan McDonald- 7th

Social Emotional Team

Psychologist		
Social Workers	Shantinique DePass Marissa Johnston	EXT1240 EXT 1020
Counselors	Benjamin Ruekberg Stefan McDonald	EX 3151 EX 1230

Health Team

Registered Nurse	Julie Seide	Ext 4012
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Parent & Community Team

Home School Assistant-Arabic Home School Assistant	Fatima Guerrouaz Marvic Aguero Martinez	Ext 1240 Ext 1260
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Community Liaison Specialist	Elizabeth Estevez	Ext 1250
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Andrew Langston Middle School
Substitute Coverage: Who do you call? **

Department	Report
Consultant Teachers (CT), Integrated Co-Teaching Teacher (ICOT), Head Secretary, Head SSO,	Ms. Jackson- 585-802-8988 Prefers text message before 6:00 a.m. **For a planned absence, you must complete a Request for Absence Form and place it in the folder located in the Main Office.
Teachers on 3rd Floor	Ms. Heidi Jackson- 585-760-9618
Teachers on 2nd Floor	Mr. Steven Soprano- 585-402-8639
Teaching Assistants/Para Professionals, Psychologist, Self-Contained	AD: Associate Director Prefers text message before 6:00 a.m. **For a planned absence, you must complete a Request for Absence Form and place it in the folder located in the Main Office.
Clerical	Michelle Steele – 585-748-0838 Text message before 7:00 AM
SSOs	Willie Mason Text message before 7:00 AM

** 5-days of Emergency sub plans (1 student copy) are due to Michelle Steele by Friday,
September 26.

Andrew Langston Middle School
NEED ASSISTANCE?

A/V Equipment	Library
Attendance 7th Attendance 8th	Killigrew Clemons
Faculty Keys	Steele
Payroll	Steele
Reserving Computer Labs	Library
RTA	Reps Stacey Allard Christopher Galvano
RTA	RTA Contract
Student ID Pictures	Killigrew/Clemons
Student Records 7th Student Records 8th	Killigrew Clemons
Student Transportation 7th Student Transportation 8th	Killigrew Clemons
Supplies	Steele

Attendance Process and Procedures

It is a professional expectation that teachers complete attendance accurately and promptly. Students must attend instruction daily, even when it is provided in a remote learning environment. Teachers and students are expected to engage in substantive daily interaction (teacher-to-student and student-to-teacher).

3024. Teachers responsible for record books. School lists and accounts of attendance shall be kept and prepared, and entries shall be made in regard thereto, in such manner as shall be prescribed by the Commissioner of Education by regulation or otherwise.

In accordance with Section 19:23 of New York State School Law, a teacher, supervisory staff or other suitable employee designated by the school board shall make entries into a register of attendance and verify the entries by oath or affirmation. See Official Attendance Oath in Forms section.

School attendance records must be kept for use in the enforcement of the Education Law 3024 and as the source for the average daily attendance used to help determine a district's state aid allocation. Attendance records are legal documents that must be accurate. Taking accurate and timely attendance is a professional expectation for all teachers, as well as an educationally sound practice and an important student safety measure. Additionally, accurate attendance is critical so that every child is accounted for every minute when in the school building. In the event of an emergency (such as a fire, bomb threat, lockdown, or any other dangerous situation), teachers must compare classroom attendance with the attendance of students in their immediate supervisory care. A discrepancy in attendance alerts administrative staff and building security.

Attendance Codes in PowerSchool

_ In-Person Instruction

- o P: Present – In Person
- o A-Ex: Absent Excused
- o A-UnEx: Absent Unexcused
- o T: Tardy- In Person

Attendance during in-person instruction

_ Attendance will be taken daily, period by period on PowerSchool

_ Student attendance must be recorded in PowerSchool by teachers within the first 15 minutes of the student's first class

_ Substitutes will not have access to PowerSchool for taking attendance. Clerical staff will print the class roster for each absent teacher and give the report to the appropriate substitute teacher for attendance recording. The substitute teacher must record attendance on provided rosters for each class, sign the oath at the bottom of the page, and return the rosters to the main office

_ Students should return from an absence with a note turned into their Grade Level House Office

Unsubmitted Attendance

_ Clerical staff will run unsubmitted attendance reports at the end of the school day. _ Changes to attendance can be made by teacher or clerical.

_ A teacher who fails to submit attendance as required will receive a written notice each time. The fourth time a teacher fails to record the attendance, a meeting with his/her principal and union representative will take place.

_ Continued failure to comply with the required attendance (3 or more days) will result in disciplinary action, as referred to in Section 37 and 38 of the RTA contract.

Robo Calls

_ The RCSD will continue the use of daily robo calls to students' homes who are not actively engaged in learning within the first hour of school on Mondays, Tuesdays, Thursdays and Fridays. _ Secondary robo calls will begin at 9:30 AM.

_ Robo calls will only be generated for students with an Absent-Unexcused attendance code. _ A midday robo call will be sent to families of all students to encourage daily engagement.

_ Parents/guardians of secondary students will receive a third robo call each evening that will reflect absences from specific classes for each day.

Long Term Substitute / Contract Substitute

_ You will need to request access to PowerSchool in order to take attendance.

_ You are encouraged, but not required, to use the Behavior Management Google Form and the Administrative Referral systems according to the guidelines to help track and report student behavior, and maintain consistency across the school.

Home School Assistants

_ Marvic Aguero Martinez

_ Elizabeth Estevez

Home School Assistants are located in the Parent Center. They are there to assist with attendance concerns and conduct home visits as needed. **A Home Visit by the Home School Assistant and/or Social Worker must be made for chronically absent students. The purpose of this visit is to understand why a child is absent and to develop a plan to help the family improve attendance. Obstacles to good attendance such as transportation, bullying, economic issues, academic issues, and health-related issues should be discussed. School and community resources should be offered. If poor attendance continues, families will be made aware of possible involvement with CPS, FACT, and Family Court. Home visits must be documented on Attendance Actions.**

Teacher Procedures for Student Emergencies in the Classroom

As a teacher, it is crucial to remain calm and act quickly during any student emergency. The following steps outline the procedures to follow in case of a student emergency within the classroom:

1. Assess the Situation

- *Stay Calm: Remain composed and assess the situation. Ensure that you are aware of any immediate threats or dangers to the student or others.*
- *Determine the Severity: Quickly assess the severity of the emergency (e.g., medical, behavioral, or safety-related). This will guide your next actions.*

2. Notify administration and the main office:

- *Call administration, then the Main Office: Inform the administrator about the situation, providing details about the nature of the emergency and any actions already taken.*
- *Request Additional Support: If needed, request additional support from other teachers, administrators, or emergency services.*

3. Alert Authorities

- *Call for Help: If the emergency requires immediate medical assistance, call the school nurse or designated medical emergency personnel. Use the school's emergency communication system, if available, or call the main office for help.*

4. Ensure Student Safety

- *Remove Immediate Hazards: If possible, remove any physical hazards or threats in the environment that could worsen the emergency.*
- *Protect the Student: If the student is in immediate danger, take steps to ensure their safety (e.g., moving them away from a hazard or securing a dangerous area).*
- *Remove Other students to a safe location*

5. Provide First Aid (if trained)

- *Administer Basic First Aid: If trained in first aid and it is necessary, provide initial care (e.g., CPR, controlling bleeding) until professional medical help arrives.*
- *Stay with the Student: Do not leave the student alone unless directed to do so by medical personnel or an administrator*

7. Follow School Protocol

- *Adhere to School Policies: Follow your school's emergency protocols and procedures as directed by administration, ensuring all documentation is completed as required (e.g., incident reports).*
- *Keep Students Safe and Calm: Ensure that other students in the classroom are safe and try to keep them calm while the situation is handled. This may involve moving students out of the room or providing reassurance.*

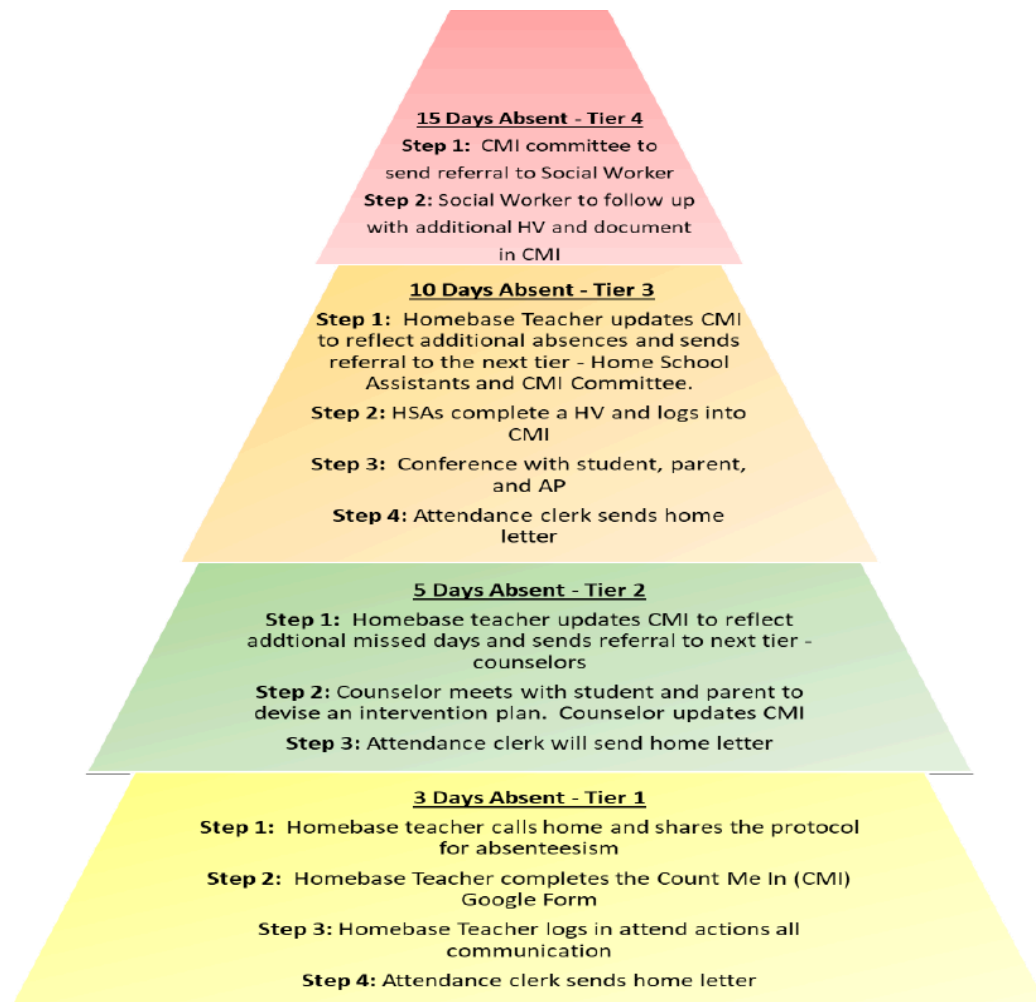
8. After the Emergency

- *Document the Incident: Complete all required incident reports, providing detailed and factual accounts of the emergency and the actions taken.*
- *Debrief with Administration: Meet with school administration to review the incident and ensure that follow-up actions are taken as needed (e.g., counseling for the student or staff).*
- *Support the Student and Class: Offer support to the affected student and class. Address any concerns, ensure that the student receives the necessary care, and make sure that students are informed of the situation appropriately.*

9. Communicate with Parents/Guardians

- *Inform the Student's Parents: Once the emergency is under control, contact the student's parents or guardians to inform them of the situation and provide them with any necessary instructions (e.g., picking up the student or seeking medical attention).*

These procedures will help teachers respond effectively in an emergency, ensuring both the immediate safety of the student and the long-term follow-up needed for the situation.



Andrew Langston Middle School Campus

The following items are to assist you with opening day procedures. There are a number of informational items for scholars. Please read these carefully, review with scholars, and retain them for use during opening days.

Cell Phones

All student cell phones/Electronic Devices/Watches/Ipads/Chromebooks, etc will be collected upon arrival. Devices will be returned at the end of the day at dismissal.

Dress Code

Violations of the dress code should be considered opportunities or “teachable moments” to discuss issues around dress and appearance, such as culture, religious identity, gender and gender identity, dignity and respect. Students who violate the dress code, including school-level standards, will be required to modify their appearance by covering or removing the offending item, and if necessary and/or practicable, replacing it with an acceptable item. Any student who refuses to do so shall be subject to a Level 1 or Level 2 response. Students should not be suspended or otherwise removed from their educational program because of a dress code violation.

At Andrew Langston Middle School, teachers are responsible for informing the student’s administrator via email correspondence. Please write in the subject line of the email, Dress Code. The administrator will follow the RCSD code of conduct and connect the student or family with school and community resources as needed.

Dress Code Standards

All persons are expected to give proper attention to personal hygiene and to dress appropriately for school and school functions. When on school property or at a school function, a person’s dress, grooming and appearance, including jewelry, make-up and nails, must:

- *Not include clothing, headgear or jewelry that is associated with or identifiable as a symbol of gang membership*
- *Cover buttocks, stomach/midriff and chest*
- *Be void of abusive, suggestive or profane language; symbols of illegal substances; or any other words, symbols or slogans that disrupt the learning environment or deny dignity or respect to others*
- *Include shoes, which are to be worn at all times for health and safety reasons* [RCSD Code of Conduct, p. 58-59](#)

Early Dismissal Procedures

- All early dismissals require a note from home and a valid phone number for parent or guardian to be contacted for verification. The student’s Main - (MS) House - (HS) Office verifies all early dismissals. All early dismissals should be approved only by the appropriate Office. The Early Dismissal Procedure will not be used to allow students to go out, pick up lunch, and return back to school.

Attendance Clerk & Home School Assistant

- If you have any questions, contact the Attendance Clerk
- The Home School Assistant will assist with attendance concerns and home visits.

Hallway Passes:

In an effort to create the best educational environment, Andrew Langston Middle School has the following rules to reduce hallway transitions and classroom interruptions.

- Teachers and support staff: **no** passes are to be given to students during the *first 10 minutes of class and the last 10 minutes of class*.
 - NO PASSES 9th period.
 - No bathroom access during passing time.
 - Students are encouraged to use the bathroom during their lunch period.
 - Students will be allowed 2 bathroom passes per day. (passes distributed on Mondays) ●
- Emergencies will be considered on a case-by-case basis at the teacher's professional judgment. Teachers, please discuss this rule with the students.

Student Locker Procedures

Student Lockers — Staff Procedures and Expectations

Student lockers are located within students' **SEL classrooms**. Lockers are provided for students to store school materials and personal belongings during the school day. SEL teachers are responsible for helping establish, teach, practice, and reinforce locker procedures at the beginning of the school year and as needed throughout the year.

Designated Locker Access Times

To protect instructional time and maintain orderly transitions, students should access their lockers only during designated times:

- **SEL:** Students will receive their locker assignments and be explicitly taught locker procedures and expectations.
- **Before Lunch:** Students will have an opportunity to access their lockers before transitioning to lunch.
- **Dismissal:** Beginning at **2:25 p.m., during the final five minutes of the school day**, students will access their lockers, gather their belongings, and then proceed to retrieve their cellphones before exiting the building.

Students should not be released from instructional classes to access their lockers outside of these designated times unless permission is provided by a staff member based on an individual need or circumstance.

Staff Responsibilities

All staff are expected to consistently reinforce the schoolwide locker procedures. SEL teachers should monitor locker use within their classrooms and promptly report concerns involving damaged lockers, sharing of lockers or combinations, prohibited items, or other misuse to administration.

Students should be reminded to:

- Use only their assigned locker.
- Keep their locker clean and secure.
- Not share their locker or combination with another student.
- Keep prohibited, dangerous, illegal, or inappropriate items out of lockers.
- Respect other students' lockers and belongings.
- Report locker problems to their SEL teacher or an administrator.

Locker Searches and Student Privacy

The Code of Conduct states that the rules governing searches of students and their personal belongings **do not apply in the same manner to student lockers, desks, and other school storage spaces**. Students do not have a reasonable expectation of privacy in these school-controlled spaces, and school officials retain control over them. Therefore, **student lockers may be searched at any time by school officials without prior notice to the student and without the student's consent.**

Staff members who have concerns regarding the contents of a student's locker should **contact building administration rather than independently conducting a locker search**, unless otherwise authorized by district/building procedures.

Student Removal

When a student needs to be removed from class or to report an issue in the hallway, **contact the security desk at 7200**. Please state your name, the location of your class, the student's name, and the reason why you are calling. The SSO will dispatch the call for assistance to the available SSO.

Help Zone

- Students who are experiencing social-emotional distress and/or having a conflict with another student may ask for a pass to the Help Zone.
- Teachers should not send students to the Help Zone for Level 1 classroom behaviors (see below).
- Teacher must call the Help Zone before writing a pass.

Classroom Behavior Tiers of Interventions

Level 1	Uncooperative/ Noncompliant behavior	Classroom Interventions; Student Support Team Interventions
Level 2	Disorderly/ Disruptive Behavior	Intensive Support Staff; Administrator Interventions and Responses
Level 3	Aggressive or Injurious/ Harmful Behavior	Referral Interventions; Suspension Responses
Level 4	Seriously Dangerous or Violent Behavior	Referral Interventions; Extended Suspension Responses

[Link to RCSD code of conduct p. 25-41](#)

Textbooks / Library

Textbooks:

Will be available by appointment only for textbook sign-out.

Here is a list of all the textbooks that the district currently has online access to: [Online Textbooks](#)

Test Modifications Room

Staff Expectations & Procedures

The Test Modifications Room is a designated space to support students with testing modifications detailed in a student's IEP or 504 Plan when those accommodations cannot reasonably be provided by classroom staff. The room is a limited resource and should be used strategically to ensure students receive the support required by their IEP or 504 Plans.

Scheduling a Test

- Complete the [Test Modifications Form](#) at least 48 hours in advance to schedule a student.
- Same-day requests will not be accepted. Please plan ahead.
- Each testing period has a limited number of seats available.
- Once the room reaches capacity, it is full. Staff will need to make alternate arrangements within the classroom; do not assume it will always be available
- When requesting a space, provide the student's name, class, test, date, period, and required IEP accommodations.

When Should the Test Modifications Room Be Used?

A student requires testing accommodations listed on their IEP.

- Existing classroom staff are unable to accommodate multiple students requiring test modifications in the general education setting.
- The assessment must be summative or formal. Checks for understanding, exit tickets, and iReady-related assessments should not be used for this setting and must be accommodated within the general education setting.
- Classroom staff has determined that they cannot appropriately provide the required testing accommodations.

The Test Modifications Room Should NOT Be Used For:

- Routine classroom assignments or classwork.
- Formative assessments that can reasonably be administered in the classroom.
- General academic support.
- Providing a quiet space simply because a student prefers it.
- Substituting for classroom coverage when a teacher is absent.
- Supplementing staffing when there is a substitute teacher.

The Test Modifications Room is not a substitute for classroom staffing. It is a support for students who require testing modifications that cannot reasonably be provided in their regular testing environment.

Students will sign in and out of the Test Modifications Room, and usage will be tracked and audited as deemed appropriate. If this resource is abused or used inappropriately, it will no longer be available.

The Associate Director of Special Education will directly supervise staffing for this resource and will arbitrate any disagreements concerning the use of the Test Modifications Room.

Students will only receive testing accommodations/modifications that are documented on their current IEP or 504 Plan. It can be detrimental to a student to be overserved as it is to underserve a student.

- Staff must review the students' IEP before requesting testing support.
- Students cannot be given testing accommodations that are not listed on their IEP.
- If there is a question about whether modifications should be provided, contact Josh Boress, Associate Director of Special Education, for approval before the assessment. There are NYSED regulations and education law that must be followed for us to use this resource.
- Staff should never add, remove, or change modifications independently.

Staff Must Provide All Testing Materials

The classroom teacher is responsible for providing the Test Modifications Room staff with all materials needed to administer the assessment, including:

- Test/assessment
- Student directions
- Required instructional or testing materials and needed technology
- Approved reference materials
- Any other materials necessary for the student to complete the assessment

The Test Modifications Room staff should not have to track down missing materials. Please make sure everything is provided before the student arrives. If materials are not available, students will be sent back to class

Test Modification Room staff will not tolerate negative behavior; students who are unable to follow the reasonable directions of staff will be sent back to class, and classroom staff will be responsible for accommodating the needs of all students sent back to class.

Our Shared Responsibility

The Test Modifications Room is a limited and valuable resource. Planning helps ensure that students who truly need the space are able to access it.

**Plan. Check the IEP. Provide the materials. Protect the space.
Support student access.**

**Any questions or concerns about this resource should be directed to
Josh Boress directly.**

2026-27 Bell Schedule

Andrew Langston Middle School

2026-27 for 9 Periods				
Minutes	Period	7th	8th	
20	SEL	7:30-7:50	7:30-7:50	
43	1	7:53-8:36	7:53-8:36	
43	2	8:39-9:22	8:39-9:22	
42	3	9:25-10:07	9:25-10:07	
42	4	10:10-10:52	10:10-10:52	
30 or 42	5	10:55-11:25	10:55-11:37	7th lunch
42 or 30	6	11:28-12:10	11:40-12:10	8th lunch
42	7	12:13-12:55	12:13-12:55	
42	8	12:58-1:40	12:58-1:40	
42	9	1:43-2:25	1:43-2:25	