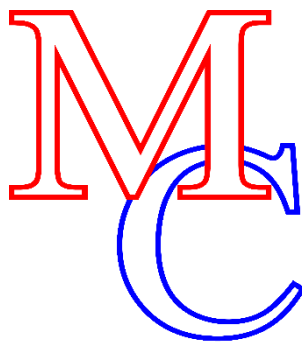


MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT



DISTRICT GUIDANCE PLAN K-12

2026-2027

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Acknowledgement

Special thanks to the contributors of this project. The building counselors, social workers, psychologist, principals and administrators, PPS staff, Central Office administration, and BOE have all worked to influence and guide the creation and implementation of this plan. The Guidance Plan is to be reviewed and updated annually, taking into consideration the input of the Guidance Advisory Council.

We look forward to serving the student and families of the Middle Country Central School District community as we guide students through their K-12 career for a successful transition to their post-secondary plans.

Sincerely,

Mark Palios, Ed.D.

Director of Guidance and Student Support Resources

Member Organizations

Suffolk Directors of Guidance (SDOG)

Western Suffolk Counselor Association (WSCA)

East End Counselors Association (EECA)

New York State School Counselors Association (NYSSCA)

New York State Association for College Admissions Counselors (NYSACAC)

The College Board

North Shore Consortium

Counseling Staff

Centereach High School – 285-8100

Kristina Blieberg, Counselor
 Carolyn Cifuni, Counselor
 Ricardo Rivera, Counselor
 Alison Shumway-Wong, Counselor
 Christopher Siragusa, Counselor
 Pamela Thomas, Counselor
 Kelly Jordan, Social Worker
 Suzanne Sawitsky, School Psychologist
 Maria Andersen, School Psychologist*
 Alexandra Dewitt, Social Worker

Dawnwood Middle School – 285-8210

Lizette Fuentes, Counselor
 Jennifer Lindstadt, Counselor
 Jessica Morgan, Counselor
 Joseph Conklin, Social Worker
 Deborah, D’Andrea, School Psychologist
 Alexandra Dewitt, Social Worker*

Eugene Auer Elementary School – 285-8500

Renee Davis, Counselor*
 Moira Kochis, Social Worker,*
 Jessica Holt, School Psychologist

Holbrook Road Elementary School – 285-8560

Renee Davis, Counselor*
 Moira Kochis, Social Worker*
 Donna Kanter, School Psychologist*

Oxhead Road Elementary School – 285-8700

Renee Davis, Counselor*
 Breanna Nappi, Social Worker*
 Kimberly Brothers, School Psychologist*

North Coleman Road Elementary School – 285-8660

Renee Davis, Counselor*
 Samantha Garrett, Social Worker*
 Jessica Masino, School Psychologist*

Unity Drive PreK/K Center – 285-8760

Renee Davis, Counselor*
 Elizabeth Binstock, Social Worker*
 Sylvia Sayer, Social Worker
 Michael Sugarman, School Psychologist*

Ashley Schulteis, Transition Specialist*

*Denotes shared staff/services on rotating basis

Newfield High School – 285-8330

Hailey Tarkin, Counselor
 Michael Massari, Counselor
 Ryan McNeely, Counselor
 Laurie Montalto, Counselor
 Keri Seif, Counselor
 Michael Zodda, Counselor
 Stacey Hendershot, Social Worker
 Gabrielle Zeppieri, School Psychologist
 Emma McCarthy, Social Worker*

Selden Middle School – 285-8410

Meredith Kaye-Tierney, Ed.D., Counselor
 Christopher Russo, Counselor
 Paul Capuano, Counselor
 Christine O’Leary, Social Worker
 Stacey Varley, School Psychologist
 Emma McCarthy, Social Worker*

Hawkins Path Elementary School – 285-8530

Renee Davis, Counselor*
 Breanna Nappi, Social Worker*
 Samantha Chiofolo, School Psychologist

New Lane Elementary School – 285-8900

Renee Davis, Counselor*
 Lynn Lopez, Social Worker
 Ariana Doss, Psy.D., School Psychologist

Jericho Elementary School – 285-8600

Renee Davis, Counselor*
 Elizabeth Binstock, Social Worker*
 Jillian Friedlin, Ph.D., School Psychologist*

Stagecoach Elementary School – 285-8730

Renee Davis, Counselor*
 Samantha Garrett, Social Worker*
 Kristie Lauritano, School Psychologist, Team Leader

Bicycle Path PreK/K Center – 285-8800

Renee Davis, Counselor*
 Sylvia Sayer, Social Worker*
 Maria Anderson, School Psychologist*

Introduction

Middle Country District Mission Statement: The mission of the Middle Country Central School District is to empower and inspire all students to apply the knowledge, skills and attitudes necessary to be creative problem solvers, to achieve personal success, and to contribute responsibly in a diverse and dynamic world. Our commitment to this mission is embodied in our on-going strategic objectives:

- Each student will continually identify personal goals, and develop and implement plans for achieving those goals.
- Each student will choose to continually contribute to the community in a responsible manner.
- Each student will identify and implement creative solutions to increasingly challenging problems within his/her world.

Within the context of this mission statement, the Guidance and Counseling department aims to support these objectives with regular and on-going, K-12, delivery of instruction, services, programs, and counseling. This Comprehensive Guidance Plan outlines the timeline, roles, and responsibilities of our staff to support the academic, college/career, and social/emotional needs of all students.

New York State Department of Education Commissioner's Regulations 100.2

j. Guidance Programs

1. Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;

(c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;

(e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling

curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/ guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

Learning Standards for Career Development and Occupational Studies

Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs

Overview of the New York State Guidance Goals

Guidance programs for grades K-5

Goal 1: Prepare students to participate effectively in their current and future educational programs.

Goal 2: Help students who exhibit attendance, academic, behavioral or adjustment problems.

Goal 3: Educate students concerning personal safety.

Goal 4: Encourage parental involvement in their children's education.

Guidance programs for grades 6-8

Goal 1: Review each child's educational progress and career plans annually.

Goal 2: Teach students about various careers and help them to develop career planning skills.

Goal 3: Provide assistance to enable students to benefit from the curriculum, as well as the following:

- a. Develop and implement post-secondary education and career plans
- b. Help students who exhibit attendance, academic, behavioral and/or adjustment problems

Goal 4: Encourage parental involvement in the educational process.

Guidance programs for grades 9-12

Goal 1: Review each child's educational progress and career plans annually.

Goal 2: Teach students about various careers and help them to develop career planning skills.

Goal 3: Provide assistance to enable students to benefit from the curriculum, as well as the following:

- a. Develop and implement post-secondary education and career plans
- b. Help students who exhibit attendance, academic, behavioral and/or adjustment problems

Goal 4: Encourage parental involvement in the educational process.

Guidance Department Mission Statement

The mission of the Middle Country Guidance Department is to provide all students with the tools, information, resources, counseling, and guidance, through a comprehensive developmental school counseling program, needed for them to experience post-secondary success. The services provided by Middle Country school counselors, social workers, and psychologists enable students to develop the academic, college and career, and social/emotional skills needed to pursue the district goals of the Middle Country Central School District.

Guidance Department Vision Statement

The vision of the Middle Country Guidance Department is that all students graduating or receiving exit credentials from Centereach and Newfield High Schools will be college and career ready and will have the skills needed to maximize their academic success and social/emotional development. Students at the elementary and middle school levels will have the skills necessary to make the transition to the next level of their education within the same standards. The comprehensive guidance program supports students through curriculum and instruction, group activities, and individual counseling at age-appropriate levels.

Guidance Department Goals

In coordination with and addition to the goals of the Middle Country Central School District, the Commissioner's Regulations on School Counseling, the American School Counseling Association, and the Standards of Career Development and Occupational Studies (CDOS), the Guidance Department will seek to:

- Provide students with targeted and individualized programming in grades 6-12, that includes annual college/career group activities, followed by an Individual Progress Review (IPR) meeting to discuss post-secondary planning and academic advisement.
- Provide access to a school counselor and guidance curriculum, with a minimum of 4 lessons per year, for all students in grades K-5.
- Provide parents/families with timely and effective communication with all services and responsibilities of the guidance department.
- Continuously provide the students and families of the Middle Country School District and Board of Education expectations for graduation requirements and pathways.
- Provide students and families with Crisis Intervention Services, both direct and outside referral services, to those in need, working in conjunction with administration, related services, and counseling at the building and district levels.
- Creation and collaboration of a Guidance Advisory Council, that will meet minimally 2 times per year, to evaluate the guidance program and make recommendations to the Board of Education.
- Implement assessment procedures and data collection for all major functions and events.

Guidance Program Grades K-5

The New York State Education Department (“The Department”) amended the school counseling regulations in an effort to help increase opportunities for all students to be successful. It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. It is important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents have on student success when they collaborate and work as a team, offering their respective professional expertise to support the “whole child.”

Middle Country will provide weekly Social Emotional Learning (SEL) lessons to all students in grades 2-5 via SEL/Library Special period. Students will attend scheduled lessons in the Library period, where lessons will be delivered by the district SEL Teacher and facilitated by Library Teaching Assistants. SEL curriculum will be delivered through literature and technology.

Middle Country will utilize a school guidance counselor to deliver instruction and provide access to a counselor in the 10 elementary buildings on a rotating scheduling. The counselor will work in close collaboration with the building principal, social worker, psychologist, and classroom teacher. The counselor will push-in to each elementary class multiple times in the course of the year to deliver instruction and support in the stated goals and roles.

Role of the Elementary School Counselor:

- Students in grades K-5 will have access to a guidance counselor.
- Participate in the creation and implementation of the school counseling/guidance program at the elementary level. The program shall be designed to address multiple student competencies in the following areas:
 - career/college readiness standards
 - academic standards
 - social/emotional development standards
- School counselor will make appropriate referrals to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.
- Assist students who may exhibit challenges to academic success, including but not limited to attendance and/or behavioral concerns.
- Educate students concerning personal safety
- Encourage parental involvement in their children’s education

Activity	Gra.	NYSED Regulation	Program Objective	Staff Assigned	Resources	Timeline
Social/Emotional Learning and personal safety curriculum	K-5	100.2 j 1. (i)(a)	Personal safety, social concerns	Counselor, classroom teacher	Sanford Harmony SEL Curriculum, Sandy Hook Promise	Sept. – Jan.
SEL through Literature	2-5	100.2 j 1. (i)(a)	Equity, Inclusion, Mental Health	SEL Teacher, Teaching Assistants	Library Resources	Ongoing, 1 period per week
College/Career awareness	K-5	100.2 j 1. (i)(a)	Current/future education	Counselor	Pupil Personnel Staff	Jan. – March
Who am I as a learner?	K-5	100.2 j 1. (i)(a)	Attendance/academic	Counselor	Classroom teachers	March – June
Counseling/Referrals	K-5	100.2 j 1. (i)(e)	Adjustment concerns	Counselor	Classroom teachers, social worker, psychologist	Ongoing
Parental Involvement	K-5	100.2 j 1. (i)(d)	Improve parent involvement to support student learning	Counselor, teacher, Coord. of Guidance	Administrator, parent evening events, PTSA Council	Fall, ongoing
IST Process	K-5	100.2 j 1. (i)(a)	Support student learning	Teacher	Administrator, building support staff	Ongoing
5 th to 6 th Grade Orientation	5	100.2 j 1. (i)(a)	Support Student Transition	Counselor, principal	Evening event and school day field trip	Spring

Guidance Program Grades 6-8

The Middle School Guidance Program, in accordance with recently amended state regulations, will ensure that all students in Grades 6-8 will receive age-appropriate college and career curriculum instruction, direct student services (such as responsive services, crisis response, group/individual counseling, academic/attendance advisement, etc.), and an annual Individual Progress Review (IPR) meeting to discuss and document current and post-secondary planning progress.

All students will receive group instruction and a follow up Individual Progress Review (IPR) meeting with their counselor every year.

The following chart summarizes the activities of the Middle School Guidance Department within the framework of the NYS regulations and standards.

Program Activity/Services	Grade Level(s)	NYSED Regulation	Description & Program Objectives	Staff Assigned	Resources	Timeline
5th grade CSE	6	100.2 j 1. (i)(d)	Review of Academic placement	Counselor, PPS	CSE Procedures	March – May
New entrants	6, 7, 8	100.2 j 1. (i)(d)	New entrant orientation, program review	Counselor, Clerical	Administration	Ongoing
Student Scheduling	6,7,8	100.2 j 1. (i)(d)	To fully schedule each student	Counselor	Classroom presentation	Feb – March
Teacher meetings	6,7,8	100.2 j 1. (i)(d)	To discuss students' needs	Counselor, Teacher	Administration	Ongoing
Parent meetings	6,7,8	100.2 j 1. (i)(d)	Discuss parent concerns	Counselor, Teacher	Administration	Ongoing
6th grade annual guidance meeting	6	100.2 j 1. (i)(b)(c)	Career/College, Academics, SEL	Counselor	PE Classes	Sept – Nov
Naviance presentation	7	100.2 j 1. (i)(b)(c)	Interests, strengths, career, college	Counselor	PE class	March
Naviance presentation	8	100.2 j 1. (i)(b)(c)	Interests, strengths, career, college	Counselor	Classroom Presentation	Dec
Back to School Night	6,7,8	100.2 j 1. (i)(d)	Parent introduction to school	Counselor	Administration	Sept
Review Q1 -Q4 progress reports/report cards	6,7,8	100.2 j 1. (i)(d)	Review and meet with struggling students	Counselor	Administration	Ongoing

SST meetings	6,7,8	100.2 j 1. (i)(d)	Meeting to discuss strategies for struggling students	Counselor, Teacher	Administration	Ongoing
Parent/teacher nights	6,7,8	100.2 j 1. (i)(d)	Short term meetings with parent/teacher	Counselor, Teacher	Administration	Sept
8th-9th scheduling presentation	8	100.2 j 1. (i)(d)	In class instruction for scheduling	Counselor	Administration	Jan – Feb
8th-9th one on one scheduling/annual meet	8	100.2 j 1. (i)(d)	discuss scheduling options with each student	Counselor	PE Classes	Feb
8th-9th parent orientation	8	100.2 j 1. (i)(d)	explain scheduling process at MS & HS	Counselor	Administration	May
WLA assembly	6	100.2 j 1. (i)(d)	LOTE selection for 6th graders	Counselor, Teacher	Administration	Jan
Annual reviews	6,7,8	100.2 j 1. (i)(d)	CSE meetings for all IEP students	Counselor	PPS Staff	Feb – June
504 Reviews	6,7,8	100.2 j 1. (i)(d)	504 review	Counselor	PPS Staff	Feb – June
Parent 5th-6th orientation	5th-6th	100.2 j 1. (i)(d)	Parent Introduction to Middle School	Counselor	Administration	April – May
Student 5th-6th orientation	5th-6th	100.2 j 1. (i)(d)	5th grade students visit the middle school	Counselor	Administration	May
Final Failures for the year	6,7,8	100.2 j 1. (i)(d)	Summer school materials mailed home	Counselor	Administration	June
Principal/PPS meetings	6,7,8	100.2 j 1. (i)(d)	Monthly meetings to discuss students	Counselor	Administration	Ongoing
7th grade annual guidance meeting	7	100.2 j 1. (i)(b)(c)	Career/College, Academics, SEL	Counselor	PE Classes	March – May
Classroom Observations	6,7,8	100.2 j 1. (i)(d)	Student classroom observation	Counselor	Teachers, PPS Staff	Ongoing
Course Offering Book	8	100.2 j 1. (i)(d)	Review and meet re: Course Offering Book 8th-9th	Counselor	Administration	Nov
CSE/504 meetings	6,7,8	100.2 j 1. (i)(d)	Initial referrals, Review of program, Re-Evaluations	Counselor	PPS Staff	Ongoing
Home Visits w/Social Worker	6,7,8	100.2 j 1. (i)(d)	Accompanying Social Worker on Home Visits	Counselor, PPS	Administration	Ongoing
Agency consultation	6,7,8	100.2 j 1. (i)(d)	Outside agency referral/consultation	Counselor, PPS	Administration	Ongoing
Mandated Counseling	6,7,8	100.2 j 1. (i)(d)	mandated counseling individual or group	Counselor, PPS		Ongoing

Guidance Program Grades 9-12

The High School Guidance Program, in accordance with recently amended state regulations, will ensure that all students in Grades 9-12 will receive age-appropriate college and career curriculum instruction, direct student services (such as responsive services, crisis response, group/individual counseling, academic/attendance advisement, etc.), and an annual Individual Progress Review (IPR) meeting to discuss and document current and post-secondary planning progress.

All students will receive group instruction and a follow up Individual Progress Review (IPR) meeting with their counselor every year.

The following chart summarizes the activities of the High School Guidance Department within the framework of the NYS regulations and standards.

Program Activity/Services	Grade Level	NYSED Regulation	Description & Program Objectives	Staff Assigned	Timeframe
Scheduling	9-11	100.2 j 1. (i)(d)	Schedule and programming for each student	Counselor, Clerical	Feb-April, Aug-Sept
Individual Mandated Counseling	9-12	100.2 j 1. (i)(d)	Counseling as per IEP/504 plan	Counselor, PPS Staff	Ongoing
Junior Conferences	11	100.2 j 1. (i)(b)(d)	Individual planning meetings with juniors	Counselor	Dec-May
Senior Conferences	12	100.2 j 1. (i)(b)(d)	Individual planning meetings with seniors	Counselor	Sept-Nov
9th Grade Orientation	9	100.2 j 1. (i)(d)	Facilitate transition from middle to high	Counselor, Admin	Aug
Referrals	9-12	100.2 j 1. (i)(d)	Provide targeted support	Counselor, PPS Staff	Sept-June
Parent Nights	9-12	100.2 j 1. (i)(d)	Facilitate parental involvement	Counselor, Admin, Teachers	Sept-June
College Testing	10-12	100.2 j 1. (i)(d)	Provide students opportunity to take PSAT, SAT, ACT	Counselor, Clerical	Sept-June
College Fairs	11-12	100.2 j 1. (i)(d)	Students meet with college representatives	Counselor	Oct & April
College Visits	11-12	100.2 j 1. (i)(d)	Students meet with college representatives	Counselor, Clerical	Sept-June
NCAA	9-12	100.2 j 1. (i)(d)	Clearinghouse to play in NCAA	Counselor	Sept-June
Scholarship Information	11-12	100.2 j 1. (i)(d)	Provide students and families with info	Counselor, PPS Staff	Sept-June
Attendance	9-12	100.2 j 1. (i)(d)	Counselors review and monitor student attendance	Counselor	Sept-June

Credit Evaluation	9-12	100.2 j 1. (i)(d) Certify graduation to admin and BOE for every student	Counselor, Admin	Sept-June
CSE/Annual Review/SST	9-12	100.2 j 1. (i)(d) Member of the PPS related student teams	Counselor, PPS Staff	Sept-June
Naviance	9-12	100.2 j 1. (i)(d) Provide students with high-quality college/career research	Counselor, Clerical	Sept-June
Letters of Recommendation	9-12	100.2 j 1. (i)(d) Provide students with letters to support applications as requested	Counselor, Teachers	Sept-June
College Applications	11-12	100.2 j 1. (i)(d) Guide, counsel, and process college apps	Counselor, Clerical	Sept-June
Crisis Intervention/Mediation	9-12	100.2 j 1. (i)(d) Support student social/emotional development	Counselor, PPS Staff	Sept-June
SSD Coordinator	9-12	100.2 j 1. (i)(d) Students with disabilities accommodations	Counselor, PPS Staff	Sept-June
Military Liaison	9-12	100.2 j 1. (i)(d) Provide guidance for post-secondary option	Counselor	Sept-June
Naviance Liaison	9-12	100.2 j 1. (i)(d) Provide students with high-quality college/career research	Counselor, Clerical	Sept-June
ACCES-VR Liaison	9-12	100.2 j 1. (i)(d) Students with disabilities transition information/program	Counselor, Transition Specialist	Sept-June
Financial Aid Liaison	11-12	100.2 j 1. (i)(d) Provide families with accurate information	Counselor	Sept-June
Community Service Liaison	9-12	100.2 j 1. (i)(d) Support BOE goal of community service	Counselor	Sept-June
BOCES Tech Liaison	11-12	100.2 j 1. (i)(d) Provide students with alternate to HS program	Counselor	Sept-June
Out of District BOCES	9-12	100.2 j 1. (i)(d) Provide SPED students with alternate to HS program	Counselor	Sept-June
National/Local Scholarship Liaison	11-12	100.2 j 1. (i)(d) Provide students and families with info	Counselor	Sept-June
College Fair Liaison	11-12	100.2 j 1. (i)(d) Provide students with opportunity to meet reps	Counselor	Sept-June
NCAA Liaison	9-12	100.2 j 1. (i)(d) Provide students with NCAA play eligibility info	Counselor	Sept-June
College Testing Liaison	9-12	100.2 j 1. (i)(d) Provide students info on PSAT, SAT, ACT	Counselor	Sept-June

Special Adjustments for McKinney-Vento Students

Students with McKinney-Vento designation, as well as unaccompanied minor students, have special consideration under New York State and Federal Law, which the Middle Country Guidance Department closely observes. In addition to the required School Counselor Regulations governing all students for a minimum one time per year meeting between student and school counselor, students with McKinney-Vento and/or Unaccompanied Youth Status will be afforded extra support in the domains of academic progress, social/emotional support, and college/career readiness. For students in their junior and senior years, college and career guidance, including as it pertains to the Federal Student Grant and Loan programs (special FAFSA eligibility forms), scholarships, and all forms of financial aid, will be especially noted.