

# PROGRAM OVERVIEW

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The mission of the Cypress-Fairbanks ISD Guidance and Counseling Department is to support district and campus administrative staff and teachers in providing a rich learning environment for all students that as graduates will possess the qualities which will enable them to live meaningfully and successfully in society and the workplace.

## The graduate will be:



**Effective Communicator**



**Competent Problem-Solver**



**Self-Directed Learner**



**Responsible Citizen**



**Quality Producer**

Counselors will assist each student to achieve by taking a proactive approach in helping students plan for the future by setting both short and long-term goals in preparation for post-secondary options. Counselors are staffed at all grade levels to help students achieve as smooth a transition as possible through the normal sequence of developmental stages from childhood toward adulthood. According to the American School Counselors Association, school counselors constantly address students' academic, personal, social, and career development needs by designing, implementing, evaluating, and enhancing a comprehensive school counseling program that promotes and enhances student success. Cypress-Fairbanks ISD counselors exemplify professionalism and excellence at all levels.

## **CFISD Developmental Guidance Model is based upon four components:**

- **Guidance Curriculum**
- **Individual Planning**
- **Responsive Services**
- **System Support**

Guidance Curriculum . . . as defined in the *Texas Development Guidance Program*, the purpose is to systematically assist students to develop skills they need to enhance their personal, social, educational, and career development. It is the foundation of a developmental guidance program.

Individual Planning . . . as defined in the *Texas Development Guidance Program*, the purpose is to guide all students as they plan, monitor and manage their own educational, career and personal-social development.

Responsive Services . . . as defined in the *Texas Development Guidance Program*, the purpose is to intervene on behalf of those students who have immediate personal needs.

System Support . . . as defined in the *Texas Development Guidance Program*, the purpose is to demonstrate counselors' support of the total school program.

## **School Counselors Work with Many People in a Variety of Ways**

Keeping the developmental program goals in mind, school counselors work with *students* in groups and individually, depending on the nature of the problem, issue, or topic. They provide transition activities between elementary and middle school and middle and high school. School counselors support school programs by participating in the development and implementation of activities and offering in-services to teachers and administrators.

Working with *teachers* and *administrators*, school counselors participate as members of school improvement and interdisciplinary teams. They serve as consultants to teachers and parents by providing information regarding meeting students' academic and emotional needs. Working together, teachers, administrators and school counselors build a program that is based on characteristics of students, the connectedness of school and home life, and the importance of peer and adult relationships.

In the *community*, the school counselor serves as a coordinator and manager of indirect services that assist students. They are a liaison between educational *agencies* and *social services*, and they collaborate with *business* and *industry* to provide meaningful career exploration opportunities for ALL students.

*Parent* partnerships are equally important to the success of a school counseling program. Parents play a vital role in the success of their child and this is enhanced by the collaborative efforts of parents and counselors working together. Finally, school counselors assist parents in looking at the "whole" child, including educational, career, and personal/social perspectives.