



ISCA Position Statement – The Equitable Treatment of Iowa’s Students

ISCA supports the right of every student, regardless of ZIP code, to a secure, healthy, and robust educational environment so they are able to learn.

Rationale

Iowa students--regardless of age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental disability, ancestry, political beliefs, socioeconomic status, or familial status--are entitled to safe and effective learning environments where they are held to high standards, guaranteed a rigorous education with access to the resources and materials needed for academic, social-emotional, and career success. Only with this will all students reach their potential and contribute their utmost to our communities.

The School Counselor’s Role

- ❖ School counselors recognize that barriers to academic, career, and social-emotional success originate inside and outside the school building and work with educational and community leaders to identify and eradicate these barriers
- ❖ School counselors ensure the delivery of a comprehensive school counseling program to all students, working with students in classrooms, small groups, and individually to ensure all students have the skills they need for academic, career, and social-emotional competence
- ❖ School counselors strive to be multiculturally competent and work with systems and individuals to eradicate barriers blocking the academic, career, and/or social-emotional success of groups of students (ASCA, 2016)
- ❖ School counselors use data to identify gaps between and among students in enrollment patterns, completion rates, and academic success, investigate the causes of these gaps, and work to remedy them
- ❖ School counselors collaborate with teachers, administrators, and other stakeholders to address student learning needs
- ❖ School counselors fully support education and civil rights policies guaranteeing the right of all students equitable access to programs, and advocate for change when access is not equitable
- ❖ School counselors address culture and climate issues that may factor into students feeling unsafe or unwelcome at school and work with administrators, teachers, and students to address these issues
- ❖ School counselors ensure all students and families have the information and assistance they need to enable post-secondary success (e.g., application assistance, financial aid information)
- ❖ School counselors act as a resource when students or families feel they have been treated unfairly, documenting concerns, gathering information, and working to find solutions

Summary

School counselors are in a position to identify opportunity and achievement gaps between and among groups of students, and work with others for systemic changes that allow all students fair and equitable

opportunities for success in school and beyond. School counselors work with individuals and groups so schools are safe spaces for all students to experience success.

References

American School Counselor Association. (2012a). *The ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

American School Counselor Association. (2016). *ASCA Ethical Standards for School Counselors*. Alexandria, VA: Author.

Iowa Department of Education. (2014). *Protected Classes Chart*. Des Moines, IA. Retrieved from <https://www.educateiowa.gov/documents/accreditation-program-approvals/2013/03/protected-classes-chart>.