

scheduled to be released in July 2016, will build on these sections and include more rigorous action words such as implement, demand, pressure, battle, fight, bargain, collaborate, discuss, navigate, instigate, employ, fulfill, broker, carry out, engage and negotiate. Political astuteness for school counselors is absolutely essential to ensure our effectiveness in advocating for students, but the political velvet glove sometimes needs to encase the iron fist to move stubborn system barriers. School counselors can be political while still insisting on and working toward necessary changes. Each day that a culturally incompetent, broken system is allowed to operate is another day that hundreds of students emotionally, intellectually and/or physically are pushed out of the school system. Time is not on our side.

Challenging the status quo is an ethical imperative as well as a legal one. The legal system is based on the premise that every citizen should be given consideration without fear or favor. Law is the minimum standards, and ethical standards are aspirational. Actually school counselors' ethical codes promote equity over equality so school counselors hold themselves to a higher standard ethically than the legal standard of fair and equal. Justice for school counselors is equity; providing what is needed is not a one-size-fits-all approach.

The definition of cultural competence can be found in any publication on the subject. A compilation contains certain tenets such as: The culturally competent school counselor is aware of his or her own cultural identity and has the ability to be effective with students from cultures other than their own. Culturally competent school counselors understand within-group differences that make each student unique. However sound the definition of cultural competence is, it remains hollow without action. Knowledge of cultural competence in a vacuum without action is meaningless, empty rhetoric. Many can espouse eloquently on cultural competence, but look behind people's words to see if their

report showed the continued overrepresentation of African-American students in the emotional/behavioral disturbance classes at an elevated rate roughly twice the national average. Only 27 percent of African-American male special education students graduate from high school.

Ethical standards change as the needs of students and schools change. The 2004 and 2010 Ethical Standards for School Counselors served us well, but we look forward to an even more robust 2016 standard of practice. The 2004 stan

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