

Levels of Inclusive School Communities

The 6 levels below represent different archetypes of schools along a continuum for the process of creating an inclusive school community. The model references “voices of dissent” against the school’s institutional norm. It is important to note that as schools move through the continuum, the culture changes, and thus the perspectives of “voices of dissent” become different and more varied.

Negative Action: The Resistant School Community	Non-Action: The Oblivious School Community	Re-Action: The Knee-Jerk School Community	Symbolic Action: The Image Conscious School Community	Pro-Action: The Multicultural School Community	Forward Action: The Inclusive School Community
Actively resisting efforts to diversify	Does not acknowledge the need to diversify	Acknowledges the need to manage diversity as part of troubleshooting strategies	Addresses the need to diversify as a public relations tool	Considers the need to diversify a strategic priority	Understands that sustainable diversity requires a systemic approach that creates an organizational culture of inclusivity
Policies and/or practices designed to discriminate against non-normative identities	Policies and/or practices that result in discrimination against non-normative identities	Policies and/or practices that prohibit overt violations against non-normative identities	Policies and/or practices create a facade of support for non-normative identities	Policies and/or practices create a culture of support and empowerment for non-normative identities	Policies and/or practices reflect a comprehensive understanding of diversity that can grow and change over time in response to shifting paradigms
Curriculum that affirms negative behavior and assumptions against non-normative identities and multiple perspectives	Curriculum that does not acknowledge non-normative identities and multiple perspectives	Curriculum that acknowledges non-normative identities only when called upon to do so	Curriculum that tokenizes non-normative identities and multiple perspectives	Curriculum consciously incorporates, respects, and affirms non-normative identities and multiple perspectives	Curriculum fosters an understanding of systems of power and develops tools for equity and justice
Seek to get rid of voices of dissent against the institutional norm Negative intent	Ignores voices of dissent Negative impact	Responds to voices of dissent with minor accommodations, non-institutionalized actions, and making them do it themselves Selfish/self-protective intent	Mediates voices of dissent to avoid “extremism”	Understands voices of dissent is considered an important part of the process of building an inclusive, multicultural community	Voices of dissent are educated about allyship, equity, and justice, supported by the curriculum
					Constantly evolving through system of checks and balances