

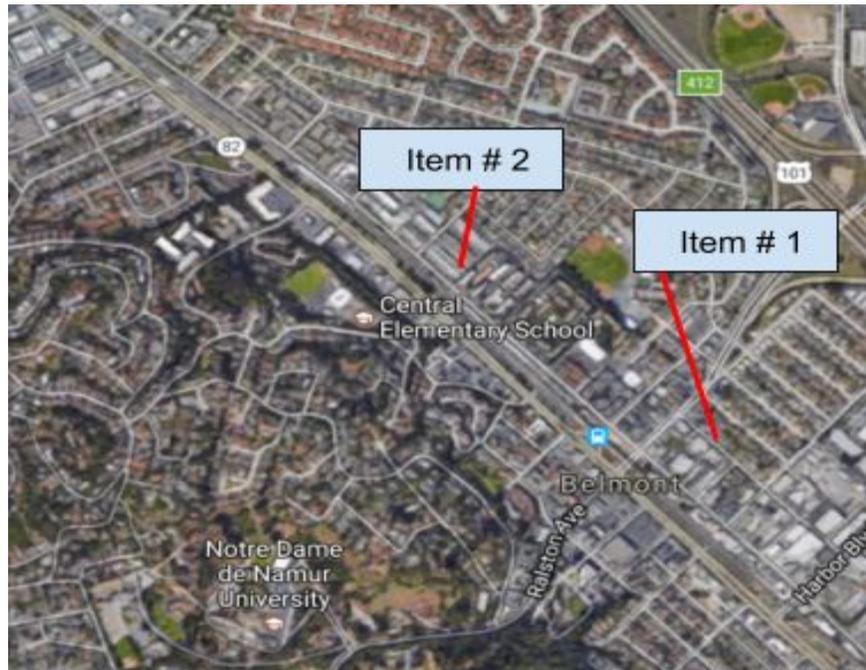
PASC 113: Community Leadership Community Mapping Project

Though our communities vary, they all provide a context for the schools in which we work. There are stories to be told, questions to be asked and assets to be revealed, highlighted, and celebrated. What do you currently know about the community in which your school is located? What are the resources available to the students and their families? What are the questions you have for members of the community in which your school resides? How can your school serve as a resource for the community beyond the “typical and expected” education of the children?

For this assignment we envision you spending approximately 1 hour walking around your school community. While this would never actually be enough time for you to gain the deep understanding of the community, it’s a place to start and peak your interest. You will want to take your phone or a digital camera with you to document items (see below). After you walk, spend another 1-2 hours reflecting on your experience and pondering the questions that arise for you. *The fear is that by not going deep enough we may perpetuate our implicit biases we may carry and thus we need to ask questions.* This assignment should take no longer than 3 hours but we of course encourage you to spend more time in your community.

Community Building Blocks

- I. **Develop a visual representation** of your school site and the surrounding neighborhood including a half mile radius. You can grab an image from Google Earth and annotate it in an app like Skitch (through Evernote), Notability, or even in Microsoft Word or a Google document. Label nearby resources (i.e. a partner school, community center, non-profit organization, etc), and feel free to use your creativity. Please label 5 - 7 community resources.



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II. Data collection: Within the half mile radius illustrated above what types of buildings are present? You may tally or find an alternate way to quantify this data. The data does not need to be exact but find a way to provide an overall view of the neighborhood.

Type of Building	Tally for every example
Apartment Building	
Single Family Dwellings	
Church	
Business - retail	
Business - office	
Non-Profit Organization or Agency	
Schools	
Other	

III. Photographs: Take between 3 and 5 photographs that represent the neighborhood. Respond to each portion of the table for every picture you take.

Photograph (insert here)	Subject/Content	Location (address, cross street, and/or proximity to the school)	What question do you have for this agency, business, or individual that will further your thinking about community?

IV. General Notes and Observations: Describe 2 locations within the community of particular note and collect artifacts from these locations (i.e. a brochure, business card, resource the organization provides). What did you observe? Did you speak to someone? If so what information did you gather from this conversation? Speak about the artifacts you collected and insert a digital copy or photo of it within this document. What is the significance of the artifact?

	<p>Example: Boys and Girls Club within walking distance of site; the organization hosts free workshops for families. I was able to speak with a representative who provided me with this flyer in addition providing me with information about the after school programs and other activities. The Boys and Girls Club website will continue to provide me with additional information http://theclubs.org/. Often parents ask me where they can go for after school programs, this will serve as an additional resource.</p>
<p>1.</p>	
<p>2.</p>	

V. Reflection Questions - Answers to these questions should be thorough enough to address all aspects of the question yet concise; a paragraph, perhaps 2, should be sufficient.

1. How did this activity grow your understanding of an “inclusive school community?” Specifically, what additional stakeholders do you now consider as part of the school community?
2. What did you learn about the expectations, needs, goals, and aspirations of one organization within the community? How might this information serve as a basis for planning and decision making for your school/district?
3. How can you effectively partner with local community organizations for the benefit of student health, safety and well-being? Be specific about how your local organizations address the unique needs of your student population.



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