Assessing the School Community

Part 1. Drive within a one-mile radius around the school. Invite a fellow teacher to document the following information.

	What I discovered	How does this affect the families I serve?
Describe the housing within the one-mile radius of the school.		
List the public amenities that you encounter: • Utility companies • Stadiums, museums, theaters • Public pools • Churches • Other schools • Library • Cultural centers • Other		
List the businesses that you encounter: • Gasoline stations • Grocery stores • Hospitals and health facilities • Restaurants • Cinemas • YMCA, gyms, and similar facilities • Repair shops (auto, appliance, etc.) • Other		
Describe your experience driving around the one-mile radius of the school: • Condition of streets, traffic lights, crosswalks (clearly marked?), etc. • Pedestrian flow • Sidewalks • Mass transit, covered bus shelters • Amount of traffic • Any flooding during rainy seasons (or other impediments caused by weather)		

Part 2. Ask school counselors or social workers, or parents at the small-group meetings, to help you identify people, programs, and community connections.

	What I discovered	How does this affect the families I serve?
Identify community leaders: • Leadership roles may be informal or formal, such as representing an institution or a business entity.		
Identify programs within the community: • Identity those that are pertinent to students, their family, or education.		
Identify the community connections that support education.		

Source: From *Reaching Out to Latino Families of English Language Learners* (p. 99) by D. Campos, R. Delgado, & M. E. S. Huerta, 2011, Alexandria, VA: ASCD.
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