

SCHOOL COMMUNITY ASSET MAP

TOOLKIT



ASSET MAPPING

Asset mapping provides information about the strengths and resources of a community. Mapping the assets of the school community with students and families creates a holistic view of the environment in which students live. A visual representation can help guide the process of building on these assets to address community needs and to support student success.

Assets are both physical and intangible things that a community wants to retain, build upon, and sustain for future generations. Asset mapping encourages a shared understanding of the most important elements in the community.

The Asset Mapping process can be used to:

- Identify important local assets.
- Build an understanding of the group's appreciation of these assets.
- Create activities that will mobilize segments of the community.
- Leverage community interest to source financial support.

Use the assets to help achieve collective goals while protecting, sustaining and building on the collective value of the assets.

Ideally the whole community is represented in the asset mapping process to get a common view of what is important, to affirm or broaden what each group thinks is important, and to hear and appreciate the values of others. If this is not practical or possible, consider mapping assets with each stakeholder group (school staff, parents, students, community members, cultural groups, local business leaders, seniors) and sharing back the compilation with the participating groups.

Additional resources and step-by-step guides are available.

COMMUNITY ASSETS

1

Identify a goal for the Asset Map with participants. For example, "All young people feel a sense of belonging in the community."

In a CLC school, consider:

What do parents want/need? What do students want/need?

What assets exist for parents and students in the community?

What areas could teachers/school staff benefit from a partnership?

2

Ask participants to identify community assets that relate to the goal identified (see Community Asset descriptions on next page).

Use technology, reference books, local history resources to uncover new assets. Try specific search terms to find websites and local history resources that might not be digitized. Don't forget to expand your search to French and other relevant cultural sources.

3

Ask others in the community about what they consider assets. Each segment of the population can have different insights that add richness and depth to the asset map. Interview children, seniors, municipal workers, librarians, historians, museum curators... Everyone can have a different idea of what they consider to be an asset.

4

Share the Asset Map back with each segment of the population involved in the process. List questions, concerns, comments about the assets. Is there a common theme that emerges? A concern that needs to be studied and addressed? Is it time for a celebration?

Building an Asset Map is only the beginning...

COMMUNITY ASSETS

BUILDINGS

Community Infrastructure facilities, services, physical structures, schools, community centres, municipal buildings, lodges, museums, etc.



NATURE

Water, land, outdoor parks and recreation facilities, transportation systems, trails, forests, natural landmarks and lookouts, etc.



CULTURAL

Values, norms, beliefs and traditions, historical and cultural sites currently or historically in use, local legends, etc.



FINANCIAL

Grant opportunities, fundraising events, donation campaigns, local businesses, local foundations, local school measures, etc.



SOCIAL

Connections among people and organizations, partnership tables, co-ops, links inside and outside of the community, etc.



HUMAN

Education and skills of residents, learning opportunities, programs to build local leadership, volunteer associations, etc.

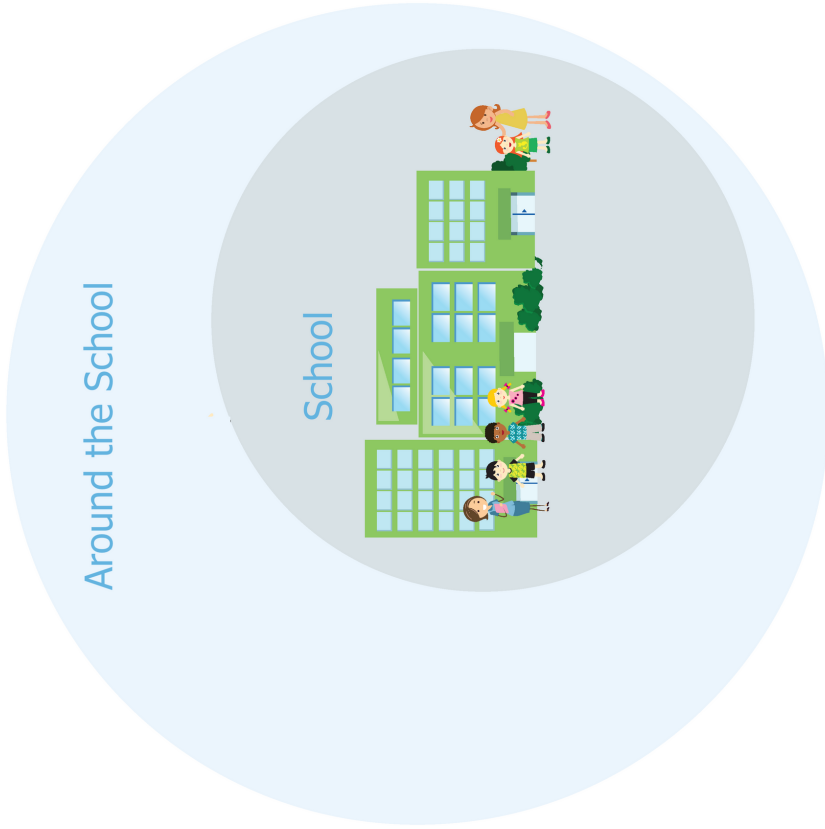


POLITICAL

Influential people in government positions, residents with the ability to influence and enforce rules and regulations, etc.



School-Community Asset Map



Extended School
Territory