

School-Based Enterprise (SBE) Self-Assessment Form



This form is to be to gather information pertaining to the operation of a school-based business or enterprise. This document serves as form of self-assessment for teams and others to use for planning and reflection and is not intended for public distribution. Check “yes” or “no” and indicate the evidence to support the affirmative or what alternatives or guiding principles will be implemented to improve on an indicator or key question.

District: _____ School/Site: _____ Date: _____

Description of Business/Enterprise: _____

| Key Questions/Indicators | Self-Assessment | Evidence to Support/Guiding Principles |
|---|---|--|
| 1. Is the business/enterprise located or performed within the district/school or in the community and operated during the school day as one element of the curriculum or course of study? | Yes <i>The business/enterprise is performed either (a) on-site or (b) in the community as part of a typical school day.</i> | |
| | No <i>Some of the activities occur after school hours and/or in a location not associated with the school or district.</i> | |
| 2. Does the business/enterprise include students with and without disabilities? | Yes <i>The business/enterprise is comprised of same-age peers with and without disabilities on a routine basis.</i> | |
| | No <i>The majority of the business/enterprise does not include students without disabilities.</i> | |
| 3. Does the business/enterprise serve to reflect that of other business or work activities/settings in your community and include compensation for all who participate? | Yes <i>The business/enterprise reflects employment that is similar to community-based businesses and includes compensation.</i> | |
| | No <i>Tasks are repetitive in nature, performed in isolated areas, on behalf of a local business or organization, and without compensation.</i> | |
| 4. Are instructional sequences included as part of the business/enterprise that are directly related to student-specific goals and objectives? | Yes <i>Goals/objectives serve to reflect student’s IEP’s or the business/enterprise offers course credit leading to diploma options</i> | |
| | No <i>There are no specific instructional sequences used or implemented as part of this business/enterprise and no course credit is available.</i> | |

Examples of Supporting Evidence/Guiding Principles:

Access is provided to the school-based business/enterprise to the entire student body without restriction
General education courses are partnered with the business/enterprise whenever possible (e.g., careers, business, leadership, etc.) Opportunities are included for regular interaction with other peers and adults while in the building, on-site, and/or in the community Compensation is provided via minimum wage or stipends for students at an equal rate at regular intervals per student participation Funds generated are also targeted for improvement in transition activities such as in support of the school-based business/enterprise Instructional sequences are included in support of student-specific goals and objectives or that which supports the course of study Upon mastery of specific skills or routines, new instructional sequences are included based upon each student's goals and objectives

Non-Examples:

The business/enterprise is conducted during the school day for extended periods of time, in isolated settings, without access to others The operation of the school-based business/enterprise involves participation of students experiencing disabilities only
The work that is performed closely resembles that which has typically occurred in sheltered work settings (e.g., shredding, sorting, etc.) The nature of the work performed is designed to fulfill the demands of a contractor, business, charitable organization, or other entity The work tasks are performed by students without compensation or in exchange for sub-minimum wages and/or based on productivity There are no instructional sequences or specific teaching strategies employed aimed at student skill acquisition or generalization
The business/enterprise has continued without compensation for students and has not been terminated or altered as needed

Action Plan (to address any needed improvements):

School-Based Business/Enterprise Self-Assessment Form

Self-Assessment Form Guidelines

Intended Uses of Form

- For school district personnel planning to develop a school-based business or enterprise to provide a guide for decision-making regarding key questions or indicators to consider
- For school district personnel to “self-assess” a school-based business or enterprise already in-place and to determine to what extent key questions or indicators are evident or not
- For school district personnel to help formulate a “plan of action” based upon completion of the self-assessment form key questions or indicators

General Guidelines

- This self-assessment form is intended to be completed as group or team-based activity and includes individuals who help support the school-based business or enterprise
- Consensus on specific key questions or indicators can occur if/when sufficient evidence of implementation exists or if/when examples of evidence may not be readily apparent
- School personnel may solicit requesting that an impartial district employee who has not had a direct role in the operation of the school-based business or enterprise to gain additional perspective on the existence of evidence of implementation and/or areas in need of correction or improvement

Examples of Uses of Form

- The self-assessment form may be useful as a pre/post measure to assess performance and improvement over time (based upon a “plan of improvement”)
- The self-assessment form may be useful for identifying areas of need with respect to professional learning and growth for school-based business or enterprise personnel (on behalf of students)
- The self-assessment form may provide a means of assurance to external personnel that the school-based business or enterprise team has taken steps to provide for an integrated, instructional, compensable, and viable means for students to benefit from participation