

MSW School-Based Business/Work Activity Self-Assessment Form

This form is designed to be used as a self-assessment tool for districts and schools to gather information related to the operation of a school-based business or other work activity, and to assist in determining whether the business or activity meets the criteria for a Mock Sheltered Workshop (MSW) activity.

District: _____ School/Site: _____

Date: _____

Description of Business/Work Activity: _____

Circle "Yes" or "No" to each self-assessment question and indicate the evidence to support an affirmative 'Yes' response, or a 'No' response. If a 'Yes' response is provided for Questions 1-5, the activity may meet some of the criteria for a MSW activity and use of the Action Plan to identify alternatives that will be implemented to address the specific indicators or key questions is indicated.

Key Questions/Indicators	Self-Assessment	Evidence to Support Self-Assessment Determination
	Yes <i>The business/work activity is performed as part of a typical school day.</i>	
	No <i>The activities occur after school hours and/or are not sponsored by the school or district.</i>	
	Yes <i>The business/work activity is performed only by students with disabilities.</i>	
	No <i>The business/work activity includes students with and without disabilities.</i>	
	Yes <i>The business/work activities performed are similar to activities that are completed in a sheltered workshop.</i>	
	No <i>The business/work activities performed are not similar to activities that are completed in a sheltered workshop.</i>	
	Yes <i>Students are unpaid, paid a subminimum wage and/or receive no compensation for the work</i>	
	No <i>Students are paid a minimum wage, provided a stipend, or receive course credit for work performed</i>	

Is the business/work activity part of an individualized instructional sequence, such as teaching generalization of skills?	Yes <i>The business/work or activity is part of an individualized instructional sequence?</i>	
	No <i>The business/work activity is not a part of an instructional sequence, such as teaching the generalization of skills indicated in each student's IEP.</i>	

Examples of evidence the business/activity is not MSW like:

- Both students with and without disabilities participate in the school business/activity.
- General education courses are associated with the business/activity whenever possible (e.g., careers, business, leadership, etc.).
- Opportunities exist for routine interaction with peers and adults without disabilities to the maximum extent possible.
- Compensation is provided at minimum wage or above, stipends, or course credit are provided to all students at an equal rate at regular intervals based upon student participation.
- The business/work activities support individualized instructional sequences based on the individualized Post-Secondary and Annual IEP goals and objectives of students in special education.
- Upon mastery of specific skills or routines, new individualized instructional sequences are reviewed and developed by the IEP team based upon each student's preferences and interests.

Examples of evidence the business/activity is MSW like:

- The business/work activity is conducted during the school day for extended periods of time, in isolated settings, without access to, or interaction with, peers without disabilities.
- The operation of the business/ work activity involves students with disabilities only.
- The business/work activity closely resembles that which has typically occurred in sheltered work settings (e.g., shredding, sorting, packaging, labeling, assembling, etc.).
- The nature of the business/work activity performed is designed to fulfill the demands of a contractor, business, charitable organization, school or school district, retail store, or other entity.
- The business/work tasks are performed by students without compensation, course credit, or in exchange for sub-minimum wages and/or based on productivity.

- The business/work activities do not support and are not related to individualized instructional sequences aligned to individualized Post-Secondary and Annual goals in the IEP goals and are not related to the students preferences and interests.

Action Plan to address any needed improvements if activity is deemed MSW like (for assistance contact your regional TNF):
