|  | N/A 0 | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
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| #1.  COST team has representation from all of the support services at the site. |  | Team includes service. | **All previous and:**  Team includes some service providers (for example, social/emotional) and school administration. | **All previous and:**  Team includes some service providers, school administration and staff, and some academic supports. | **All previous** **and:**  Team includes both academic and social service providers, school administration and staff (regular education, special education, counselors, ect.) |  |
| #2.  COST meetings are well run and address a broad range of student issues. |  | * Team meets at a regularly scheduled time. * A clear agenda is set. | * Meetings include follow-up from the last meeting. * A range of issues for students are addressed. * There is a sense of collaboration at the meetings. | Meetings include a range of needs from early intervention to intense intervention (may include referrals for behavioral interventions, academic supports, health resources, SSTs, attendance, 504s, suspensions, etc.) | Meetings involve some discussion of themes arising from referrals (for example, a need for school climate work, issues of equity at the site, more writing support for 11th graders, bullying issues, etc.) |  |
| #3.  COST process is understood and utilized by the school community. |  | * Team members make referrals and understand the role of COST. * COST is a point of entry for some support services. | * School staff understands COST and makes referrals. * COST is the main point of entry for most ongoing (non-crisis) support services. | * Students and families utilize the COST process to access supports. * COST is the point of entry for all academic and nonacademic support services. | The community at large understands COST, makes referrals, and provides feedback on the process and team. |  |
| #4.  COST is an effective system for referrals to support services. |  | Some services get referrals through COST. | * Academic, behavioral, and other health supports get referrals through COST. * A point person is identified for each referral. * Referrals are generated by school staff in many roles (classified, teachers, administration, etc.) | * Clear criteria is set for referrals (for example, Tier 1 instruction is in place, two suspensions, SARB referral, outreach to family has been attempted, etc.) * Referrals link to appropriate services with a strong loop for follow-up in place. * Referrals are tracked over a short and long term. * Referrals are generated by students and families. | Referrals for offsite services are strongly linked to COST. |  |
| #5.  We have a system for tracking referrals and documenting student progress. |  | We have a running list of students referred. | We have a list of the interventions we are doing with students. | * Our documentation includes interventions over time and tracks progress related to our interventions. * Documentation is easily accessible for those who need it. | What we are tracking relates to student, school, and district goals. |  |
| #6.  The whole school community knows the range of services available at our school. |  | We have an inventory of services onsite. | * Inventory includes a time/place for services. * Inventory is distributed to school staff. | The inventory of services is distributed broadly to the school community and the community understands how to access it. | School community provides feedback on the services available and collaborates. |  |
| #7.  We regularly incorporate student data into our COST referral process, using student data to identify needs and track progress. |  | We include basic interventions or supports already in place that are related to the initial referral. | We incorporate baseline student data into our initial referral process (for example, attendance reports, discipline referrals, past grade reports, past SSTs, etc.) | We track the impact of the referrals made through COST in relation to the reason the referral was made (for example, behavior referral – the behavior improved. Need for 504 plan – 504 plan written and implemented). | * We track the impact of the referrals made through COST in relation to academic achievement (for example, behavior referral over time, improved attendance, fewer discipline referrals, improved academics). * We share COST data and outcomes regularly with our community (staff, parents, student groups, etc.) |  |
| #8.  We utilize data from COST referrals to identify and increase the supports needed. |  | When we do not have needed services onsite we make referrals offsite. | We use COST data to identify gaps in resources. | * We reach out to additional resource providers to offer services at our site. * New providers understand our COST process and participate regularly. | We monitor how our resources are meeting our school community needs in a standardized and regular way. |  |
| #9.  Community service providers are an integrated part of our school community. |  | * Service providers understand our basic school culture, how to sign in, where to go when they arrive, etc. * Service providers attend school-wide and other related events. | * Service providers attend COST meetings and receive referrals. * Providers are included in SSTs, etc., when relevant and possible, and are made aware of cancellations. | * Service providers actively participate in COST by offering suggestions, resources, and taking referrals. * Providers are given an orientation to our school/district goals and they understand how their work fits into our strategic plan. * Providers are regularly included in all staff communication. | Service providers regularly check in on how they fit into the larger view for our site (school improvement plan, school climate work, academic achievement, etc.) |  |

Notes:

Each level builds on characteristics of the previous category:

* “Developing” includes all characteristics of “Beginning” + “Developing.”
* “Accomplished” includes all characteristics of “Developing” + “Beginning” + “Accomplished.”
* “Exemplary” includes all characteristics of “Developing” + “Beginning” + “Accomplished” + “Exemplary.”

Service providers/resources refers to all resources, both academic and nonacademic.