

RESTORATIVE ACTION PROGRAM ANNUAL DATA REPORT 2015-16

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INTRODUCTION

In the 2015-16 school year, the RESTORATIVE ACTION PROGRAM (RAP) operated in nine schools throughout Saskatoon, including four in the Saskatoon Public School Division (SPSD) and five in the Greater Saskatoon Catholic School Division (GSCS), with the addition of one new school from the previous year. This report summarizes the findings from the annual program data.

RAP workers collect data on four aspects of their service delivery: student recipients, one-on-one support cases, conflict mediations, and other activities. Program data is collected using a series of hardcopy forms, entered into a computer database, and submitted at the end of the year for review and analysis.

This year's report has been organized into **five sections**:

- | | |
|-------------------------|---|
| 1. SERVICE DELIVERY | Overall rates and frequency of core service delivery |
| 2. PROGRAM RECIPIENTS | Characteristics of RAP recipients and their program usage |
| 3. ISSUES AND CONFLICTS | Nature and frequency of issues addressed by RAP workers |
| 4. SERVICE PARTNERS | Involvement of partners in RAP service delivery |
| 5. ACTIVITIES | Overview of other activities delivered in schools |

Each section contains highlights and trends from the 2015-16 program data as well as comparisons over the last three years of data collection. Further information is available in the **Appendices**, including a full data table with all indicators (Appendix A) and the data collection forms (Appendix B).

The report concludes with an overview of the **revisions** and updates made to the data collection mechanism as a result of feedback from RAP workers and others, and identified challenges and **recommendations** for improvements to the data collection process.

KEY FINDINGS - SUMMARY

1. SERVICE DELIVERY

There has been a general trend towards increasing service activity over the past three years, partly as a result of the addition of new schools as well as increased service delivery by RAP workers last year. The majority of RAP-involved students have occasional contact with a RAP worker. A small proportion receive more intensive support

2. PROGRAM RECIPIENTS

The profile of RAP students remained consistent in most aspects over the past three years. The proportion of first-time recipients increased largely due to the introduction of RAP to new schools. Female students were more likely to have multiple contacts and to be repeat program recipients. The profile of RAP students continued to vary considerably across individual sites.

3. ISSUES AND CONFLICTS

Conflicts with peers continued to be the most commonly reported across all program recipients, especially for cases involving male, younger, New Canadian, and first-time recipients. Bullying was the most frequently reported of the key conflict indicators, but there was an overall decline in its prevalence compared to previous years.

4. SERVICE PARTNERS

Referrals were again the most significant contribution made by RAP's service delivery partners. Self-referrals accounted for the largest proportion of one-on-one cases while school administration made the most referrals for conflict mediations. Self-referrals were also especially likely for cases involving female, older, or repeat program recipients.

5. ACTIVITIES

There was an increase in the number of activities offered, especially with respect to workshops. 'Building assets' continued to be the most frequent goal, and the majority of activities were directed toward students with support of teachers, student services, and school administration.

RECOMMENDATIONS

1. Ensure new staff are trained on the program monitoring system before they collect and enter data
2. Re-assess the need for any major structural or conceptual changes to the current program monitoring system in advance of the upcoming database upgrade

1. SERVICE DELIVERY

RAP's primary focus is on supporting students in addressing various conflicts and issues in their lives. RAP workers assist students by providing one-on-one support (including follow-up contacts) and conflict mediations.

TABLE 1-1. TOTAL SERVICE DELIVERY COUNTS

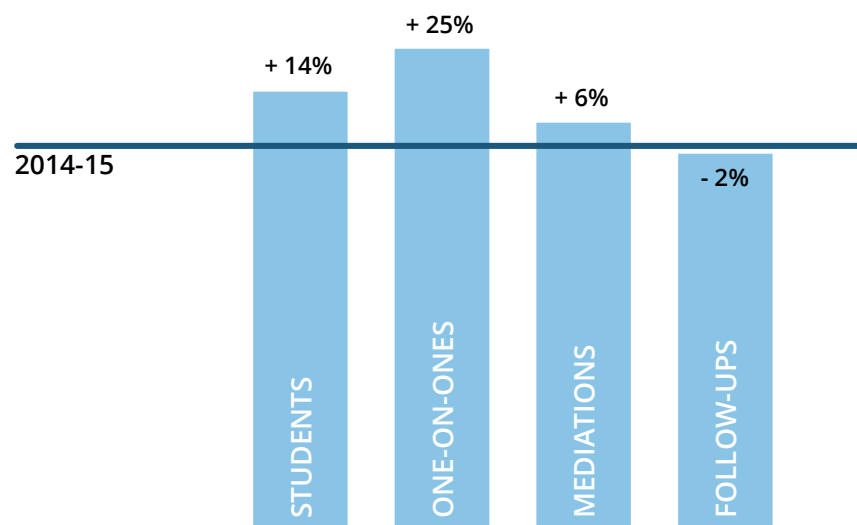
	2015-16	2014-15	+/- %
STUDENTS	1,220	1,068	+14
ONE-ON-ONES	2,173	1,735	+25
MEDIATIONS	236	222	+6
FOLLOW-UPS	2,417	2475	-2

1.1 RATES OF SERVICE DELIVERY

Compared to last year, there was a 14% increase in the reported number of **student** recipients (see Table 1-1). While this may have been attributed to the addition of a new RAP school, the new school itself was supported by an existing RAP worker and the overall number of RAP workers did not change. RAP workers also supported an average of 174.3 students each this year, a 14% increase from the past two years (152.6 and 152.5 respectively). This suggests that the increase in students supported changes was due to increased service delivery by RAP staff, not the addition of a new school.

The number of **one-on-one cases** and **mediations** also increased (by 25% and 6% respectively), while the number of reported **follow-up contacts** for one-on-one cases decreased slightly (2%). See Figure 1-1 for a comparison of last year's service use levels to the previous year.

FIGURE 1-1. COMPARISON OF 2015-16 SERVICE USE TO 2014-15 BENCHMARK



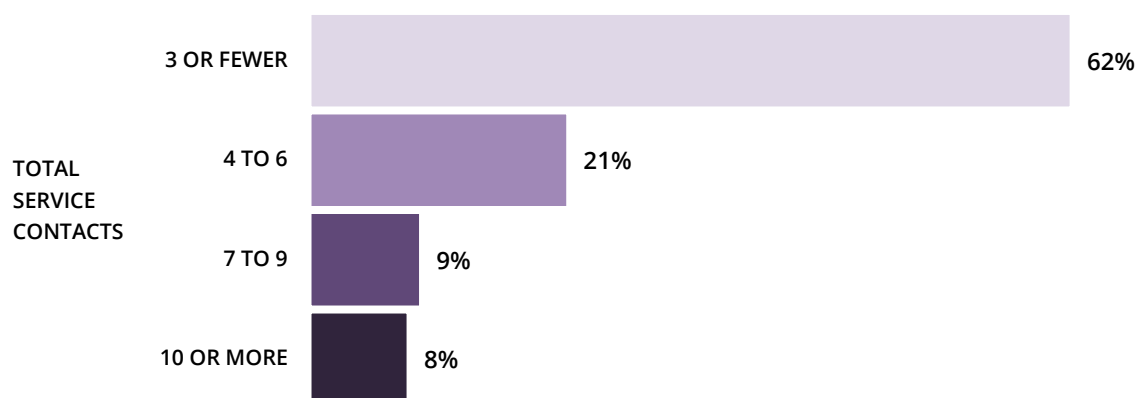
1.2 ENROLLED POPULATION SERVED

Based on annual enrollment figures provided by the school divisions, RAP students accounted for **15.5%** of the total student population of RAP-supported schools. This was a decrease from last year where program participants accounted for 17.7%. However, given that RAP workers reported an increase in the number of RAP students being supported (see previous page), this decrease in program penetration is most likely due to the addition of the new school and subsequent increase in the relative size of the enrolled population in RAP-supported schools.

1.3 FREQUENCY OF SERVICE USE

As with past years, the majority of students were in contact with the program infrequently, with 62% having 3 or fewer reported interactions with a RAP worker in the year (including all one-on-one support, follow-up contacts and mediations; see Figure 1-2). A small proportion of students had **more intensive contact** with the program, with 8% having 10 or more reported contacts.

FIGURE 1-2. DISTRIBUTION OF TOTAL SERVICE CONTACTS PER STUDENT



2. PROGRAM RECIPIENTS

2.1 RECIPIENT CHARACTERISTICS

The profile of students receiving issue-focused RAP services (i.e., one-on-one support and conflict mediations) in 2015-16 was **highly consistent** with previous years (see Table 2-1). The apparent trend for an increasing number of first-time program recipients (62% up from 52% in 2013-14) has largely been driven by the addition of new schools over the last two years.

TABLE 2-1. COMPARISON OF INDIVIDUAL SERVICE RECIPIENTS OVER THREE YEARS

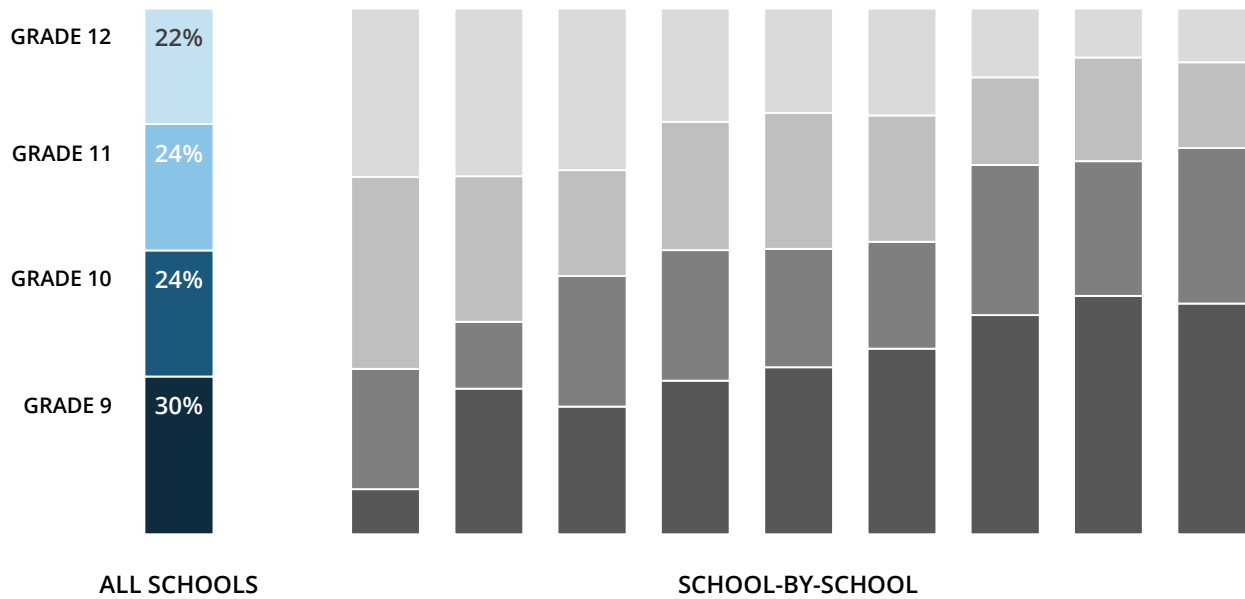
		2015-16	2014-15	2013-14
		%	%	%
GENDER	MALE	51	53	52
	FEMALE	48	46	47
	OTHER GENDER	< 1	< 1	< 1
GRADE	GRADE 9	30	30	32
	GRADE 10	24	29	28
	GRADE 11	24	21	19
	GRADE 12	22	18	19
	NO GRADE/OTHER	~ 1	~ 1	~ 1
PROGRAM USE	FIRST TIME	62	57	52
	RETURNING	38	43	48
	REGULAR CHECK-IN	14	16	13
OTHER DEMOGRAPHICS	NEW CANADIAN	9	8	10
	FIRST NATIONS, INUIT OR MÉTIS	32	26	33

Note. Based on total student counts for 2015-16 (n = 1,220), 2015-14 (n = 1,068), and 2014-13 (n = 915).

2.2 COMPARISON ACROSS SITES

As with past years, the profile of RAP students receiving support in managing conflict and addressing personal issues, while consistent across time, **varied considerably across schools**. For example, while overall there was a fairly equal distribution of students across **grade levels** across all schools, at individual schools this distribution varied widely (see Figure 2-1). Some schools exhibited a strong tendency toward younger grades while others showed an equally strong trend toward older grades, and the remainder demonstrated a roughly equal distribution.

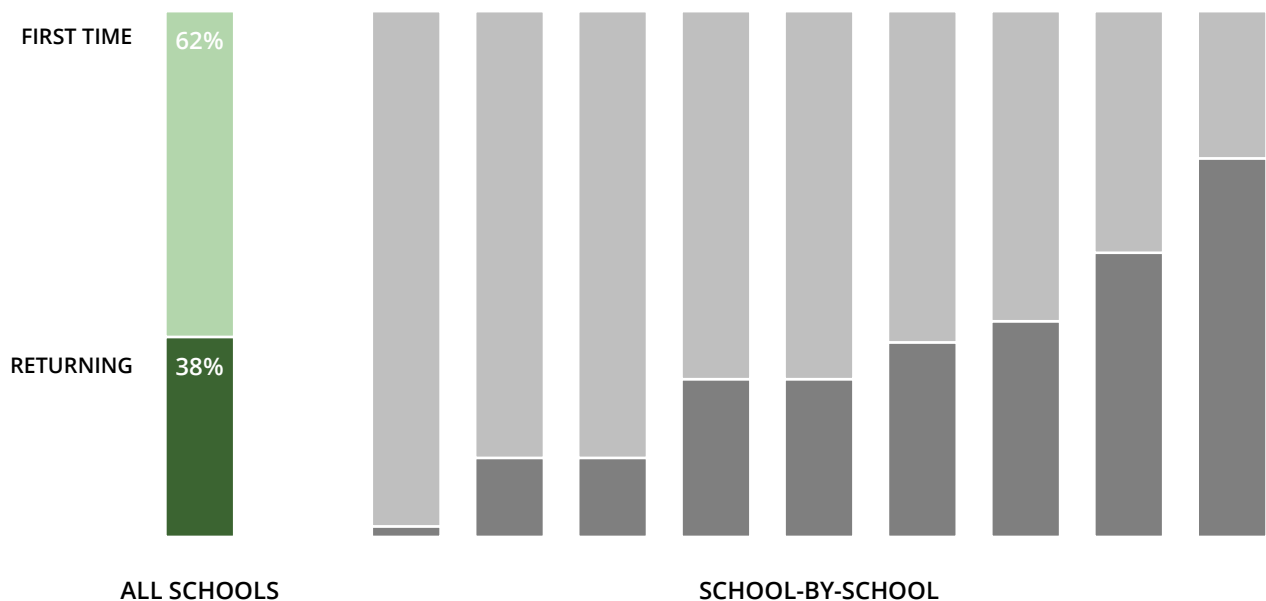
FIGURE 2-1. DISTRIBUTION OF STUDENTS BY GRADE



Note. Excludes data for students with no assigned grade or in elementary school due to small numbers ($n \leq 5$), therefore totals do not add to 100%.

A similar trend was apparent for the proportion of **first-time versus returning** recipients (see Figure 2-2). As noted above, the trend toward a higher number of first-time recipients has been driven by new schools, where the vast majority of RAP recipients were new to the program, or schools where the RAP worker recently changed and reached a different group of students.

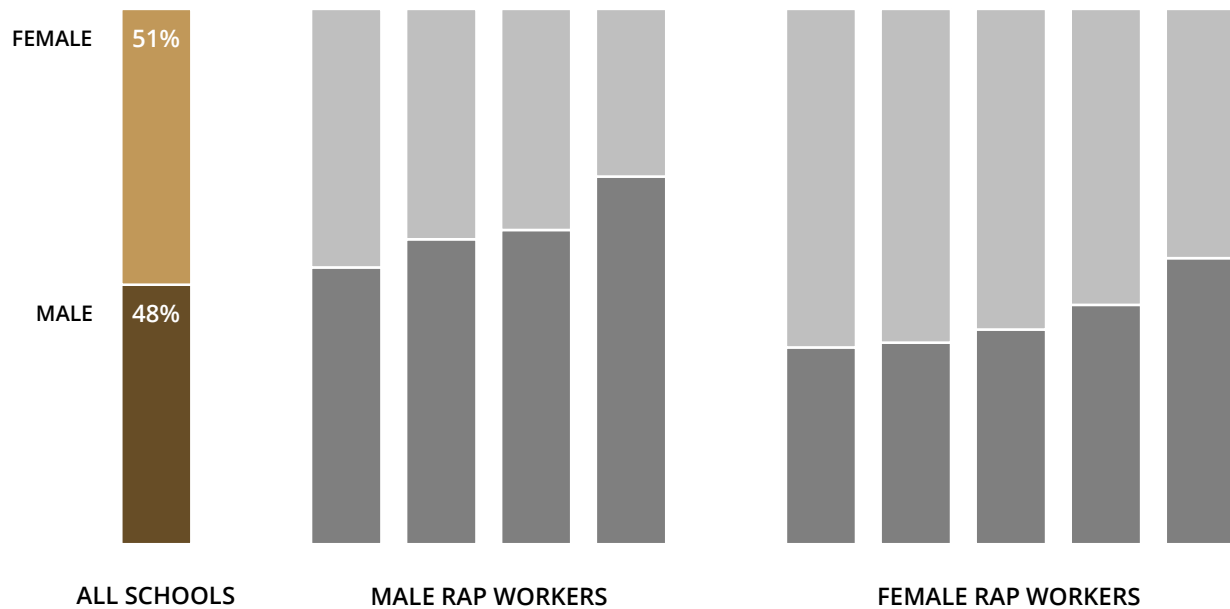
FIGURE 2-2. DISTRIBUTION OF STUDENTS BY FIRST TIME AND RETURNING STATUS



2.3 COMPARISON BY GENDER

It has been noted in previous years¹ that while overall there appears to be an equal distribution of male and female students participating in the program, a school-by-school comparison shows this figure is partly influenced by the gender of the RAP worker (see Figure 2-3).

FIGURE 2-3. DISTRIBUTION OF STUDENTS BY GENDER AND RAP WORKER

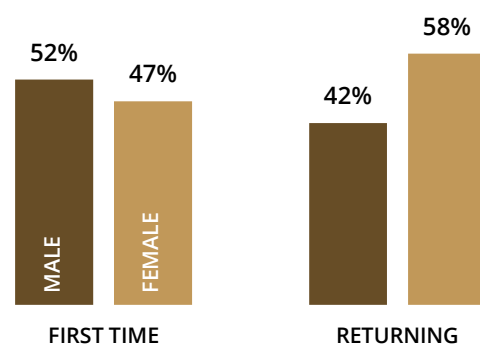


Note. Excludes data for students who do not identify as male or female due to small numbers ($n \leq 5$), therefore totals do not add to 100%.

Gender also appears to have a relationship with other aspects of **program engagement**.

For students who were accessing the program for the first time, the gender distribution was fairly even. However, returning students were more likely to be female (see Figure 2-4). The same pattern was evident when comparing the recipient profile between different levels of program use intensity as well (see Figure 2-5).

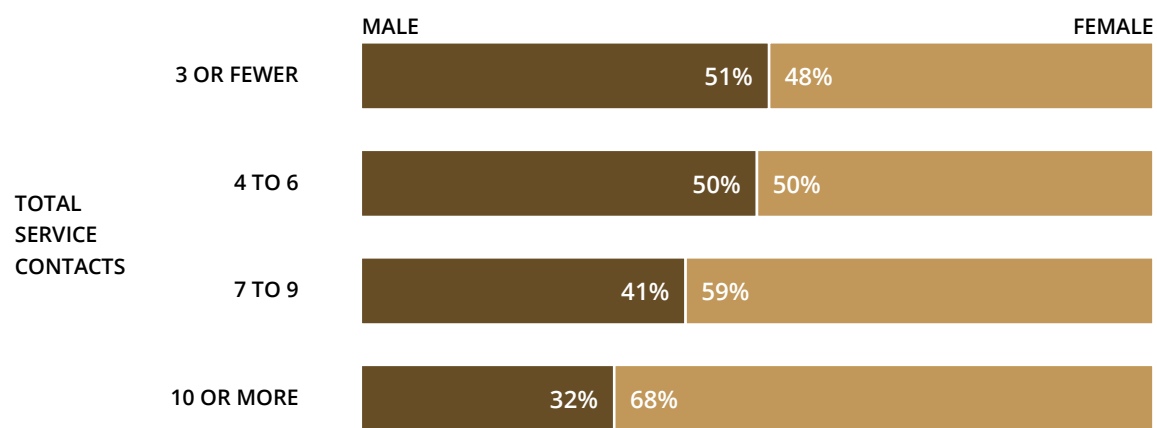
FIGURE 2-4. COMPARISON OF FIRST TIME AND RETURNING STUDENTS BY GENDER



¹ Camman & Wormith, 2014, 2015

While at lower intensity of service use, gender distribution was close to even, recipients who had higher contact frequency were more likely to be female (68%), and this was progressive as level of contact increased. Female students were more likely to return to the program after their first contact and to have more contact with RAP workers overall, suggesting higher program engagement.

FIGURE 2-5. COMPARISON OF STUDENTS BY GENDER AND TOTAL SERVICE CONTACTS



Note. Excludes data for students who do not identify as male or female due to small numbers ($n \leq 5$), therefore totals do not add to 100%.

Other gender-related findings were that new Canadian RAP students were more likely to be male (63% compared to 47% of non-New Canadian students) and that First Nations, Inuit, or Métis students were more likely to be female (59% compared to 48% of non-Indigenous students). Students were similarly distributed by gender across the different grade levels.

3. ISSUES AND CONFLICTS

The majority of RAP services are dedicated to helping students address various conflicts and issues in their lives in constructive ways. The nature of these issues is often complex. In order to track what types of issues RAP workers are helping students with, a variety of indicators are used, including:

- **Conflict partner:** Which people RAP recipients are reported being in conflict with
- **Key conflict indicator:** Whether specific types of issues are involved
- **Conflict role:** What role RAP recipients take in the conflicts and issues they experience

3.1 CONFLICT PARTNERS

The overall distribution of conflict partners has been fairly consistent over the past three years (see Table 3-1).

TABLE 3-1. COMPARISON OF CONFLICT PARTNERS BY SERVICE TYPE OVER THREE YEARS

	ONE-ON-ONE CASES			MEDIATIONS		
	2015-16 %	2014-15 %	2013-14 %	2015-16 %	2014-15 %	2013-14 %
PEER ENVIRONMENT	43	43	44	81	76	85
SELF	12	20	35	1	3	0
FAMILY	7	10	7	3	5	2
TEACHER	5	5	4	8	11	4
DATING PARTNER	4	6	5	4	4	6
ADMINISTRATION	1	0	0	0	0	0
OTHER SCHOOL STAFF	1	0	0	0	0	1
NO CONFLICT	11	-	-	0	-	-

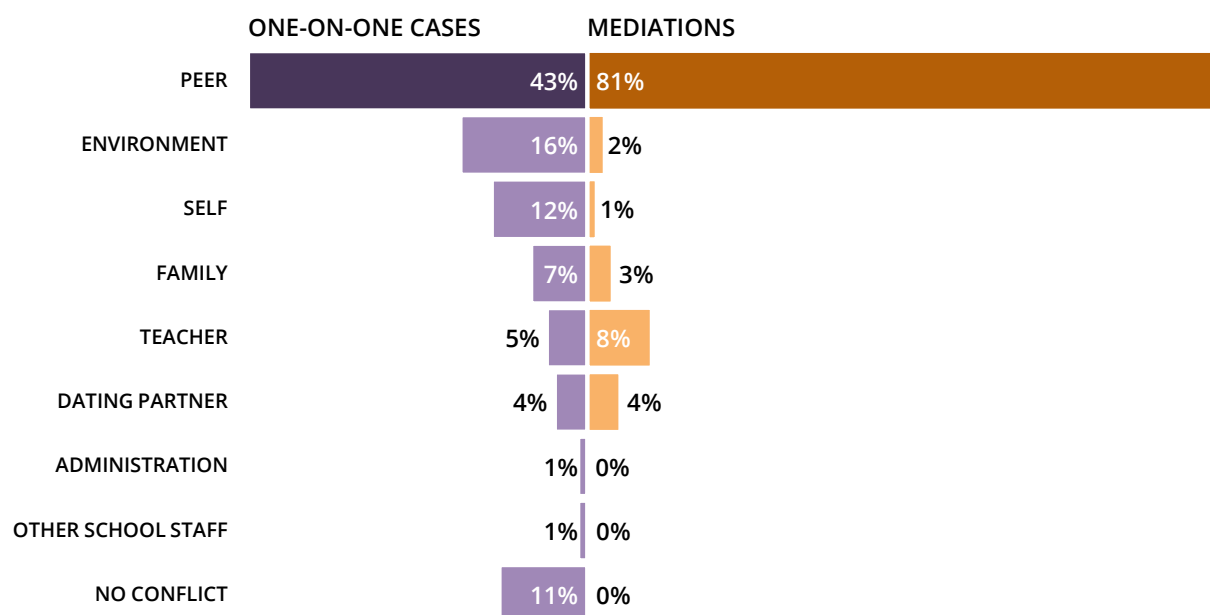
Note. Based on total one-on-one case counts for 2015-16 (n = 2,173), 2015-14 (n = 1,735), and 2014-13 (n = 1,719), and total mediation counts for 2015-16 (n = 236), 2015-14 (n = 222), and 2014-13 (n = 143).

The rates of self-conflict dropped considerably from a high of 35% three years ago to 12% this past year. This is likely partly attributable to the creation of a new "no conflict" category which allowed RAP workers to indicate one-on-one support which was provided outside of the context of a specific conflict (e.g., individualized skill development support, spending positive time together) and which accounted for 11% of last year's cases.

Last year's noted increase² in the proportion of one-on-one cases involving conflict with one's "environment" (i.e., pervasive and persistent conflict with people in general rather than a dispute with a specific individual over a specific issue) was also maintained this year.

The most common conflict partners reported for both one-on-one cases and mediations were **peers** (see Figure 3-1).

FIGURE 3-1. COMPARISON OF CONFLICT PARTNERS BY SERVICE TYPE

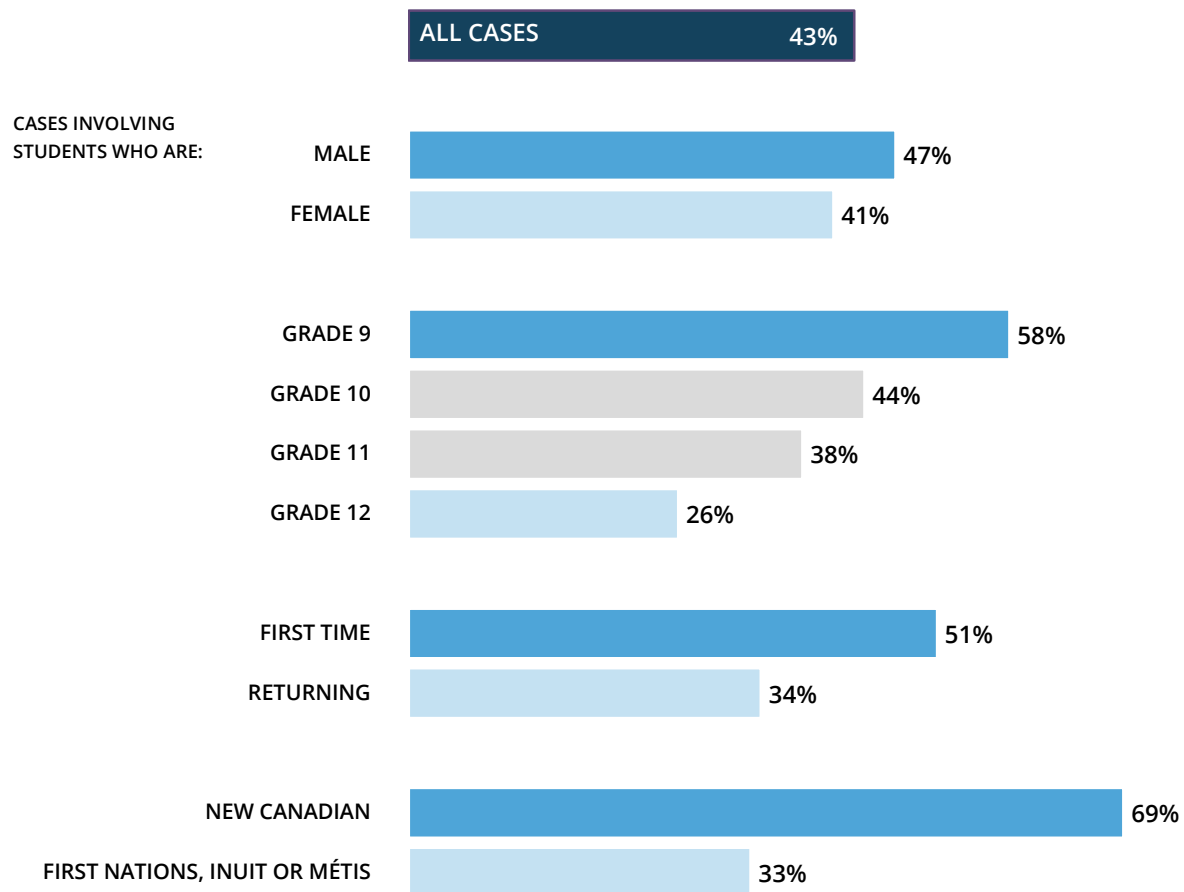


Mediations were almost always between peers (81%), the next most common conflict partners being teachers (8%). There was more variability for one-on-one cases, with a moderate proportion of cases focusing on issues with students' general environments (16%), conflicts with the self (12%), and cases not involving specific interpersonal conflicts (11%).

² Camman & Wormith, 2015

The finding for peers to be the most common conflict partner was also **true across all service recipient subgroups**, although the total proportions varied (see Figure 3-2).

FIGURE 3-2. ONE-ON-ONE CASES INVOLVING PEER CONFLICT BY RECIPIENT CHARACTERISTIC



Peer conflict was especially common for cases involving male, younger, first-time, and New Canadian students. However, it was still the most frequently reported category for every recipient subgroup, though by a smaller margin.

3.2 KEY CONFLICT INDICATORS

RAP workers assist students with a variety of different issues and conflicts. In past years, upwards of 26 different types of interpersonal conflicts and personal difficulties were identified, including social group drama, break-ups, cultural conflict, attendance problems, harassment and discrimination, physical violence, emotional difficulties, substance abuse, bullying, and abuse, many of which were co-occurring.³

As a result of the complexity of collecting and analyzing this data on a yearly basis, the program monitoring system was streamlined to focus on **six key conflict indicators**. These represent the conflict categories identified as most salient and significant to RAP and of greatest interest to the program stakeholders.

Overall there was moderate stability in the number and type of conflict indicators reported by RAP workers (see Table 3-2). The prevalence of bullying cases for both one-on-one cases and mediations declined somewhat compared to last year, but it is currently unclear if this is a persistent trend or a normal fluctuation.

TABLE 3-2. COMPARISON OF KEY CONFLICT INDICATORS BY SERVICE TYPE AND YEAR

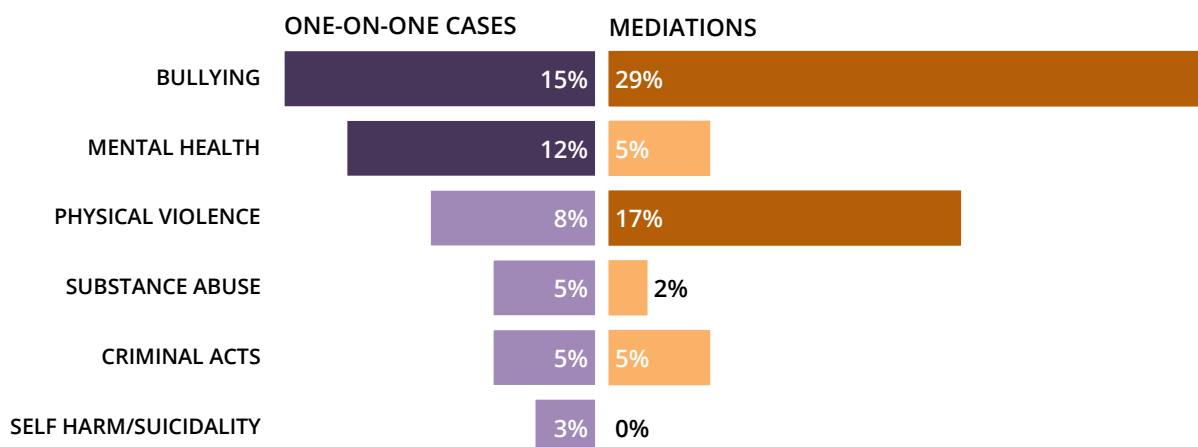
	ONE-ON-ONE CASES		MEDIATIONS	
	2015-16 %	2014-15 %	2015-16 %	2014-15 %
ANY INDICATOR	40	53	52	57
MULTIPLE INDICATORS	6	7	5	7
BULLYING	15	22	29	36
PHYSICAL VIOLENCE	8	8	17	15
CRIMINAL ACTS	5	6	5	5
MENTAL HEALTH ISSUES	12	14	5	5
SUBSTANCE ABUSE	5	9	2	2
SUICIDALITY/SELF-HARM	3	4	0	1

Note. Based on total one-on-one case counts for 2015-16 (n = 2,173) and 2015-14 (n = 1,735), and total mediation counts for 2015-16 (n = 236) and 2015-14 (n = 222).

³ Camman & Wormith, 2014

Bullying and mental health were the most frequently reported key indicators for one-on-one cases, while bullying and physical violence were more common in mediations (see Figure 3-3). This was also consistent with previous years.

FIGURE 3-3. COMPARISON OF CONFLICT INDICATORS BY SERVICE TYPE

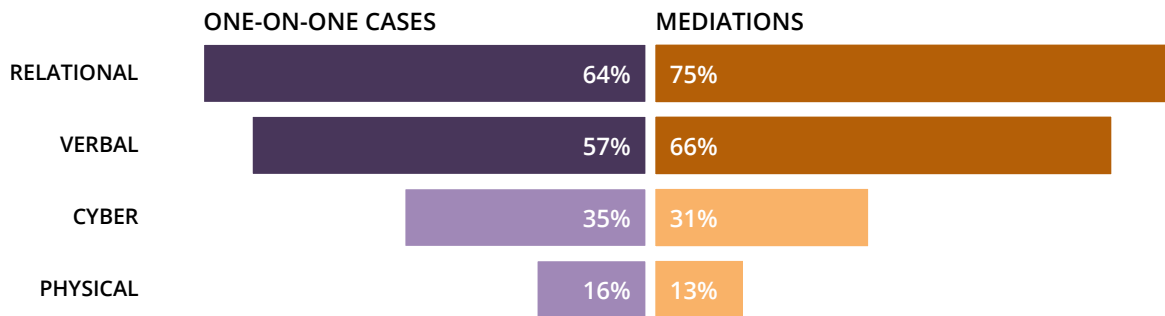


With respect to bullying cases, RAP workers also reported the specific type of bullying involved according to tactics used (i.e., relational, verbal, cyber, and physical). The prevalence of tactics has been highly consistent across years (see Table 3-3) as well as service type (see Figure 3-4).

TABLE 3-3. COMPARISON OF BULLYING TACTICS BY SERVICE TYPE AND YEAR

	ONE-ON-ONE CASES		MEDIATIONS	
	2015-16 %	2014-15 %	2015-16 %	2014-15 %
MULTIPLE TACTICS	58	49	71	60
RELATIONAL	64	56	75	67
VERBAL	57	48	66	63
CYBER	35	41	31	31
PHYSICAL	16	13	13	15

Note. Based on total one-on-one case counts for 2015-16 (n = 2,173) and 2015-14 (n = 1,735), and total mediation counts for 2015-16 (n = 236) and 2015-14 (n = 222). Multiple tactics can be reported per case or mediation, therefore totals do not add to 100%.

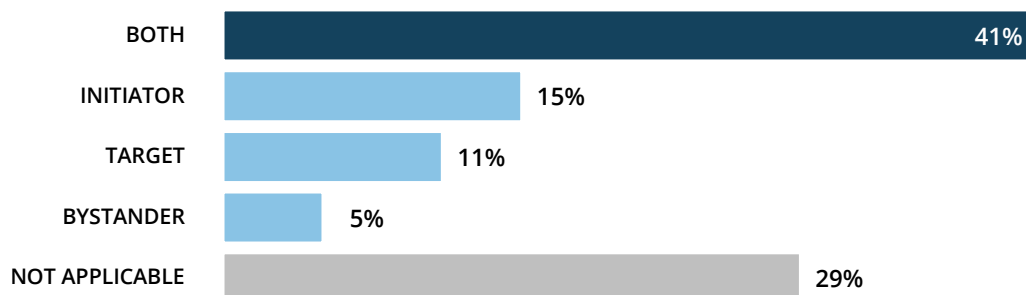
FIGURE 3-4. COMPARISON OF BULLYING TACTICS BY SERVICE TYPE

Relational and verbal tactics were the most common. Physical tactics were the least commonly reported for both service types. A substantial proportion of bullying incidents also involved multiple tactics, especially ones that were addressed with mediations.

3.3 CONFLICT ROLES

Finally, RAP workers also reported on what role students took in their respective conflicts, including whether they were initiators, targets, both, or bystanders (or "not applicable" in cases where this was not relevant). These data were collected only for one-on-one cases due to the complexity of multiple students being involved and playing multiple roles.

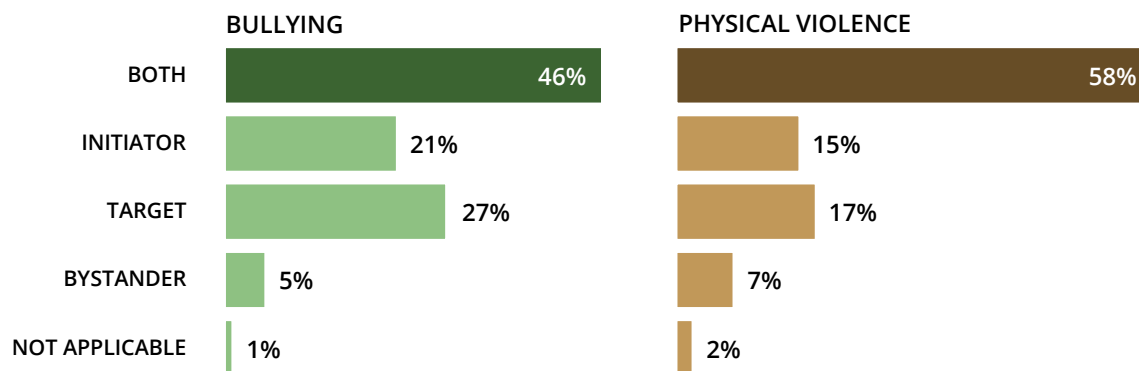
Overall, "not applicable" was the most common conflict role indicated by RAP workers, but this included cases where conflict role was not relevant (e.g., conflict with self). Excluding these types of cases resulted in the most common conflict role being "both target and initiator", followed by "not applicable" (see Figure 3-5).

FIGURE 3-5. DISTRIBUTION OF CONFLICT ROLES FOR ONE-ON-ONE CASES

Note. Excludes cases where conflict role was not relevant (i.e., no conflict, self conflict, and conflict with environment).

Bullying and **physical violence** are two key conflict types where conflict role is especially relevant. For both, students were still most likely to be identified as being "both" initiators and targets (see Figure 3-6). However, RAP workers were more likely to work with the targets of bullying compared to initiators. There was no pronounced difference with respect to physical violence cases.

FIGURE 3-6. DISTRIBUTION OF CONFLICT ROLES FOR SPECIFIC CONFLICT TYPES



4. SERVICE PARTNERS

Partnerships are a key component of effective RAP service delivery. RAP workers work closely with other school staff members as well as a number of organizations and individuals from outside of the schools to deliver services to students. The three major ways in which partners are involved in delivering RAP services are:

- **Making referrals** for students to RAP for support
- **Collaborating directly** in service delivery with RAP workers
- **Receiving referrals** from RAP workers to provide additional services to students

4.1 REFERRAL SOURCES

Making referrals is the most common way for service partners to support RAP, with 91% of one-on-one case and 89% of mediations resulting from an outside referral. The most common sources of referrals have been fairly consistent over the last three years (see Table 4-1). Self-referrals for mediations decreased last year while administrative referrals for mediations rebounded.

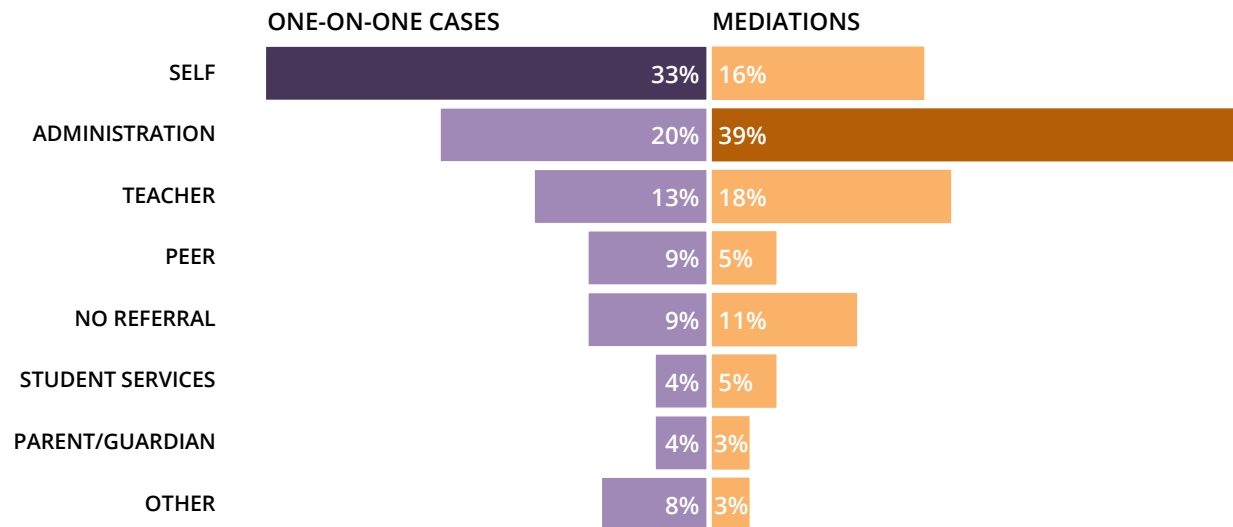
TABLE 4-1. COMPARISON OF REFERRAL SOURCES BY SERVICE TYPE OVER THREE YEARS

	ONE-ON-ONE CASES			MEDIATIONS		
	2015-16	2014-15	2013-14	2015-16	2014-15	2013-14
	%	%	%	%	%	%
NO REFERRAL	9	7	7	11	14	4
SELF	33	39	36	16	23	24
ADMINISTRATION	20	19	17	39	27	37
TEACHER	13	13	14	18	19	15
PEER	9	9	12	5	9	10
STUDENT SERVICES	4	5	5	5	4	3
PARENT/GUARDIAN	4	3	3	3	3	4
OTHER SCHOOL STAFF	2	2	2	1	<1	0
EXTERNAL SERVICE AGENCIES	2	1	2	0	0	1
RESOURCE OFFICERS/POLICE	<1	<1	<1	<1	<1	0
COMMUNITY MEMBERS	<1	<1	<1	0	0	0
OTHER	4	2	3	0	<1	1

Note. Based on total one-on-one case counts for 2015-16 (n = 2,173), 2015-14 (n = 1,735), and 2014-13 (n = 1,719), and total mediation counts for 2015-16 (n = 236), 2015-14 (n = 222), and 2014-13 (n = 143).

Overall, **self-referrals** tended to be more common for one-on-one cases while mediations were more likely to result from referrals from **administration** (see Figure 4-1).

FIGURE 4-1. COMPARISON OF TOP REFERRAL SOURCES BY SERVICE TYPE



Note. 'Other' referral sources includes a variety of other school staff, external service agencies, resource officers, and community members.

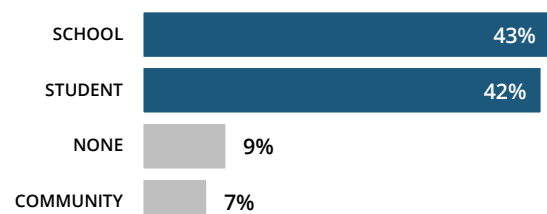
4.2 REFERRALS BY RECIPIENT SUBGROUP

Referral sources can be grouped into four broad categories:

- **Internal/school:** School staff members (e.g., teachers, administration, student services)
- **Student-driven:** Students themselves, as a self-referral or, less commonly, by a peer
- **No referral/RAP worker:** RAP workers themselves without relying on an outside referral
- **External/community:** Sources outside of the school, including external agencies, programs, community members, and family

These simplified categories make it possible to compare recipient subgroups and analyze different patterns of referrals. Overall, school and student referrals account for equally large proportions of one-on-one cases (see Figure 4-2).

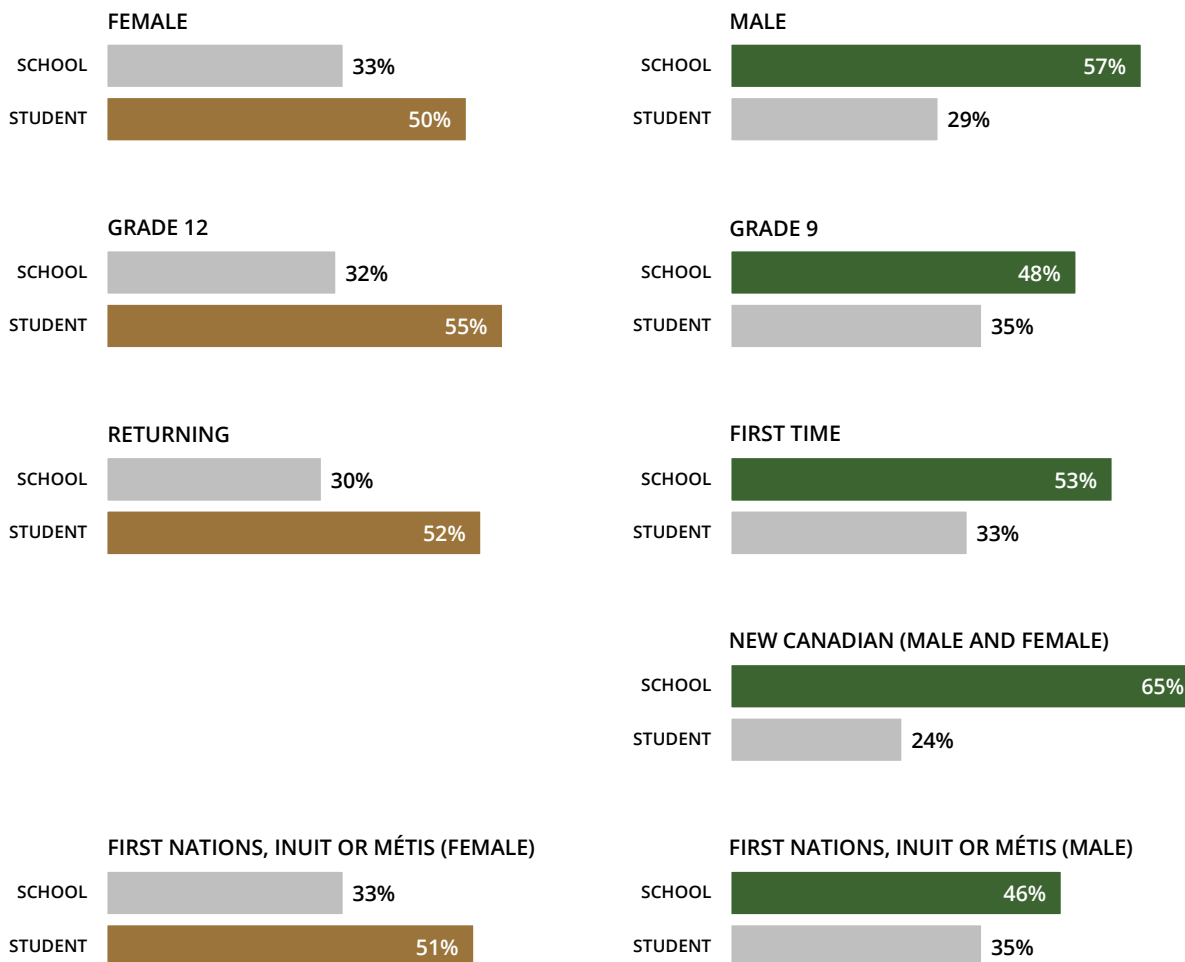
FIGURE 4-2. DISTRIBUTION OF REFERRAL GROUPS FOR ALL ONE-ON-ONE CASES



When analyzing subgroups, the most distinct contrasts were between **students** and **school staff** referrals (see Figure 4-3). There was little variation in referrals from external community sources or RAP workers themselves, regardless of recipient subgroup.

FIGURE 4-3. COMPARISON OF REFERRAL SOURCE GROUPS BY RECIPIENT SUBGROUPS

CASES INVOLVING STUDENTS WHO ARE:



Overall, **student-driven** referrals were more common in cases involving female, older and returning program recipients, as well as female Indigenous students. Cases involving male, younger, and first-time recipients were more likely to result from referrals from **school staff**, as were cases involving male Indigenous students and New Canadian students of either gender.

While not illustrated above, cases for **male students** were also slightly more likely to involve school staff referrals even when the student was a returning program recipient (44% compared to 37% self-referrals). In contrast, self-referrals were especially likely in cases with **female students** who were returning program recipients (59% compared to 23% school staff referrals). This is consistent with the findings highlighted previously about service use intensity. Overall, female students appear to have more frequent and more self-directed contact with the RAP program.

4.3 OTHER INVOLVEMENT

The other primary means by which service partners support RAP's operation is in direct collaborations and through receiving referrals from RAP workers. Last year, 34% of cases involved collaborations while 9% involved referrals. Across most instances, **school administration**, followed by teachers and student services, represented one of the most significant service partners in RAP delivery.

Last year, the most frequent collaborators were:

ONE-ON-ONE CASES		MEDIATIONS	
1. Administration	34%	1. Administration	52%
2. Teachers	21%	2. Teachers	20%
3. Student services	16%	3. Student services	11%
4. Parents/guardians	13%	4. Parents/guardians	11%

Referrals were most commonly made to:

ONE-ON-ONE CASES		MEDIATIONS	
1. Administration	22%	1. Addictions and mental health services	64%
2. Student services	21%		
3. Addictions and mental health services	13%		

5. ACTIVITIES

In addition to one-on-one support and conflict mediations, RAP workers also provide a variety of additional activities and other services in the school, including presentations, workshops, events, and group programming.

TABLE 5-1. TOTAL ACTIVITY COUNTS

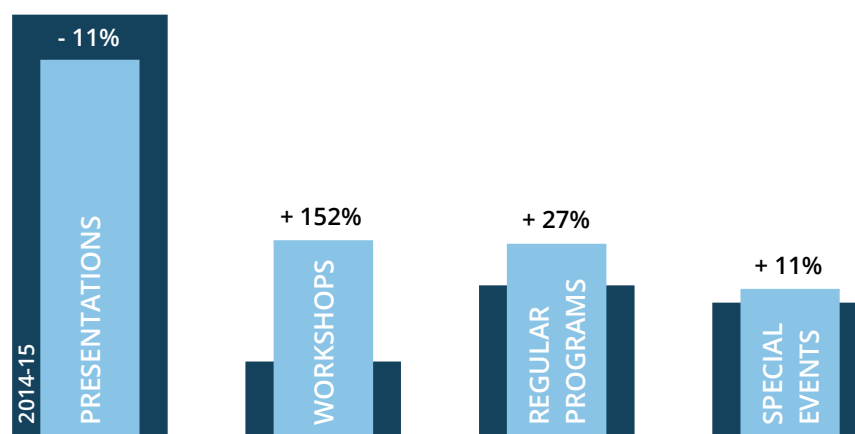
	2015-16	2014-15	+/- %
PRESENTATIONS	110	123	-11
WORKSHOPS	58	23	+152
REGULAR PROGRAMS	57	45	+27
EVENTS	44	40	+11
OTHER	1	-	-

Because of the difference in how these services are delivered and the variations between schools in what specific activities are offered, this aspect of RAP's services is measured differently than one-on-one and conflict mediation support. Individual student participation is not tracked because it is not feasible to track attendance for every activity, some of which involve hundreds of participants. However, RAP workers do track the number and nature of activities they deliver, who participates in them, and what support they receive from their service partners.

5.1 RATES OF ACTIVITY DELIVERY

In 2016-15, RAP workers reported providing 110 presentations, 58 workshops, 57 group programming sessions, and 44 special events (see Table 5-1). The number of workshops offered was substantially higher compared to previous years (152% increase), driven primarily by an initiative at one school to offer healthy relationship workshops to Grade 11 and 12 students. Service delivery for activities was otherwise relatively stable (see Figure 5-1).

FIGURE 1-1. COMPARISON OF 2015-16 ACTIVITIES TO 2014-15 BENCHMARK



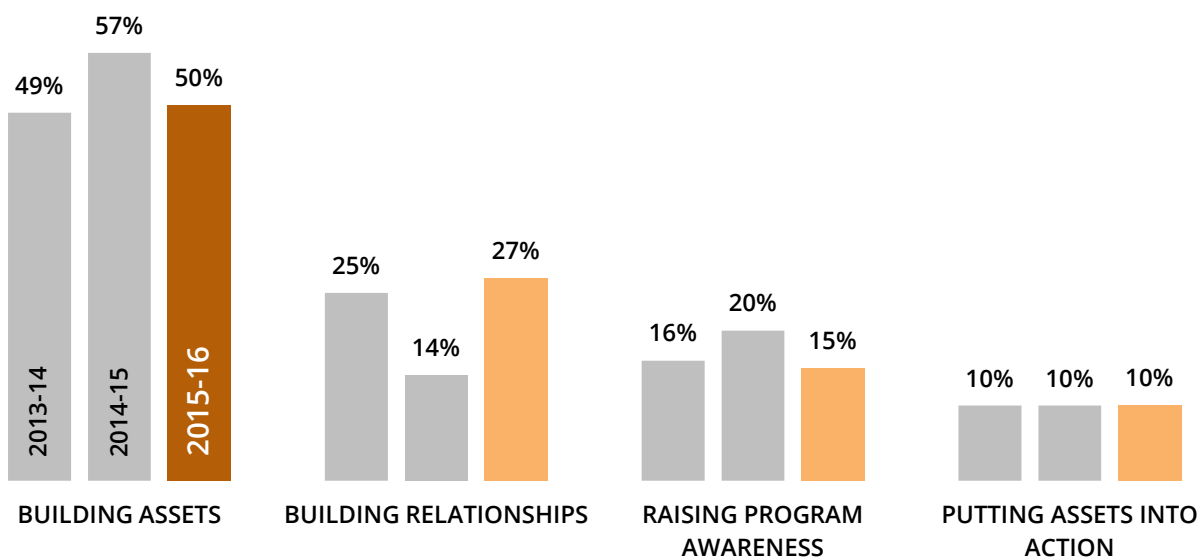
Activities are delivered according to four primary purposes:

Developing assets: Helping service recipients learn new skills (e.g., conflict resolution, healthy relationship skills) or develop their positive personal qualities (e.g., self-esteem, sense of responsibility)

- **Putting assets into action:** Giving service recipients opportunities to practice their skills or engage in leadership activities
- **Building relationships:** Fostering positive relationships in the school and the wider community
- **Raising program awareness:** Promoting RAP and its initiatives and encouraging program participation

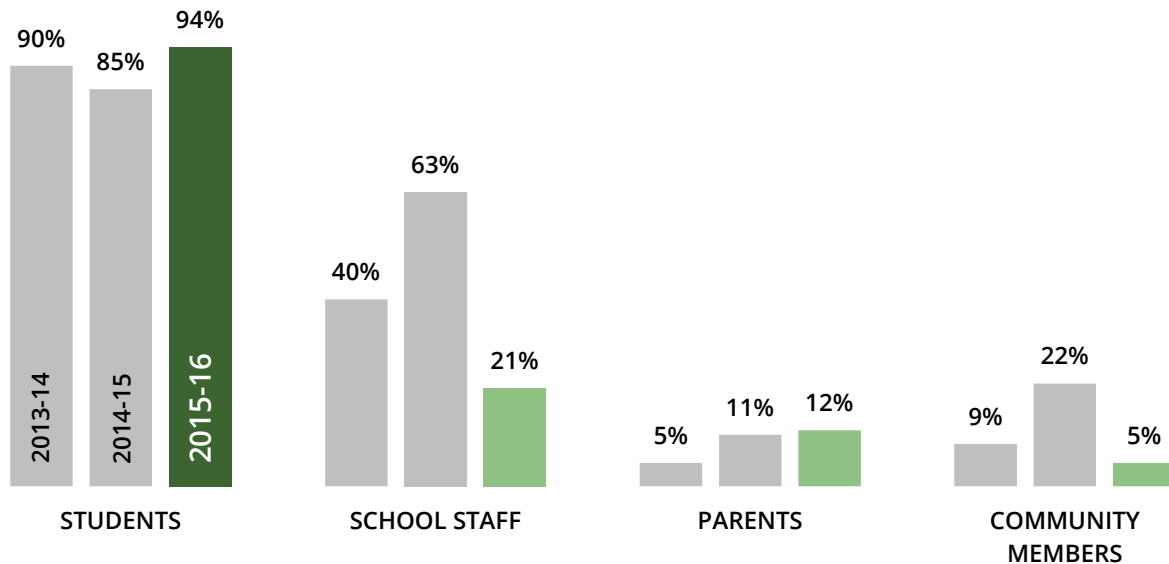
The most common activity goal over the past three years has been **building assets** by a significant proportion each year (see Figure 5-2). Last year saw a reduction in the proportion of activities directed at relationship building compared to the other goals. Putting assets into action is consistently the least frequently reported activity goal.

FIGURE 5-2. COMPARISON OF ACTIVITY GOALS OVER THREE YEARS



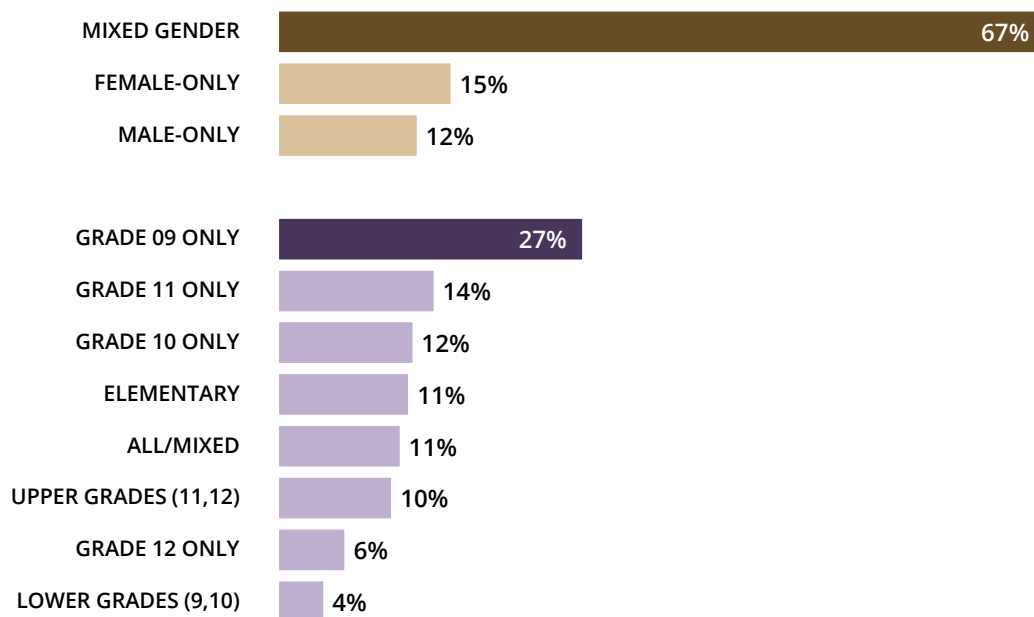
5.2 ACTIVITY PARTICIPANTS

The majority of RAP's activities were directed at students, with a smaller but substantial proportion involving school staff (see Figure 5-3). The proportion of activities involving school staff decreased substantially (from 63% to 21%), as did the proportion involving community members, though the reasons for this are unknown.

FIGURE 5-3. COMPARISON OF PARTICIPANT TYPE OVER THREE YEARS

Note. Activities can involve multiple audience types so columns do not add to 100%.

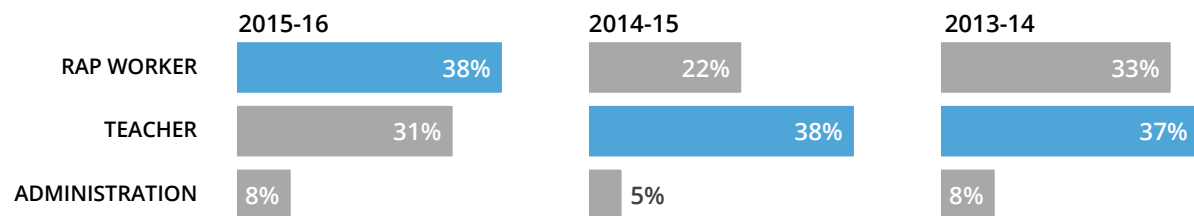
For activities involving students, the majority were delivered to participants of mixed gender (67%), with a small proportion delivered to exclusively male or female groups of students. There was also considerable variation in the grade levels of the activity participants, with the largest proportion delivered to Grade 9 students.

FIGURE 5-4. DISTRIBUTION OF STUDENT ACTIVITY PARTICIPANTS BY GRADE AND GENDER

5.3 SERVICE PARTNER ROLE

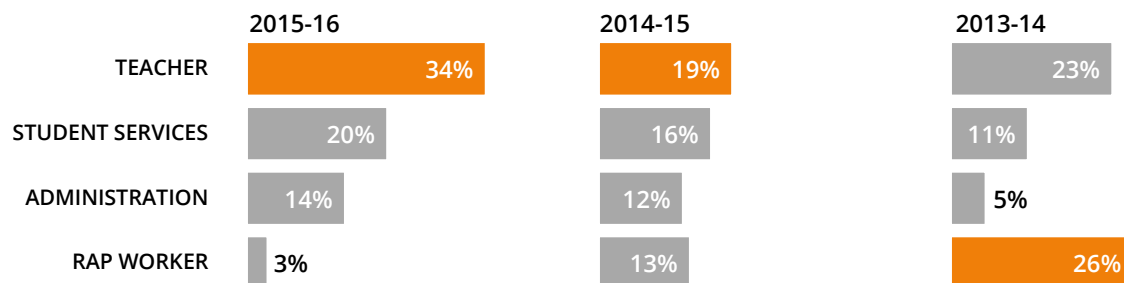
Finally, service partners also contribute to the delivery of activities. While 38% of activities last year were **initiated** by the RAP workers themselves, a further 31% were initiated by teachers, followed by 8% initiated by administration. The prevalence of these three groups as the main initiators has been consistent over the past three years, but previously teachers tended to account for the largest proportion of initiators (see Figure 5-5).

FIGURE 5-5. MOST COMMON ACTIVITY INITIATORS BY YEAR



In terms of **collaboration** in service delivery, teachers were again the most prominent collaborators, followed by student services and administration. One shift over the past three years has been an increase in the involvement of administration in delivering activities and the substantial decrease in collaboration between multiple RAP workers (see Figure 5-6).

FIGURE 5-6. MOST COMMON ACTIVITY COLLABORATORS BY YEAR



REVISIONS AND RECOMMENDATIONS

Data collection practices are reviewed annually to identify necessary changes and updates to ensure accurate, meaningful program data. Reviews are based on feedback from RAP workers, data requests made by program administrators, and issues identified by the evaluator/analyst during data processing and analysis. Past years' reviews have resulted in significant modification and streamlining of the process.⁴

DATA COLLECTION PROCESS REVISIONS

This year few major changes were implemented. One new mandatory response category was created for activities, "Activity run by", with three response options ("RAP worker only", "RAP worker and someone else", "Someone else only") to determine which activities RAP workers are responsible for carrying out themselves and which are delivered by other individuals or services. An optional open-ended response was created for one-on-ones and mediations to briefly describe the nature of the issue being addressed at the request of some workers for the ability to keep track of more details about their cases. (This functionality was included as a required field in an earlier version of the database and removed as part of the streamlining process.)

Minor improvements to the database interface were also implemented in response to RAP worker requests to make data entry easier. Additional data quality control features were added to reduce errors in data entry and make correcting erroneous entries more straightforward.

Some changes could not be implemented, either because they required a significant alteration to the structure of the database (e.g., increasing the maximum number of sessions per conflict mediation) or they represented a shift in the conceptualization of the program monitoring system that required further discussion with a broader group of stakeholders (e.g., revisiting the definitions of "prevention" and "reconnection" as currently used, introducing new indicators to track other service activities). There also continue to be some aspects of the data collection which are questionable in how consistently they are applied across sites, especially with respect to the "activities", which are weakly defined and implemented with great variability across sites.

One challenge that arose this year was data entry at one site by a temporary staff person who had not been trained in the program monitoring system. This resulted in several instances of inaccurate data which were subsequently corrected by a trained RAP worker.

⁴ Camman & Wormith, 2013, 2014, 2015

RECOMMENDATIONS

For the most part this year the data collection process was effective and the feedback from RAP workers was largely positive in terms of the usability of the system and the accuracy with which it reflects their work. Requests for specific analyses by program administrators were met successfully based on the data available.

However, based on the challenges encountered, two specific recommendations are offered:

- 1. Train all new staff in the program monitoring system before they collect and enter data.**

Training requirements are minimal but necessary. Staff who have been previously trained have required minimal re-training and have had access to technical support as needed, but those who are new to the system require formal training to ensure accurate data collection and standardized use of terminology and processes. Training is a 1-to-2-hour process that can be completed in person or by video or teleconference.

- 2. Re-assess the need for major conceptual or structural changes to the current program monitoring system in advance of the upcoming database upgrade.**

A major database migration is currently planned to replace the current system which is limited in scalability and sustainability with a centralized and permanent solution. Prior to this migration, a review of the current data collection system would be beneficial to identify essential changes and updates to reflect the program's development the system was initially designed. Key informants for this review would include the RAP workers, based on their experience using the current system as well as their perspective on how effectively it captures their services, and the RAP Board, based on their insights developed during the recent strategic planning initiative.

REFERENCES

Camman, C. & Wormith, J. S. (2015). *2014-15 Restorative Action Program annual data report*. Prepared for Saskatoon Restorative Action Program, Inc.

Camman, C. & Wormith, J. S. (2014). *Implementation assessment and outcome evaluation planning for the Restorative Action Program (RAP)*. Prepared for Saskatoon Restorative Action Program, Inc.

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APPENDIX A

2015-16 DATA SUMMARY

GLOSSARY OF TERMS

TOTAL COUNT Exact count of units (i.e., students, one-on-one cases, mediations, activities), aggregated across all of schools in which RAP was active, broken down by characteristic.

% OF TOTAL Percentage of overall total count that each characteristic represents (e.g., 53% of students involved in RAP were female).

MIN/MAX PER SCHOOL The highest and the lowest instance of each characteristic reported by school.

STUDENTS Individual students for whom the RAP worker completed an intake form in order to provide a service such as one-on-one support or a mediation. Does not include students whose only contact with RAP was through organized activities such as classroom presentations or school events.

ONE-ON-ONE CASES Instances of individual support tracked by case, or instance of a particular issue, conflict, or need. Each student may be involved in multiple cases and cases may involve multiple contacts

FOLLOW-UP CONTACTS Total number of times that the RAP worker had contact with the student about the same one-on-one case following the initial contact. Contacts are variable and can range from further sit-down meetings in the RAP worker's office to hallway check-ins. Does not include mediations or non-case related contacts.

CONFLICT MEDIATIONS Structured sessions where the RAP worker leads participants through a conflict resolution process. Can involve multiple individual sessions to addressing a single conflict issue.

ACTIVITIES Additional activities which are not focused on a specific conflict or issue and are typically preventative, prosocial, and information-oriented activities (e.g. presentations, workshops, special events, and regular organized programming).

PARTNERS Individuals and organizations, within and outside of the school, who support RAP's work through providing referrals, participating directly in service delivery, or providing additional services through referrals from RAP workers.

Other terms defined as necessary in the endnotes of each table.

STUDENT DATA SUMMARY		TOTAL COUNT	% OF TOTAL	MIN PER SCHOOL	MAX PER SCHOOL
TOTAL STUDENTS		1220	100%	-	-
GENDER					
	FEMALE	627	51%	31%	63%
	MALE	590	48%	37%	68%
	OTHER GENDER	3	0.2%	0%	1%
GRADE					
	ELEMENTARY	11	1%	0%	3%
	GRADE 09	361	30%	9%	45%
	GRADE 10	287	24%	13%	29%
	GRADE 11	293	24%	16%	37%
	GRADE 12	265	22%	9%	32%
	NO GRADE	3	0.2%	0%	1%
AGE (IN YEARS)					
	MINIMUM	12	-	12	14
	MAXIMUM	20	-	18	20
	AVERAGE	15.6	-	15.1	16.0
INTAKE DATE (BY MONTH)					
	AUGUST	2	0%	0%	1%
	SEPTEMBER	258	21%	12%	40%
	OCTOBER	186	15%	9%	19%
	NOVEMBER	126	10%	1%	19%
	DECEMBER	95	8%	1%	23%
	JANUARY	83	7%	2%	11%
	FEBRUARY	103	8%	2%	14%
	MARCH	126	10%	2%	13%
	APRIL	97	8%	3%	20%
	MAY	90	7%	4%	14%
	JUNE	54	4%	0%	13%
OTHER DETAILS					
	FIRST-TIME RAP USER	757	62%	28%	98%
	HAS REGULARLY-SCHEDULED CHECK-INS	169	14%	0%	29%
	ENROLLED IN NON-MAINSTREAM ACADEMIC PROGRAM	54	4%	0%	12%
	IS A NEW CANADIANⁱ	108	9%	0%	21%
	IS FIRST NATIONS, INUIT, AND/OR MÉTIS	391	32%	3%	65%
USE OF EXTERNAL SERVICE AGENCIESⁱⁱ					
	STUDENTS USING ANY EXTERNAL SERVICE AGENCIES	138	11%	0%	22%
	STUDENTS USING MULTIPLE EXTERNAL SERVICE AGENCIES	31	3%	0%	8%
	ADDICTION/MENTAL HEALTH	60	5%	0%	13%
	FAMILY SERVICES	47	4%	0%	12%
	HEALTH/MEDICAL SERVICES	11	1%	0%	4%
	IMMIGRATION SERVICES	7	1%	0%	5%
	JUSTICE SERVICES	40	3%	0%	9%
	OTHER	11	1%	0%	3%
	RAP WORKER FILLED INFORMATION REQUESTⁱⁱⁱ	19	2%	0%	10%

ⁱ Born outside of Canada and lived in Canada for less than 4 years.

ⁱⁱ These data are limited because RAP workers only reported this when it was voluntarily disclosed and if the service use was not relevant to the issue at hand, it may not have been discussed by the student. "External service agency" is defined as any service-providing organization external to the school, including government, non-profit, and service sector organizations.

ⁱⁱⁱ This was a service limited to one school where the RAP workers are authorized to release certain student information to outside agencies upon request (e.g., attendance record to police).

ONE-ON-ONE DATA SUMMARY		TOTAL COUNT	% OF TOTAL	MIN PER SCHOOL	MAX PER SCHOOL
TOTAL ONE-ON-ONE CASES		2173	100%	-	-
PARTICIPANT DETAILS					
STUDENTS WITH ONE OR MORE ONE-ON-ONE CASE		1199	98%	94%	100%
STUDENTS WITH MULTIPLE CASES		399	33%	7%	57%
AVERAGE CASES PER STUDENT		1.8	-	1.1	3.1
MAXIMUM CASES PER STUDENT		23	-	3	23
CASE DETAILS					
TOTAL FOLLOW-UP CONTACTS		2417	100%	-	-
CASES WITH ANY ADDITIONAL CONTACT (I.E., FOLLOW-UP)		982	45%	5%	100%
CASES WITH MULTIPLE ADDITIONAL CONTACTS		556	26%	1%	97%
AVERAGE ADDITIONAL CONTACTS PER CASE		1.1	-	0.1	3.7
MAXIMUM ADDITIONAL CONTACTS PER CASE		16	-	2	16
PREVENTION-FOCUSED		616	28%	0.5%	73%
RECONNECTION-FOCUSED		519	24%	2%	73%
RAP WORKER ACTED AS LIAISON ⁱ		432	20%	2%	59%
INVOLVED HOME VISIT		17	1%	0%	3%
MEDIATION PLANNED TO FOLLOW		387	18%	5%	56%
CONFLICT UNRESOLVED		54	2%	0%	14%
FIRST SESSION DATE (BY MONTH)					
AUGUST		2	0.1%	0%	1%
SEPTEMBER		292	13%	7%	41%
OCTOBER		259	12%	6%	16%
NOVEMBER		223	10%	0%	19%
DECEMBER		181	8%	2%	22%
JANUARY		201	9%	4%	12%
FEBRUARY		196	9%	6%	16%
MARCH		234	11%	2%	15%
APRIL		235	11%	3%	21%
MAY		206	9%	4%	15%
JUNE		144	7%	1%	12%
REFERRAL SOURCE					
ADMINISTRATION		431	20%	13%	39%
COMMUNITY MEMBER		2	0.1%	0%	1%
COMMUNITY-SCHOOL COORDINATOR		4	0.2%	0%	0.5%
HOME-SCHOOL COORDINATOR		4	0.2%	0%	1%
OTHER RAP WORKER		5	0.2%	0%	2%
PARENT/GUARDIAN		85	4%	0%	10%
PEER		194	9%	0%	16%
SCHOOL SUPPORT STAFF		38	2%	0%	4%
SCHOOL-BASED PROGRAM		57	3%	0%	30%
SELF		716	33%	13%	47%
SCHOOL/COMMUNITY RESOURCE OFFICER		5	0.2%	0%	2%
STUDENT SERVICES		96	4%	0%	17%

ONE-ON-ONE DATA SUMMARY		TOTAL COUNT	% OF TOTAL	MIN PER SCHOOL	MAX PER SCHOOL
TEACHER		285	13%	8%	23%
ADDICTION/MENTAL HEALTH SERVICES		13	1%	0%	2%
FAMILY SERVICES		8	0.4%	0%	1%
HEALTH/MEDICAL SERVICES		0	0%	-	-
IMMIGRATION SERVICES		0	0%	-	-
JUSTICE SERVICES		18	1%	0%	4%
OTHER		22	1%	0%	3%
NONE		190	9%	0%	27%
KEY CONFLICT INDICATORSⁱⁱ					
CASES WITH ANY KEY CONFLICT INDICATOR		876	40%	14%	59%
CASES WITH MULTIPLE KEY CONFLICT INDICATORS		138	6%	0%	15%
AVERAGE CONFLICT INDICATORS PER CASE		0.5	-	0.1	0.7
MAXIMUM CONFLICT INDICATORS PER CASE		4	-	1	4
BULLYING		323	15%	7%	43%
PHYSICAL VIOLENCE		168	8%	0%	24%
CRIMINAL ACTS		102	5%	0%	9%
MENTAL HEALTH		265	12%	0%	21%
SUBSTANCE ABUSE		119	5%	0%	9%
SUICIDALITY/SELF-HARM		65	3%	0%	4%
BULLYING DETAILSⁱⁱⁱ					
TOTAL BULLYING CASES		323	100%	-	-
BULLYING CASES INVOLVING MULTIPLE BULLYING TACTICS		187	58%	11%	89%
AVERAGE NUMBER OF TACTICS PER BULLYING CASE		1.7	-	1.1	2.4
CYBER TACTICS		112	35%	11%	56%
PHYSICAL TACTICS		52	16%	0%	36%
RELATIONAL TACTICS		207	64%	15%	97%
VERBAL TACTICS		185	57%	3%	86%
CONFLICT ROLE					
INITIATOR		297	14%	0%	28%
TARGET		205	9%	1%	18%
BOTH		724	33%	14%	64%
BYSTANDER		94	4%	1%	8%
NOT APPLICABLE		853	39%	21%	67%
PRIMARY CONFLICT PARTNER					
ADMINISTRATION		13	1%	0%	4%
DATING PARTNER		97	4%	0%	9%
ENVIRONMENT		342	16%	0%	37%
FAMILY		149	7%	1%	13%
OTHER SCHOOL STAFF		11	1%	0%	2%
PEER		942	43%	14%	86%
SELF		267	12%	5%	25%
TEACHER		108	5%	2%	14%
NO CONFLICT		244	11%	0%	43%

ONE-ON-ONE DATA SUMMARY	TOTAL COUNT	% OF TOTAL	MIN PER SCHOOL	MAX PER SCHOOL
SECONDARY CONFLICT PARTNER				
CASES WITH ONE OR MORE SECONDARY CONFLICT PARTNERS	116	5%	0%	16%
CASES WITH MULTIPLE SECONDARY CONFLICT PARTNERS	20	1%	0%	6%
ADMINISTRATION	2	0%	0%	1%
DATING PARTNER	15	1%	0%	5%
ENVIRONMENT	28	1%	0%	10%
FAMILY	28	1%	0%	5%
OTHER SCHOOL STAFF	2	0%	0%	1%
PEER	37	2%	0%	10%
SELF	18	1%	0%	2%
TEACHER	8	0%	0%	1%
SERVICE PARTNER INVOLVEMENT				
CASES INVOLVING SERVICE PARTNERS	872	40%	21%	68%
CASES INVOLVING COLLABORATORS	742	34%	15%	64%
AVERAGE COLLABORATIONS PER CASE	0.5	-	0.2	0.9
CASES RESULTING IN REFERRALS	197	9%	0%	19%
AVERAGE REFERRALS PER CASE	0.1	-	0.0	0.2
COLLABORATIONS^{iv}				
TOTAL COLLABORATIONS	1045	100%	-	-
ADMINISTRATION	360	34%	12%	62%
COMMUNITY MEMBER	2	0.2%	0%	1%
COMMUNITY-SCHOOL COORDINATOR	6	1%	0%	2%
HOME-SCHOOL COORDINATOR	1	0.1%	0%	0.4%
OTHER RAP WORKER	7	1%	0%	14%
PARENT/GUARDIAN	140	13%	1%	29%
SCHOOL SUPPORT STAFF	18	2%	0%	8%
SCHOOL-BASED PROGRAM	2	0.2%	0%	1%
SCHOOL/COMMUNITY RESOURCE OFFICER	39	4%	0%	17%
STUDENT SERVICES	163	16%	1%	32%
TEACHER	215	21%	2%	62%
ADDICTION/MENTAL HEALTH SERVICES	29	3%	0%	11%
FAMILY SERVICES	23	2%	0%	5%
HEALTH/MEDICAL SERVICES	0	0%	-	-
IMMIGRATION SERVICES	4	0.4%	0%	3%
JUSTICE SERVICES	20	2%	0%	10%
OTHER	22	2%	0%	8%
REFERRALS MADE^v				
TOTAL REFERRALS MADE	29	100%	-	-
ADMINISTRATION	47	22%	-	-
COMMUNITY MEMBER	0	0%	-	-
COMMUNITY-SCHOOL COORDINATOR	1	0.5%	-	-
HOME-SCHOOL COORDINATOR	0	0%	-	-
OTHER RAP WORKER	1	0.5%	-	-

ONE-ON-ONE DATA SUMMARY	TOTAL COUNT	% OF TOTAL	MIN PER SCHOOL	MAX PER SCHOOL
PARENT/GUARDIAN	10	5%	-	-
SCHOOL SUPPORT STAFF	3	1%	-	-
SCHOOL-BASED PROGRAM	1	0.5%	-	-
SCHOOL/COMMUNITY RESOURCE OFFICER	14	7%	-	-
STUDENT SERVICES	46	21%	-	-
TEACHER	15	7%	-	-
ADDICTION/MENTAL HEALTH SERVICES	28	13%	-	-
FAMILY SERVICES	15	7%	-	-
HEALTH/MEDICAL SERVICES	11	5%	-	-
IMMIGRATION SERVICES	0	0%	-	-
JUSTICE SERVICES	4	2%	-	-
OTHER	18	8%	-	-

ⁱ Refers to RAP worker acting as a liaison between the student and another service provider.

ⁱⁱ RAP workers were asked to only report if a case/mediation involved a key type of conflict (i.e., bullying, criminal acts, physical violence, mental health issues, substance abuse, and self-harm/suicidality), rather than describe the nature of the conflict for every incident. Each case/mediation could involve more than one key conflict indicator, so percentages do not add up to 100.

ⁱⁱⁱ RAP workers were able to select multiple tactics per bullying case, so percentages do not add up to 100.

^{iv} Percentages refer to proportion of total collaborations. Each case can involve multiple collaborators.

^v Percentages refer to proportion of total collaborations. Each case can result in multiple referrals.

MEDIATION DATA SUMMARY		TOTAL COUNT	% OF TOTAL	MIN PER SCHOOL	MAX PER SCHOOL
TOTAL MEDIATIONS		236	100%	-	-
AVERAGE SESSIONS PER MEDIATION		1.4		1.0	2.7
AVERAGE PARTICIPANTS PER MEDIATION		2.3		2.0	2.5
TOTAL MEDIATIONS WITH NON-STUDENT PARTICIPANTS ⁱ		36	15%	5%	53%
ADMINISTRATION		4	2%	0%	24%
COMMUNITY MEMBER		4	2%	0%	12%
OTHER SCHOOL STAFF		1	0.4%	0%	6%
PARENT		8	3%	0%	24%
TEACHER		21	9%	0%	38%
TOTAL MEDIATIONS WITH CONFLICT UNRESOLVED		3	1%	0%	6%
PARTICIPANT DETAILS					
STUDENTS WITH ONE OR MORE MEDIATIONS		359	29%	13%	54%
STUDENTS WITH MULTIPLE MEDIATIONS		82	7%	2%	20%
AVERAGE MEDIATIONS PER STUDENT		1.4	-	1.1	1.8
MAXIMUM MEDIATIONS PER STUDENT		7	-	2	7
SESSION PARTICIPATION DETAILS					
TOTAL INSTANCES OF PARTICIPATION BY STUDENTS		488	-	-	-
AVERAGE STEPS COMPLETED PER STUDENT PARTICIPANT ⁱⁱ		2.9	-	2.8	3.0
TOTAL INSTANCES OF PRE-CONFERENCES		485	99%	98%	100%
TOTAL INSTANCES OF AGREEMENTS REACHED		479	98%	95%	100%
TOTAL INSTANCES OF FOLLOW-THROUGH		465	95%	85%	100%
FIRST SESSION DATE (BY MONTH)					
AUGUST		0	0%	-	-
SEPTEMBER		23	10%	0%	21%
OCTOBER		26	11%	0%	21%
NOVEMBER		31	13%	6%	21%
DECEMBER		25	11%	0%	31%
JANUARY		25	11%	0%	18%
FEBRUARY		13	6%	0%	9%
MARCH		29	12%	4%	24%
APRIL		26	11%	0%	18%
MAY		23	10%	4%	17%
JUNE		15	6%	0%	12%
REFERRAL SOURCE					
ADMINISTRATION		93	39%	10%	63%
COMMUNITY MEMBER		0	0%	-	-
COMMUNITY-SCHOOL COORDINATOR		0	0%	-	-
HOME-SCHOOL COORDINATOR		0	0%	-	-
OTHER RAP WORKER		0	0%	-	-
PARENT/GUARDIAN		6	3%	0%	8%
PEER		12	5%	0%	12%
SCHOOL SUPPORT STAFF		2	1%	0%	5%
SCHOOL-BASED PROGRAM		0	0%	-	-

MEDIATION DATA SUMMARY	TOTAL COUNT	% OF TOTAL	MIN PER SCHOOL	MAX PER SCHOOL
SELF	38	16%	6%	25%
SCHOOL/COMMUNITY RESOURCE OFFICER	1	0.4%	0%	6%
STUDENT SERVICES	12	5%	0%	17%
TEACHER	43	18%	5%	27%
ADDICTION/MENTAL HEALTH SERVICES	0	0%	-	-
FAMILY SERVICES	0	0%	-	-
HEALTH/MEDICAL SERVICES	0	0%	-	-
IMMIGRATION SERVICES	0	0%	-	-
JUSTICE SERVICES	0	0%	-	-
OTHER	3	1%	0%	12%
NONE	26	11%	0%	57%
KEY CONFLICT INDICATORSⁱⁱⁱ				
MEDIATIONS WITH ANY KEY CONFLICT INDICATOR	122	52%	18%	88%
MEDIATIONS WITH MULTIPLE KEY CONFLICT INDICATORS	12	5%	0%	19%
AVERAGE CONFLICT INDICATORS PER CASE	0.6	-	0.2	1.1
MAXIMUM CONFLICT INDICATORS PER CASE	3	-	1	3
BULLYING	68	29%	11%	75%
PHYSICAL VIOLENCE	39	17%	0%	52%
CRIMINAL ACTS	12	5%	0%	18%
MENTAL HEALTH	12	5%	0%	13%
SUBSTANCE ABUSE	4	2%	0%	6%
SUICIDALITY/SELF-HARM	0	0%	0%	0%
BULLYING DETAILS^{iv}				
TOTAL MEDIATIONS INVOLVING BULLYING	68	100%	-	-
BULLYING CASES INVOLVING MULTIPLE BULLYING TACTICS	48	71%	0%	100%
AVERAGE NUMBER OF TACTICS PER BULLYING CASE	1.9	-	1.0	2.5
CYBER TACTICS	21	31%	-	-
PHYSICAL TACTICS	9	13%	-	-
RELATIONAL TACTICS	51	75%	-	-
VERBAL TACTICS	45	66%	-	-
PRIMARY CONFLICT PARTNER				
ADMINISTRATION	1	0.4%	0%	6%
DATING PARTNER	9	4%	0%	19%
ENVIRONMENT	5	2%	0%	12%
FAMILY	7	3%	0%	18%
OTHER SCHOOL STAFF	0	0%	0%	0%
PEER	192	81%	56%	91%
SELF	2	1%	0%	6%
TEACHER	20	8%	0%	38%
NO CONFLICT	0	0%	0%	0%
SECONDARY CONFLICT PARTNER^v				
MEDIATIONS WITH ANY SECONDARY CONFLICT PARTNER	12	5%	0%	17%
MEDIATIONS WITH MULTIPLE SECONDARY CONFLICT PARTNERS	1	0.4%	0%	6%

MEDIATION DATA SUMMARY		TOTAL COUNT	% OF TOTAL	MIN PER SCHOOL	MAX PER SCHOOL
ADMINISTRATION		0	0%	-	-
DATING PARTNER		6	3%	0%	17%
ENVIRONMENT		2	1%	0%	12%
FAMILY		1	0.4%	0%	6%
OTHER SCHOOL STAFF		0	0%	-	-
PEER		3	1%	0%	9%
SELF		0	0%	-	-
TEACHER		1	0.4%	0%	4%
SERVICE PARTNER INVOLVEMENT					
MEDIATIONS INVOLVING SERVICE PARTNERS		108	46%	5%	94%
MEDIATIONS INVOLVING COLLABORATORS		99	42%	3%	94%
AVERAGE COLLABORATIONS PER MEDIATION		0.6	-	0.0	1.4
MEDIATIONS RESULTING IN REFERRALS		11	5%	0%	11%
AVERAGE REFERRALS PER MEDIATION		0.0	-	0.0	0.1
COLLABORATIONS^v					
TOTAL COLLABORATIONS		133	100%	-	-
ADMINISTRATION		69	52%	0%	71%
COMMUNITY MEMBER		1	1%	0%	3%
COMMUNITY-SCHOOL COORDINATOR		0	0%	-	-
HOME-SCHOOL COORDINATOR		0	0%	-	-
OTHER RAP WORKER		0	0%	-	-
PARENT/GUARDIAN		15	11%	0%	100%
SCHOOL SUPPORT STAFF		0	0%	-	-
SCHOOL-BASED PROGRAM		0	0%	-	-
SCHOOL/COMMUNITY RESOURCE OFFICER		4	3%	0%	29%
STUDENT SERVICES		14	11%	0%	50%
TEACHER		27	20%	0%	33%
ADDICTION/MENTAL HEALTH SERVICES		0	0%	-	-
FAMILY SERVICES		0	0%	-	-
HEALTH/MEDICAL SERVICES		0	0%	-	-
IMMIGRATION SERVICES		0	0%	-	-
JUSTICE SERVICES		0	0%	-	-
OTHER		3	2%	0%	100%
REFERRALS MADE^{vi}					
TOTAL REFERRALS MADE		11	100%	-	-
ADMINISTRATION		7	64%	-	-
COMMUNITY MEMBER		0	0%	-	-
COMMUNITY-SCHOOL COORDINATOR		0	0%	-	-
HOME-SCHOOL COORDINATOR		0	0%	-	-
OTHER RAP WORKER		0	0%	-	-
PARENT/GUARDIAN		0	0%	-	-
SCHOOL SUPPORT STAFF		0	0%	-	-
SCHOOL-BASED PROGRAM		0	0%	-	-

MEDIATION DATA SUMMARY	TOTAL COUNT	% OF TOTAL	MIN PER SCHOOL	MAX PER SCHOOL
SCHOOL/COMMUNITY RESOURCE OFFICER	1	9%	-	-
STUDENT SERVICES	0	0%	-	-
TEACHER	0	0%	-	-
ADDICTION/MENTAL HEALTH SERVICES	0	0%	-	-
FAMILY SERVICES	0	0%	-	-
HEALTH/MEDICAL SERVICES	0	0%	-	-
IMMIGRATION SERVICES	2	18%	-	-
JUSTICE SERVICES	0	0%	-	-
OTHER	1	9%	-	-

ⁱ Non-students included parents, teachers, school administration, and community members.

ⁱⁱ "Steps" refers to the three steps of the conflict mediation process, including pre-conference, reaching an agreement, and following through on the agreed-upon actions.

ⁱⁱⁱ RAP workers were asked to only report if a mediation involved a key type of conflict (i.e., bullying, criminal acts, physical violence, mental health issues, substance abuse, and self-harm/suicidality), rather than describe the nature of the conflict for every incident. Each mediation could involve more than one key conflict indicator, so percentages do not add up to 100.

^{iv} RAP workers were able to select multiple tactics per bullying case, so percentages do not add up to 100.

^v Percentages refer to proportion of total collaborations. Each mediation can involve multiple collaborators.

^{vi} Percentages refer to proportion of total collaborations. Each mediation can result in multiple referrals.

ACTIVITY DATA SUMMARY		TOTAL COUNT	% OF TOTAL	MIN PER SCHOOL	MAX PER SCHOOL
TOTAL ACTIVITIES		270	100%	-	-
ACTIVITY TYPE					
	PRESENTATION	110	41%	19%	100%
	REGULAR PROGRAM	57	21%	0%	47%
	SPECIAL EVENT	44	16%	0%	50%
	WORKSHOP	58	21%	0%	46%
	OTHER	1	0.4%	0%	1%
ACTIVITY DATE (BY MONTH)					
	AUGUST	0	0%	-	-
	SEPTEMBER	52	19%	0%	56%
	OCTOBER	41	15%	0%	75%
	NOVEMBER	30	11%	3%	33%
	DECEMBER	14	5%	0%	10%
	JANUARY	13	5%	0%	11%
	FEBRUARY	27	10%	0%	23%
	MARCH	18	7%	0%	33%
	APRIL	28	10%	0%	14%
	MAY	25	9%	0%	15%
	JUNE	22	8%	0%	46%
ACTIVITY GOAL					
	BUILD ASSETS	135	50%	0%	75%
	BUILD RELATIONSHIPS	73	27%	0%	92%
	PUT ASSETS INTO ACTION	28	10%	0%	18%
	RAISE PROGRAM AWARENESS	34	13%	0%	50%
AUDIENCE TYPEⁱ					
	STUDENTS	255	94%	67%	100%
	SCHOOL STAFF	57	21%	0%	92%
	PARENTS	14	5%	0%	33%
	COMMUNITY MEMBERS	33	12%	0%	37%
	OTHER	6	2%	0%	11%
AUDIENCE GENDER (STUDENTS ONLY)					
	FEMALE-ONLY	41	15%	0%	41%
	MALE-ONLY	33	12%	0%	25%
	MIXED GENDER	181	67%	46%	100%
AUDIENCE GRADE (STUDENTS ONLY)					
	ELEMENTARY	31	11%	0%	62%
	GRADE 9 ONLY	72	27%	0%	56%
	GRADE 10 ONLY	32	12%	0%	30%
	GRADE 11 ONLY	37	14%	0%	49%
	GRADE 12 ONLY	16	6%	0%	19%
	LOWER GRADES (9,10) ONLY	11	4%	0%	75%
	UPPER GRADES (11,12) ONLY	27	10%	0%	24%
	ALL/MIXED GRADES	29	11%	0%	31%

ACTIVITY DATA SUMMARY		TOTAL COUNT	% OF TOTAL	MIN PER SCHOOL	MAX PER SCHOOL
LOCATION					
	HOME SCHOOL	222	82%	31%	100%
	DIFFERENT SCHOOL	14	5%	0%	54%
	PARTNER'S VENUE	10	4%	0%	22%
	PUBLIC FACILITY/AREA	19	7%	0%	24%
	OTHER	5	2%	0%	11%
INITIATOR					
	INITIATED IN RESPONSE TO IDENTIFIED NEED	92	34%	6%	50%
	ADMINISTRATION	22	8%	0%	33%
	COMMUNITY-SCHOOL COORDINATOR	2	1%	0%	3%
	ELDER	0	0%	-	-
	EXTERNAL SERVICE AGENCY	2	1%	0%	6%
	HOME SCHOOL COORDINATOR	0	0%	-	-
	RAP WORKER	102	38%	0%	100%
	ROTARIAN	4	1%	0%	11%
	SCHOOL DIVISION	10	4%	0%	16%
	SCHOOL/COMMUNITY RESOURCE OFFICER	1	0.4%	0%	1%
	STUDENT SERVICES	16	6%	0%	24%
	STUDENTS	8	3%	0%	8%
	TEACHER	83	31%	0%	67%
	OTHER	20	7%	0%	18%
COLLABORATIONSⁱⁱ					
	ACTIVITIES INVOLVING COLLABORATORS	114	42%	12%	100%
	AVERAGE COLLABORATIONS PER ACTIVITY	0.6		0.2	2.9
	TOTAL COLLABORATIONS	168	100%	-	-
	ADMINISTRATION	24	14%	0%	50%
	COMMUNITY-SCHOOL COORDINATOR	168	100%	100%	100%
	ELDER	0	0%	-	-
	EXTERNAL SERVICE AGENCY	2	1%	0%	5%
	HOME-SCHOOL COORDINATOR	8	5%	0%	21%
	RAP WORKER	5	3%	0%	25%
	ROTARIAN	1	1%	0%	3%
	SCHOOL DIVISION	5	3%	0%	9%
	SCHOOL/COMMUNITY RESOURCE OFFICER	3	2%	0%	9%
	STUDENT SERVICES	34	20%	0%	100%
	STUDENTS	8	5%	0%	11%
	TEACHER	57	34%	0%	67%
	OTHER	12	7%	0%	38%

ⁱ RAP workers could select more than one audience type per activity, so percentages do not add to 100.

ⁱⁱ Each case can involve multiple collaborators, so percentages do not add to 100.

APPENDIX B

DATA COLLECTION FORMS

First Name:

Last Name:

Date:



Student Form

STUDENT INFORMATION (check all that apply)

Gender: M F O Grade: 9 10 11 12 Elem. None Age:

Is a New Canadian (Canadian resident for 4 years or less) Is First Nations, Inuit, or Métis

First-time RAP user Has regular RAP check-ins In non-mainstream class

EXTERNAL AGENCY SERVICE PROVIDERS (check all that the student uses):

- Addictions/Mental Health Services Health/Medical Services Justice Services
- Family Services Immigration Services Other:

Check if you have filled a **special information request** from an external agency for this student

NOTES

WORKER:

SCHOOL:

First Name:

Last Name:

Date:



Student Form

STUDENT INFORMATION (check all that apply)

Gender: M F O Grade: 9 10 11 12 Elem. None Age:

Is a New Canadian (Canadian resident for 4 years or less) Is First Nations, Inuit, or Métis

First-time RAP user Has regular RAP check-ins In non-mainstream class

EXTERNAL AGENCY PROVIDERS (check all that the student uses):

- Addictions/Mental Health Services Health/Medical Services Justice Services
- Family Services Immigration Services Other:

Check if you have filled a **special information request** from an external agency for this student

NOTES

WORKER:

SCHOOL:

First Name:

Last Name:

Date:



One-on-One Form

SESSION OVERVIEW (check ONLY if applicable)

- | | |
|---|--|
| <input type="checkbox"/> Primarily prevention-focused (warning signs present, but no specific incident has occurred) | <input type="checkbox"/> Primarily reconnection-focused (helping the student return to school after extended absence) |
| <input type="checkbox"/> Liaised between student and other service provider | <input type="checkbox"/> Conducted a home visit |

REFERRED BY (indicate ONE primary referral source):

CONFLICT PARTNER (only ONE can be entered as the PRIMARY conflict partner—others will be entered as secondary):

- | | | | | |
|---|---|--------------------------------------|---|--------------------------------------|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Dating Partner | <input type="checkbox"/> Environment | <input type="checkbox"/> Family | <input type="checkbox"/> No Conflict |
| <input type="checkbox"/> Peer | <input type="checkbox"/> Self | <input type="checkbox"/> Teacher | <input type="checkbox"/> Other School Staff | (positive contact only) |

Check ANY of the following which was a MAJOR COMPONENT of the issue or, if NONE applied, then check: N/A

- | | | |
|--|---|--|
| <input type="checkbox"/> Bullying* | <input type="checkbox"/> Criminal Acts (e.g., theft, vandalism) | <input type="checkbox"/> Substance Abuse |
| <input type="checkbox"/> Physical Violence | <input type="checkbox"/> Mental Health Concerns | <input type="checkbox"/> Suicidality/Self-Harm |

*For BULLYING ONLY, check ALL that apply: Cyber Physical Relational Verbal

CONFLICT ROLE (select ONE if applicable): N/A Initiator Target Both Bystander

PROGRAM PARTNER ROLE circle ALL that apply: C = collaborated R = made referral to

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Other RAP Worker | <input type="checkbox"/> SRO/CRO | <input type="checkbox"/> Family Services |
| <input type="checkbox"/> Community Member | <input type="checkbox"/> Parent/Guardian | <input type="checkbox"/> Student Services | <input type="checkbox"/> Health/Medical Services |
| <input type="checkbox"/> Community-School Coordinator | <input type="checkbox"/> School Support Staff | <input type="checkbox"/> Teacher | <input type="checkbox"/> Immigration Services |
| <input type="checkbox"/> Home-School Coordinator | <input type="checkbox"/> School-Based Program | <input type="checkbox"/> Addiction/Mental Health Serv. | <input type="checkbox"/> Justice Services |
| <input type="checkbox"/> Other: | | | |

Not Resolved

Mediation Planned

SESSION NOTES

Follow-Up Contacts

WORKER:

SCHOOL:

Session 1 Date:

Session 2 Date:

Session 3 Date:



Conflict Mediation Form

of participants: _____

SESSION OVERVIEW

REFERRED BY (indicate ONE primary referral source):

CONFLICT PARTNER (only ONE can be entered as the PRIMARY conflict partner—others will be entered as secondary):

- Administration Dating Partner Environment (school or community at large) Family
- Peer Self Teacher Other School Staff

Check ANY of the following which was a MAJOR COMPONENT of the issue or, if NONE applied, then check: N/A

- Bullying* Criminal Acts (e.g., theft, vandalism) Substance Abuse
- Physical Violence Mental Health Concerns Suicidality/Self-Harm

*For BULLYING ONLY, check ALL that apply: Cyber Physical Relational Verbal

PARTICIPANT OVERVIEW	PC		AG		FT		PC		AG		FT		
1)	Y	N	Y	N	Y	N	4)	Y	N	Y	N	Y	N
2)	Y	N	Y	N	Y	N	5)	Y	N	Y	N	Y	N
3)	Y	N	Y	N	Y	N	6)	Y	N	Y	N	Y	N

Non-student participants (if any):

PROGRAM PARTNER ROLE	circle ALL that apply:				C = collaborated		R = made referral to		
C R Administration	C	R	C R Other RAP Worker	C	R	C R SRO/CRO	C	R	C R Family Services
C R Community Member	C	R	C R Parent/Guardian	C	R	C R Student Services	C	R	C R Health/Medical Services
C R Community-School Coordinator	C	R	C R School Support Staff	C	R	C R Teacher	C	R	C R Immigration Services
C R Home-School Coordinator	C	R	C R School-Based Program	C	R	C R Addiction/Mental Health Serv.	C	R	C R Justice Services
C R Other:									

Not Resolved

SESSION NOTES

WORKER:

SCHOOL:

Number of Participants:

Date:



Activity Form

ACTIVITY OVERVIEW

Event/Program NAME or Presentation/Workshop TOPIC:

ACTIVITY TYPE (select ONE):

- Presentation (informational, non-interactive)
- Regular group activity (e.g., Girls Group, youth council meetings)
- Meeting (e.g., with teacher, parent)
- Workshop (informational, interactive)
- Special event (e.g., field trip, schoolwide event)
- Other activity:

ACTIVITY GOAL (select ONE primary goal):

- Build Assets
- Put Assets into Action
- Build Relationships
- Raise Program Awareness

PARTICIPANT OVERVIEW

TYPE (select ALL that apply)	STUDENT GENDER (select ONE)	STUDENT GRADE (select ONE)
<input type="checkbox"/> Students <input type="checkbox"/> Community <input type="checkbox"/> School Staff <input type="checkbox"/> Other:	<input type="checkbox"/> Female-only <input type="checkbox"/> Male-only <input type="checkbox"/> Mixed gender <input type="checkbox"/> No students	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 12 <input type="checkbox"/> Elementary <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> All/Mixed Grades <input type="checkbox"/> Lower (9,10) <input type="checkbox"/> Upper (11,12) <input type="checkbox"/> No students

PROGRAM PARTNER ROLE

INITIATOR (select ONE primary initiator)

- Administration
- Community-School Coordinator
- Elder
- Other:
- External Service Agency
- Home-School Coordinator
- RAP Worker
- Rotarian
- School Division
- SRO/CRO
- Student Services
- Students
- Teacher

Check if this activity was initiated in response to an **identified classroom need**

LOCATION (select ONE primary location of activity):

- Home School
- Different School
- Partner's Venue
- Public Facility
- Other:

COLLABORATORS (select ALL that apply)

- Administration
- Community-School Coordinator
- Elder
- Other:
- External Service Agency
- Home-School Coordinator
- RAP Worker
- Rotarian
- School Division
- SRO/CRO
- Student Services
- Students
- Teacher

ACTIVITY NOTES

WORKER:

SCHOOL: