

ANNUAL DATA REPORT 2019-2020

RESTORATIVE ACTION PROGRAM

Date: December 9, 2020



Highlights

NOTE: Caution must be exercised in year to year comparisons due to the changes in student records resulting from the adoption of the new database. Variables are not always directly comparable from one year to the next.

- ❖ The school closures due to COVID-19 pandemic significantly impacted RAP services in 2019-2020.
- ❖ There were a total of 1258 Active Students in 2019-2020, 5% of who received a service but not an intervention in 2019-2020. This appears to be a decrease of 15% from the previous year.
- ❖ The student profile has remained fairly consistent over the past five years except that the proportion of males has decreased by 7%, the proportion of students who identified as Other Gender increased by 5%, and the proportion of Grade 9 students increased by 8%.
- ❖ The proportion of First Nations/Métis remained stable and the proportion of New Canadians increased 3% to 10%, returning to the proportion of New Canadians in 2016-2017.
- ❖ The proportion of the school population served decreased 4% to 15% in 2019-2020, following a small increase in 2018-2019.
- ❖ The number of incidents decreased by 5% to 985 in 2019-2020. This decrease was expected due to the closure of schools in March 2020.
- ❖ The most common presenting issues were emotional (41%), verbal (33%) and relational (30%).
- ❖ Over one-half of the students were involved in one incident during the year. One-quarter were involved in two or more incidents. Four percent of students were involved in five or more incidents.
- ❖ Nearly one-half of the incidents involved other youth as conflict partners (48%), and Community and Family were conflict partners in 20% of the incidents.
- ❖ There were 161 Program/Service Partners in 2019-2020 who participated in 1966 Interventions (One-on-Ones and Mediations) and Activities.
- ❖ School personnel (46%) and Community/Family (18%) represented the most common referrers to One-on-One Interventions.
- ❖ Two-thirds of referrals for mediation services were made by school personnel, and one-third of mediation referrals were self-referrals.
- ❖ One-on-One Interventions declined 19% to 1920 Interventions in 2019-2020.
- ❖ Mediation Interventions declined 18% to 167 Mediations from 203 in 2018-2019. There was a total of 320 student participations in a mediation.

- ❖ Follow-ups to One-on-One interventions were provided to 563 Students. One-third had one Follow-Up and one-quarter had two Follow-Ups. The average was 4.1 Follow-Ups per student.
- ❖ The number of Activities increased by 33% to 630 Activities. The largest numeric increase was in meetings that increased from 222 to 333. Presentations declined by 56% to 47 presentations.
- ❖ The Primary Purpose of one-half of the Activities with an identified purpose was to Build Assets. Putting Assets into Action and Promoting Program Awareness were the primary purpose of one-fifth of the Activities. The purpose of many of the support activities provided to schools and students relating to managing COVID-10 was not identified.

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1 INTRODUCTION

1.1 Purpose and Background

Restorative Action Program (RAP) Data Report summarizes the findings from the annual program data of the Restorative Action Program (RAP) from its operation at nine Saskatoon-based secondary schools during the 2019-2020 school year. It provides a statistical overview of the programs and services provided by RAP for the year.

This Data Report is a supplement to the 2019-2020 Annual Report. It has been published since the establishment of the RAP monitoring system in 2012-2013.

1.2 Overview of RAP

The Restorative Action Program (RAP) began as a three-pilot project in 2003 at Mount Royal Collegiate. The program was funded by the Rotary Club of Saskatoon, Saskatoon Public Schools and the Saskatchewan Community Initiatives Fund. Initially the program's aim was to reduce violence and bullying while developing a positive school culture and strategies to address issues that stood in the way of students being successful in school. The program developed and expanded on an ongoing basis, and became known as RAP (Restorative Action Program) in 2006

Today, RAP is operating in nine high schools throughout Saskatoon with four schools in the Saskatoon Public School Division and five schools in the Greater Saskatoon Catholic School Division. RAP is supported by the five Rotary Clubs of Saskatoon, the Public and Catholic School Divisions, the Government of Saskatchewan, the City of Saskatoon thirty-seven community agencies, businesses and individuals and the several hundreds who attend RAP fund-raising events such as Rock-for-RAP and the Rotary Badge, Shield, Star Dinner.

RAP delivers Prevention Services such as presentations and workshops, Intervention Services such as One-on-One and Mediation services and Reconnection Services such as follow-ups and meetings.

1.3 Factors Impacting Report

The programs and services were significantly impacted by the shutdown of schools in March 2020 due to COVID-19. While RAP maintained services to provide support services to students in a physically distanced manner, the type and volume of services accessed by students were impacted.

A second factor that has impacted this report is that RAP has switched the RAP Database service provider and is in the process of developing a new monitoring and reporting system, which is expected to be fully implemented in 2021-2022. The new database includes some changes in terminologies and definitions. The result is that there is some limitation in the information that can be included in this report and in the comparison to previous years.

RAP's strategic plan called for the development of an outcomes-based performance. In 2018, RAP outlined the outcomes and outcome measures in a report, entitled *Project III: Enhanced Performance Measurement and Reporting*. The program and service outcomes are RAP are outlined in the RAP Logic Model presented in the Appendix. In addition to reporting on outcomes, the new system will be using new, and in some cases, modified terms to capture and report case management information.

1.4 Overview of Data Report

The Data Report contains 6 sections:

1. Introduction;
2. Profile of Students Served - Characteristics of RAP recipients and program usage;
3. Number and Type of Incidents - Issues and situations addressed by RAP facilitators;
4. Program and Service Partners - Involvement of partners in RAP service delivery;
5. Interventions – Types of intervention and follow-up services provided to students; and
6. Prevention Activities - Overview of other activities delivered in schools.

2 STUDENTS/PROGRAM RECIPIENTS

2.1 Number of Students (Program Recipients)

The implementation of the new student database has resulted in a change in student admissions and data entry in 2019-2020. In prior years, all students were admitted each year with no carryover from the previous year. In 2019-2020, a student admitted in 2018-2019 were retained in the system and could be activated without creating a new student file in 2019-2020.

The change in student records means that information for 2018-2019 and 2019-2020 is not 100% comparable, and caution must be exercised when comparing the data. The 2019-2020 information is generated from the new student database. The 2018-2019 information is from the 2018-2019 annual report.

In this report:

- a) **Active Students** are those who received a service in 2019-2020, regardless of Intake Date. An Active Student is a student who either:
 - a. Received an intervention (One-on-One or Mediation) in 2019-2020; or
 - b. Did not receive an intervention, but did receive another service such as a follow-up or consultation in 2019-2020
- b) **New Students** are Active Students who had an Intake Date in 2019-2020.
- c) **Continuing Students** are Active Students who had an Intake Date in 2018-2019 or before.

There were a total of 1258 Active Students in 2019-2020, 5% of who received a service but not an intervention in 2019-2020. This appears to be a decrease 15% from the previous year; however, some of this apparent increase may be due to the way students and services are recorded.

The number of new students 2019-2020 was 891, and the number of Continuing Students was 367.

Table 1: Number of Students

Number of Students (2019-2020)*			
Type of Student	2019-2020	2018-2019	Change
New Students	891	NA	
Total Active Students	1258	1472	-15%

* Caution must be used in comparing the number of students from year to year due to changes in the student database and recordkeeping.

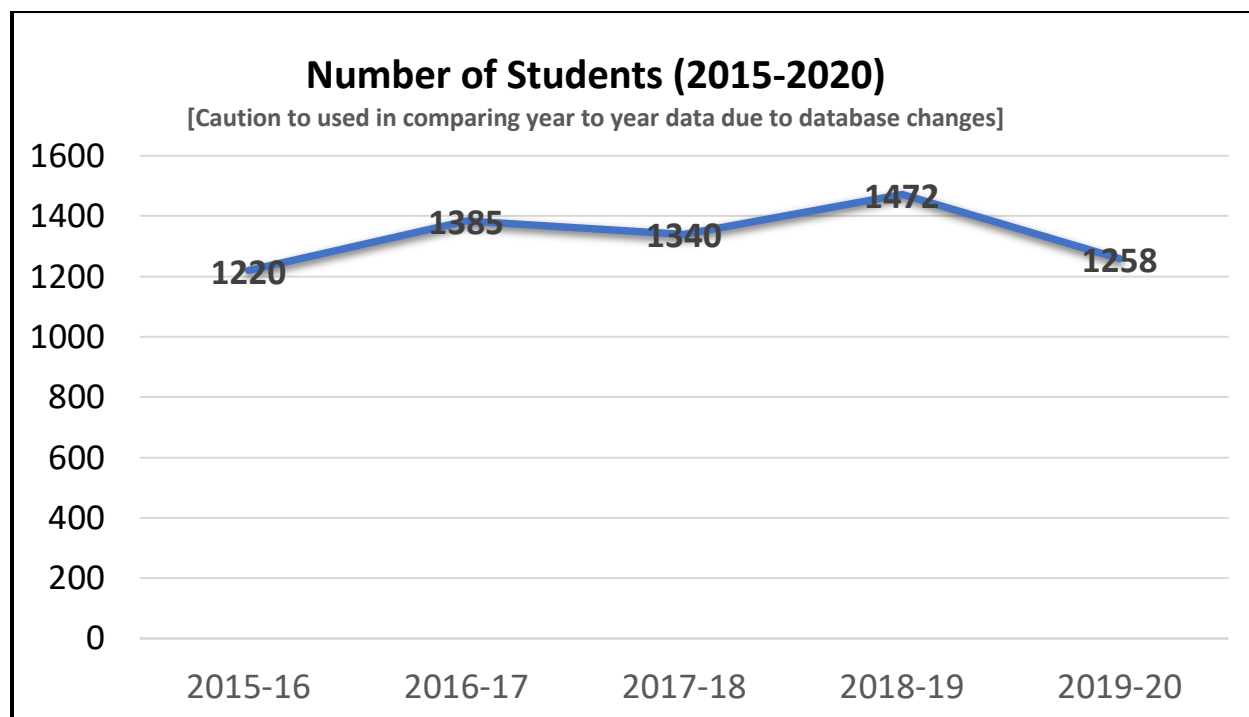


Figure 1: Number of Students (2015-2020)

2.2 Demographics of Students/Program Recipients

NOTE: The Student Profile for 2019-2020 is for New Students whose Intake year was 2019-2020 but the 2018-2019 Student Profile is all Active Students in that year. The Student Profile was not readily available for all 2019-2020 Active Students.

The student profile has remained fairly consistent over the past five years except that:

- ❖ The proportion of males has decreased by 7% to 37%;
- ❖ The proportion of students who identified as Other Gender increased by 5% to 6.5%; and
- ❖ The apparent 8% increase in the proportion of Grade 9 students to 34% and decrease in the proportion of Grade 10 and 11 students is likely because the 2019-2020 Student Profile is for New Students only as opposed to all Active Students.

- ❖ The proportion of First Nation/Métis students remained fairly consistent with the previous two years at 34%.
- ❖ The proportion of New Canadians increased 3% from the previous two years to 10%, similar to the proportion in 2016-2017.

Table 2: Student Demographics (2015-2020)

Student Demographics (2015-2020)						
Demographic		2019-2020*	2018-2019	2017-2018	2016-2017	2015-2016
Gender						
	Male	37%	44%	45%	45%	48%
	Female	55%	54%	54%	54%	51%
	Other gender	6.5%	1.3%	0.6%	0.7%	0.2%
	Missing Data	0.7%	0.6%	0.0%	0.0%	0.0%
Grade						
	Grade 9	34%	26%	31%	27%	30%
	Grade 10	24%	29%	29%	29%	24%
	Grade 11	21%	24%	20%	23%	24%
	Grade 12	18%	19%	19%	20%	22%
	Missing Data/No grade	2.5%	1.7%	0.7%	0.9%	0.9%
Other						
	First Nations/Métis	37%	38%	37%	31%	32%
	New Canadians	10%	7%	7%	10%	9%

* The 2019-2020 Student Profile is for New Students and not all Active Students as in previous years

2.2.1 Enrolled Population Served

The proportion of the school population served decreased 4% to 15% in 2019-2020. The proportion the student population in the nine schools had been stable in prior years with a slight increase in 2018-2019.

This change is consistent with the decline in the number of incidents and the impact of COVID-19 on schools and the provisions of RAP services.

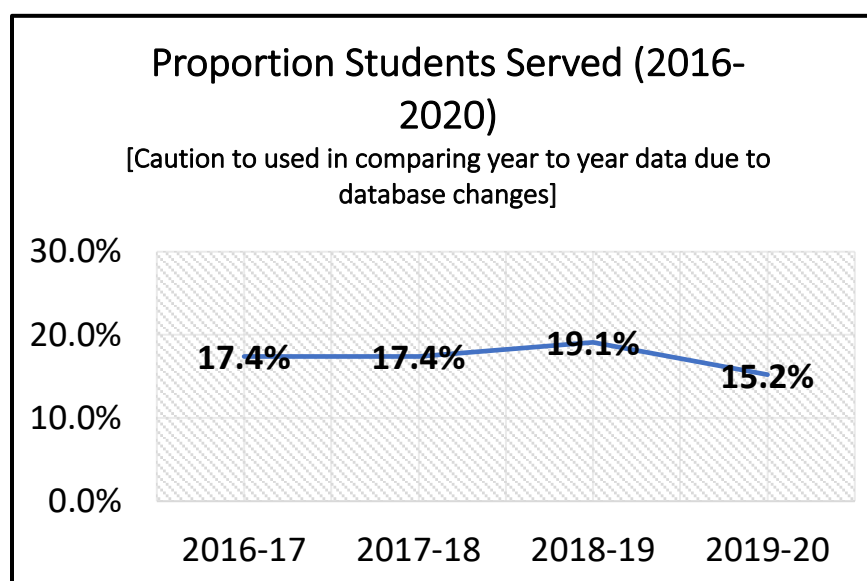


Figure 2: Proportion of Students Served

3 INCIDENTS

3.1 Number of Incidents

The number of incidents decreased by 5% to 985 in 2019-2020. This decrease is likely due to the closure of schools in March 2020.

RAP began to collect data on incidents in 2018-2019 with the introduction of the database system. So previous year information is not available.

Table 3: Number of Incidents

Number of Incidents			
	2019-2020	2018-2019	Change
Number of Incidents	985	1036	-5%

3.2 Number of Incidents Per Student

Over half of the students were involved in one incident during the year. One-quarter were involved in two or more incidents. Four percent of students were involved in five or more incidents. The average was 1.3 incidents per student.

One-fifth of students were not involved in an incident in 2019-2020. They were mostly students who received a follow-up service or who were dealing with a personal issue.

Table 4: Number of Students by Number of Incidents

Number of Incidents per Student		
Number of Incidents	2019-2020	
	Number	Percent
0 Incidents	229	20%
1 Incidents	598	53%
2 Incidents	168	15%
3+ Incidents	124	11%
Average Incidents per Student	1.3	

* Some incidents involve 2 or more students

3.3 Presenting Issues/Problems

The most common presenting issues were Emotional Issues, with 40% students having Emotional Issues/Problems. One third of students had relational and Verbal issues.

The definitions of the Types of Presenting Issues/Problems are:

Cyber	Using a computer or other technology to forward or spread hurtful messages and/or images.
Physical	Involving physical harm often from kicking, punching, hair pulling, pinching and pushing.
Relational	Excluding, ganging up, ridiculing, gossiping, spreading rumours, extortion or stealing of money and possessions.
Verbal	Usually involving taunts, name-calling, put-downs, slurs, offensive gestures, incessant mocking, threats, intimidation, humiliation, exclusion, manipulation or laughing at someone else's expense.
Emotional	Involving expression of emotions such as Anger, Confusion, Contempt, Disappointment, Distress, Fear, and Sadness related to situation.

Table 5: Presenting Issues/Problems

Presenting Issues/Problems (Number of Students)	
Major Presenting Problem/Issue*	2019-2020
Relational	30%
Emotional	41%
Verbal	33%
Cyber	8%
Physical	11%

* Some students have more than one presenting issue/problem

3.4 Conflict Partner

The majority of conflicts were with other youth (48% of incidents), with Peers involved in 29% and Other Students involved in 14% of incidents. Personal issues (self-conflict) were an issue for 10% of incidents.

Community and Family were the conflict partners in 20% of the incidents, with family members being the conflict partners in 9% of incidents. Conflict with school personnel accounted for 8% of incidents.

Table 6: Conflict Partners

Incidents by Conflict Partner (Percent)	
Conflict Partner	2019-2020
No Conflict	9%
Student/Youth (Total)	58%
Self	10%
Peer	29%
Dating Partner	5%
Other Student	14%
School (Total)	8%
Teacher	7%

Incidents by Conflict Partner (Percent)		
Conflict Partner		2019-2020
	Administration	1%
	Other School Staff	1%
Community/Family		20%
	Family Member	9%
	Environment	10%
	Other	0%
Missing Data/Unknown		5%
Total		100%

4 PROGRAM/SERVICE PARTNERS

Program/Service Partners are organizations or individuals who either refer a student to the RAP program or who participate in the delivery of a RAP service.

4.1 Number of Program/Service Partners

There were 161 Program/Service Partners in 2019-2020 who participated in 1966 Interventions (One-on-Ones and Mediations) and Activities. One-half of the service partners were referrers or participants in One-on-One Interventions, and over one-third were involved in an Activity.

Table 7: Service Partners

Number Program Service Partners by Service Type (2019-2020)		
	Number Service Partners	Number of Interventions/Activities with Service Partner
Activity	65	917
One-On-One	79	981
Mediation	17	68
Total (Cumulative)	161	1966

4.2 Referrals to RAP

School personnel represented 46 percent of referrals to One-on-One Interventions. Community and Family were the next most common referrers at 18%. Peers represented about 5% of referrals. No Referral represented 8% of the cases.

The majority of referrals for mediation interventions were made by School Personnel (64%). Self-referrals were the next most common referrals at 34% of referrals to mediations.

Table 8: Referrals to One-n-One Interventions

Number of Program Service Partner Referrals for One-to-One intervention (2019-2020)		
Referral Source		2019-2020
		Number Percent
No Referral		54 8.4%
Student		29 4.5%
	Self	2 0.3%
	Peer	27 4.2%
	Other	0 0.0%
School		297 46.2%
	Teacher	27 4.2%
	Student Services	108 16.8%
	Administration	135 21.0%
	Support Staff	2 0.3%
	Home-School Coordinator	0 0.0%
	Community School Coordinator	1 0.2%
	SRO/CRO	24 3.7%
Community/Family		116 18.0%
	Parent/Guardian	33 5.1%
	Addictions/Mental Health Services	23 3.6%
	Community member	0 0.0%
	Family Services	42 6.5%
	Health/Medical Services	7 1.1%
	Justice Services/Police	1 0.2%
	Social Services	3 0.5%
	Youth Services	7 1.1%
RAP		6 0.9%
	RAP Facilitator	0 0.0%
	Other RAP	6 0.9%
Other		13 2.0%
	Indigenous Services/Elder	10 1.6%
	Other	3 0.5%
No information		0 0.0%
Total Referrals		643 100.0%

* Some Referrers made two or more referrals

Table 9: Referrals to Mediation Interventions

Number of Program Service Partner Referrals for Mediation intervention (2019-2020)*		
Referral Source		2019-2020
		Number Percent
No Referral		0 0.0%
Student		17 34.0%
Self		17 34.0%
Peer		0 0.0%
Other		0 0.0%
School		32 64.0%
Teacher		6 12.0%
Student Services		1 2.0%
Administration		25 50.0%
Support Staff		0 0.0%
Home-School Coordinator		0 0.0%
Community School Coordinator		0 0.0%
SRO/CRO		0 0.0%
Community/Family		1 2.0%
Parent/Guardian		1 2.0%
Total		50 100.0%

* Some Referrers made two or more referrals

5 INTERVENTIONS

5.1 One-on-One Interventions

One-on-One Interventions declined 19% to 1920 Interventions from 2362 in 2018-2019. There were 2407 follow-ups for 876 One-on-One Interventions.

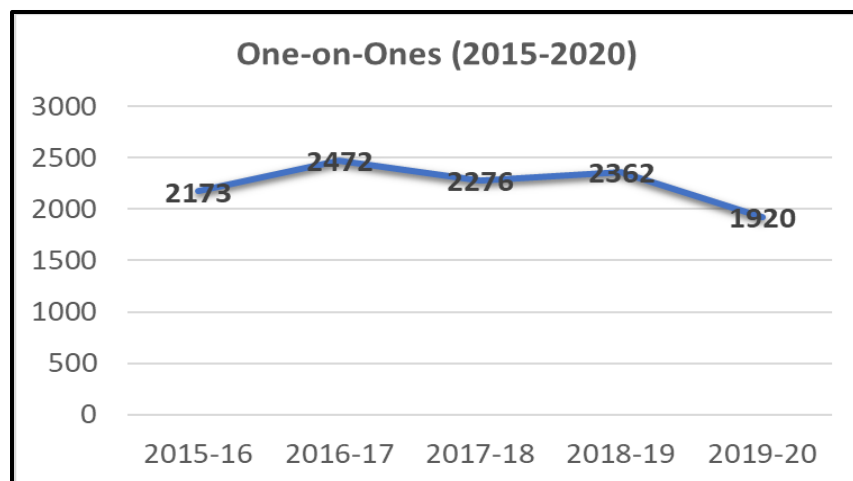


Figure 3: Number of One-on-One Interventions (2015-2020)

Table 10: One-on-One Interventions

One-on-One Interventions (1919-1920)	
Number of On-on-One Interventions	1920
Number of Incidents that led to One-on-One Intervention	1121
Number of One-on-Ones with Follow-up	876
Number of Follow-Ups for 2019-2020 One-on-Ones	2407

5.2 Follow-Ups to One-on-One Interventions

Follow-ups were provided to 563 Students. One-third had one Follow-Up and one-quarter had two Follow-Ups. One-quarter had 5 or more Follow-Ups. The average was 4.1 Follow-Ups. The highest number of Follow-ups provided to a student was 60.

Table 11: Number of Follow-Ups to One-on-One Interventions

Number Follow-Ups per Student (One-on-One Interventions)		
Number of Follow-Ups	2019-2020	
	Number	Percent
1 Follow-up	174	31%
2 Follow-ups	140	25%
3 Follow-ups	70	12%
4 Follow-ups	49	9%
5 Follow-ups	36	6%
6 Follow-ups	15	3%
7 Follow-ups	13	2%
8 Follow-ups	10	2%
9 Follow-ups	9	2%
10 Follow-ups	6	1%
11-19 Follow-ups	26	5%
20-29 Follow-ups	9	2%
30+ Follow-ups	6	1%
Total Students with Follow-up	563	
Average Follow-Ups per Student	4.1	

5.3 Mediation Interventions

Mediation Interventions declined 18% to 167 Mediations from 203 in 2018-2019. There was a total of 320 student participations in a mediation. One-third of the Mediations involved Service Partners. There were 78 referrals to a mediation.

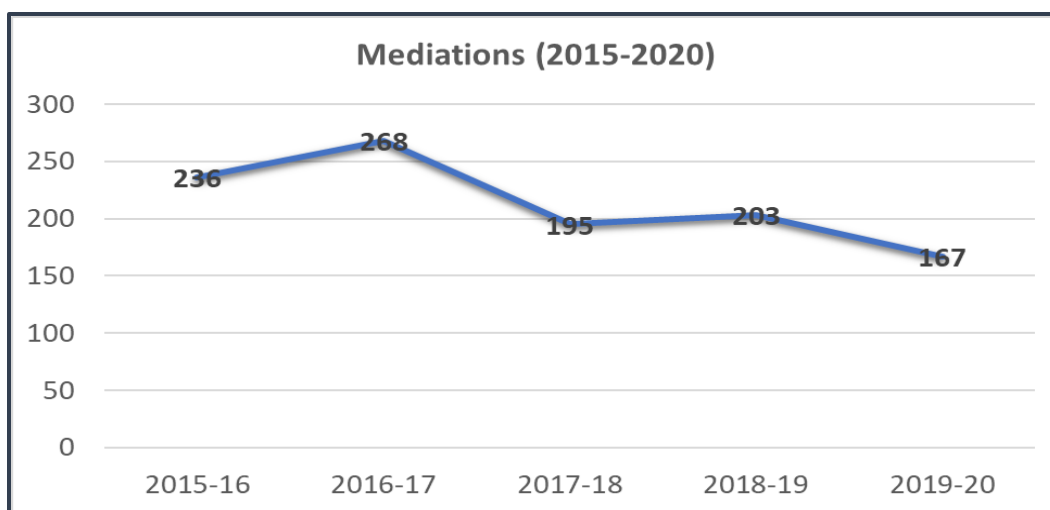


Figure 4: Mediation Interventions (2015-2020)

Table 12: Number of Mediations

Number of Mediation Interventions (2019-2020)	
Number of Mediation Interventions	167
Student Participations in a Mediation	320
Number of Incidents that led to Mediation Intervention	150
Number of Mediations with Collaborator (Service Partner) Participation	55
Number of Collaborators (Service Partners) Participating in a Mediation	78
Number of Referrals to a Mediation	50

6 ACTIVITIES

6.1 Number of Activities

The number of Activities has increased by 33% to 630 Activities. The largest numeric increase was in meetings that increased from 222 to 333. The largest percentage increase was Regular Program Activities at 520% (5 to 31 Activities). The next largest percentage increase was Other Activities (158%), which increased from 33 to 85 Activities.

Presentations declined by 56% to 47 presentations.

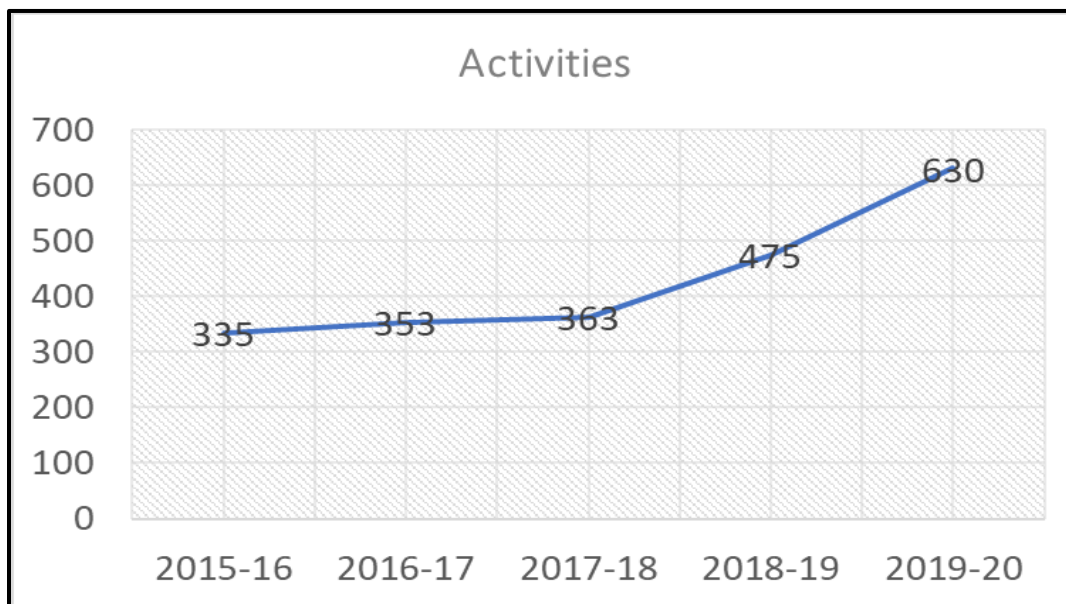


Figure 5: Number of Activities

Table 13: Number of Activities by Type of Activity

Number of Activities by Activity Type				
Activity	2019-2020	2018-2019	Change	
			Number	Percent
Meeting	332	222	110	50%
Presentation	47	108	-61	-56%
Special Event	91	60	31	52%
Workshop	44	42	2	5%
Regular Program	31	5	26	520%
Other	85	33	52	158%
Missing Data	0	5	-5	-100%
Total	630	475	155	33%

6.2 Purpose of Activity by Type of Activity (2019-2020)

The Primary Purpose of one-third of the Activities was to Build Assets. Building Relationships was the primary purpose of one-tenth of the Activities.

The Purpose is not specified for 41% of the Activities. A good proportion of these are the result of supportive activities to the school and youth relating to the management of COVID-19, and the purpose was not covered by the identified purposes for activities.

When looking at those activities with a specified purpose, the purpose of nearly one-half were to Build Assets with one-fifth being to Put Assets into Action and to Promote Program Awareness each.

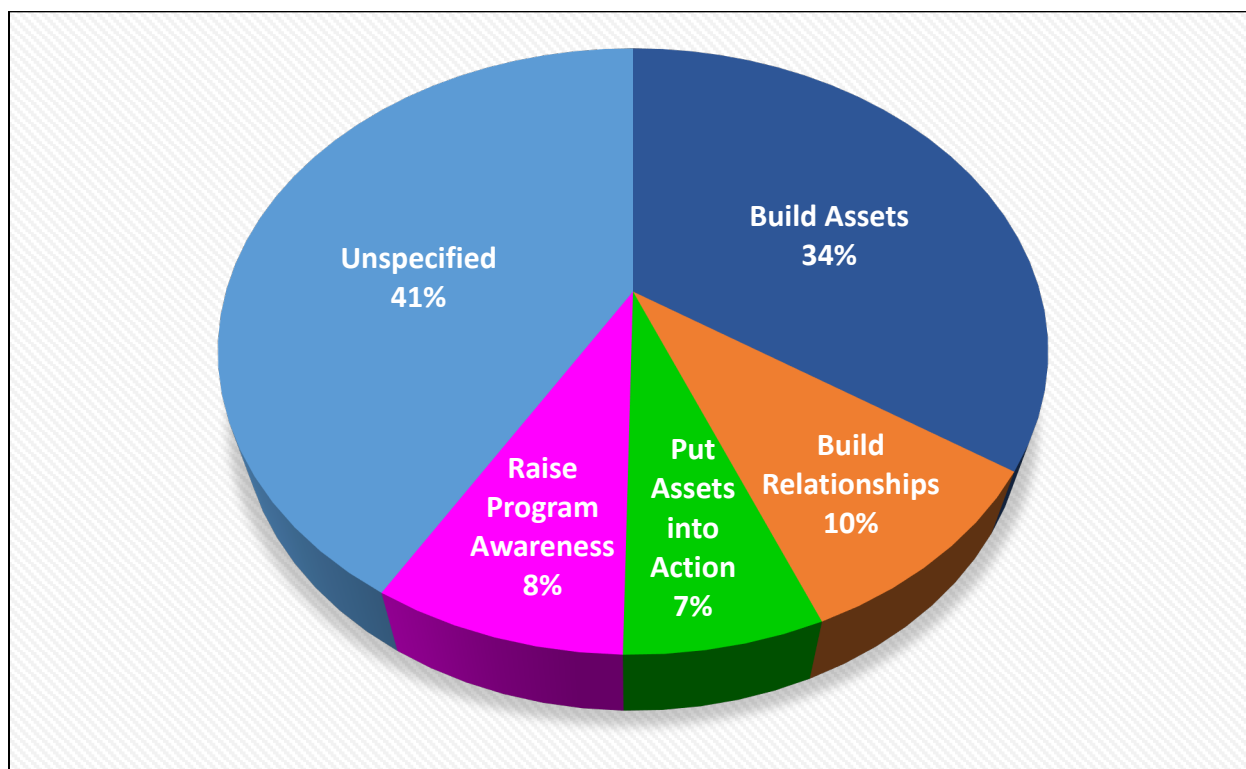


Figure 6: Purpose of Activity

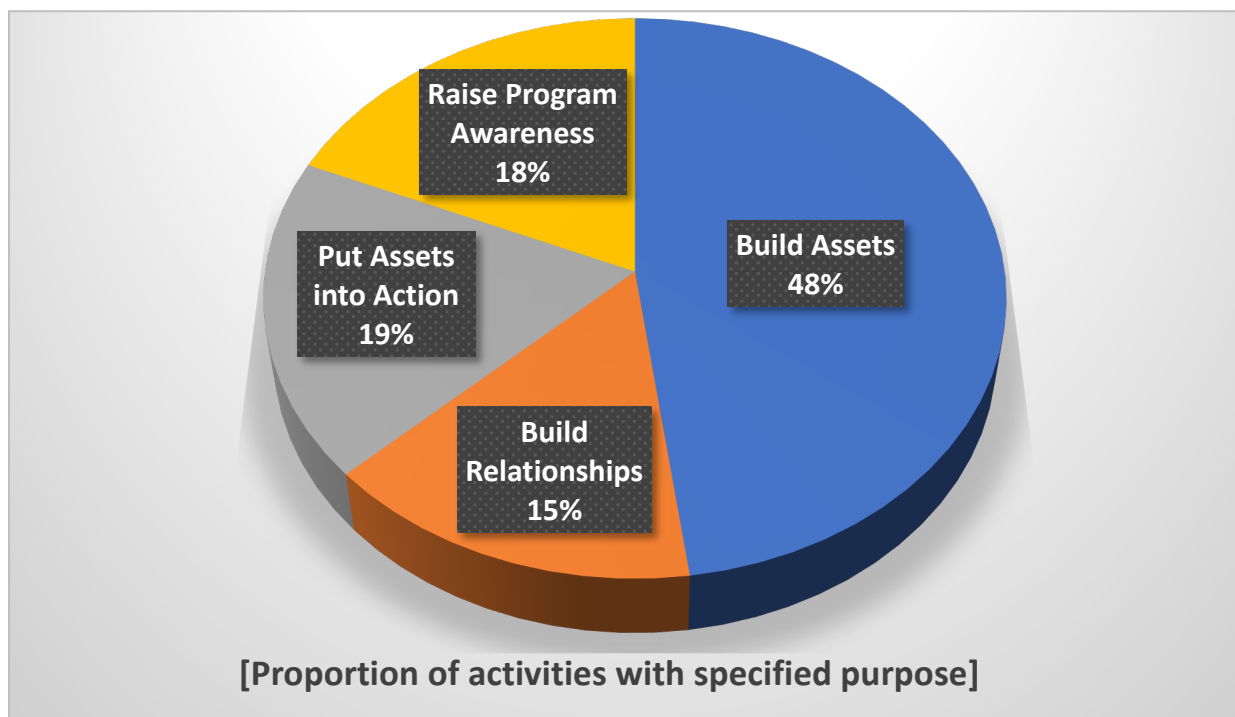


Figure 7: Purpose of Activity (Identified Purpose Only)

APPENDIX A: LOGIC MODEL

RAP adopted a new Logic Model in 2018.

