

ANNUAL DATA REPORT 2024-2025

RESTORATIVE ACTION PROGRAM

Date: 2025-11-27



Highlights

Table 1: Service Overview

Service Overview				
		2024-2025	2023-2024	Change
Students		2028	1626	25%
Incidents		1659	1212	37%
Activities (Prevention)		141	282	-50%
Interventions: (Number of Students)				
	One-on-Ones	1976	1578	25%
	Mediations	480	454	6%
	Follow-Up	620	665	-7%
	Reconnection	36	67	-46%
	VTRA	6	8	-25%

Students

- There were 2028 Active Students in 2024-2025, an increase of 31% from the previous year.
- The number of new students in 2024-2025 was 1219 (60% of students), and the number of Ongoing Students was 792 (39% of students). The proportion of new students is lower to that of previous years, partly due to the larger number of Ongoing Students.
- The number of Students served increased 31 percent from the previous year. This is the highest number of students served by RAP in any year, which is partly due to growth in enrolment and the addition of new schools in the past couple of years.
- The proportion of students who received an Intervention Service increased by two percentage points to 16.4% of the student population of the schools. This follows a 3% increase the previous year.
- Prevention Activities include Presentation/Workshops and Events. Many of the Events involved the whole school. Eight-five percent of students were involved in a Presentation/Workshop. The actual percent is slightly lower as some students may have participated in more than one Presentation/Workshop.
- The proportion of students in each grade was similar to the previous years, with one-quarter from each grade, with the proportion from grade 9 being slightly higher.
- About 60% of students were female and 40% were male. Unspecified were 1.6% of students. Unspecified include those who see themselves as neither male or female who do not declare a gender.
- Just under one-half of students were First Nations/Inuit/Metis, Visible Minority or New Canadians. The largest group were First Nations/Inuit/Metis at 26%.

Incidents

- a) The number of incidents increased by 37% to 1659 in 2024-2025. While this is 223% higher than in 2020-2021, it must be noted that 2020-2021 was 43% lower than 2019-2020 due to school closures during the pandemic. The numbers are also affected by the addition of two schools in the 2023-2024 school year.
- b) The most common type of conflict was Relational (62%), followed by Bullying at 58%. Relational Conflict is similar to 2023-2024 but Bullying has tripled from 17% last year.
- c) Mental Health (29%) and Aggressive Behaviour (29%) were the next most common types of conflict, both similar to last year. School Related issues (24%) were the next most common types of conflict.
- d) Sixty-five percent of conflicts were with other youth, up from 60% in 2023-2024. About one-third were self/interpersonal conflict and 9% were with family, down from 13% last year. About 7% of the conflict partners were school staff, similar to last year.
- e) The most common "Referral-In" was from School personnel (51%), down from 61% last year. The primary school sources were School Administration and Teachers.
- f) Student referrals comprised 43 percent of the "Referral-Ins" with Self Referrals comprising 38 percent. This is similar to last year.
- g) Family referrals comprised 5% of the referral-ins.

Interventions

- a) There were 1976 students who received a One-on-One Intervention, 480 a mediation, 620 a follow-up and 36 a reconnection intervention.
- b) Re-connections are interventions that aim to re-connect the student to the school, family, and community. They include participation in school and community activities.
- c) The total number of intervention sessions was 4853, with 65 percent being one-on-ones, 10% being mediation sessions and 25% being follow-up sessions.
- d) Seventy-two percent of students had one One-on-One session and 16 percent had two sessions. Three percent of students had more than five One-on-One sessions. One student had 64 sessions.
- e) Ninety-two percent of mediations had one mediation session and 7% had two sessions.
- f) Two-thirds of mediation sessions involved two students and one-fifth involved three students. Nine percent of sessions involved five or more students. The maximum number of students was nine.
- g) Fifty-seven percent of students had one Follow-Up session and 26% had two sessions. Five percent had 5 or more sessions and one percent had 10 or more sessions. One student had 24 Follow-Up sessions.

- h) Thirty-five percent of Follow-Ups were Planned Follow-Ups and 37% were Check-Ins, down from 54% and 43% respectively. Twenty-six percent were Student Initiated Follow-Ups, up from 10%, and two percent were Reconnections.

Support Plans

- a) There were 2028 Support Plans opened during the year. The successful completion rate was 72%, similar to last year. .
- b) The most common Personal Development Goals were Positive Behaviours ((60%) and Positive Social Skills (57%). Personal Boundary Skills and Resilience were the goal for nearly one-half the students. About one-third had the Personal Development Goals of Self-Worth, Social Contrail, Empathy.
- c) About one half of students had Development Goals of Resolving Conflict and Reaching Consensus and Communicating Effectively when Emotionally Charged. One Quarter had a Development Goal of Getting Along With Others Who Have Differing Perspectives.
- d) The most common School Goal was Commitment to Learning (32%%), followed by Classroom Behaviour Plan (30%), Positive Communication with Teacher (29%) and Administration Suspension/discipline - review and discuss/ reconnection (27%).
- e) There were 2028 Support Plans opened during the year. The successful completion rate was 72%, similar to last year. .

Prevention Activities

- a) The number of Prevention Activities decreased by 50% to 145 activities. This follows a 20% increase in the previous year. Prevention Activities peaked during the pandemic and has decreased as Interventions have increased.
- b) Two-thirds of the Prevention Activities had one session and 7% had five or more sessions. The total number of sessions was 376.
- c) The majority of 21,448 participants of Prevention Activities were students (90%).. Presentations were also made to School Staff, Parents and the Community.
- d) There were 10,606 students who participated in a Presentation/Workshop and 8921 who participated in a Special Event.
- e) The majority of Prevention Activities were to Mixed Grade participants ((41) resulting in 65% of Participants being Mixed Grade. Grade 9 was the next most common audience (26%) with 22% of the Participants being in Grade 9.
- f) Almost all activities were targeted to Mixed Gender so that Mixed Gender (96%) comprised 96% of participants.
- g) The purpose of the greatest number of activities was Developing Assets (38%). This was followed by Raise Program Awareness (25%), and Building Relationships (23%).

Student Feedback Survey

- a) Fifty-five percent of the respondents indicated that School Personnel were the source of information on or referral to RAP.
- b) Twenty-eight percent were Self-Referrals and a Friend or Fellow Student was identified by 23% of the respondents as the source of information or referral to RAP.
- c) All students indicated that they would or may refer a friend or fellow student, with 87% of respondents stating that they would refer and 13% indicating that they may refer someone. This is higher than the previous year.
- d) Ninety-nine percent of respondents felt that the RAP facilitator partly or fully understood their situation, with 86% feeling that the RAP facilitator understood their situation "Very Well." An additional 13% thought the RAP facilitator partly understood their situation. These numbers are higher than the previous year.

Referrer Feedback Survey

- a) School Administrators comprised 33% of the respondents, followed by Teachers (26%) and School Counselors (22%). Ninety-three percent of the respondents were School personnel.
- b) Bullying/Harassment was the most common reason for referral (70%). The next most common reasons for referral were Relational (59%) followed by Mental Health (54%). All of these reasons are significantly higher than last year. Over one-quarter of referrals were due to School Issues (39%), Aggressive Behaviour (30%) and Other Concerning Student Behaviours (25%),
- c) Ninety-eight percent indicated that they would refer another student to RAP, This result is similar to last year.
- d) Ninety-eight percent of the respondents reported having an excellent or good relationship with the RAP facilitator, with 96% indicating they had an Excellent relationship. A higher proportion indicated the relationship was excellent than last year.

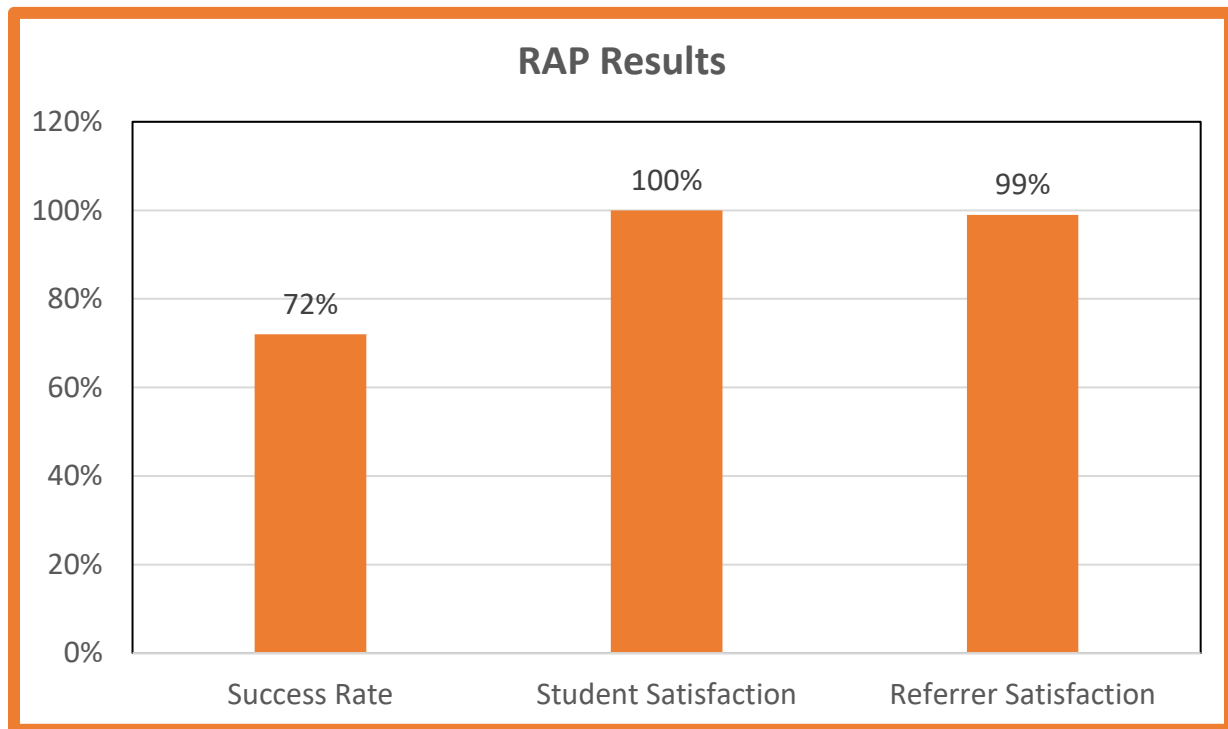


Figure 1: RAP Results Summary (Saskatoon)

North Battleford Program Overview

Students

- a) The North Battleford Program served 163 students during the year. Sixty percent were female and 42% were male. Fifty percent of the students were in Grade 7 (31%) or Grad 8 (19%).

Incidents

- b) There were 314 incidents in North Battleford that were referred to RAP North Battleford.
- c) Peers were the most common Conflict Partner (38%) followed by Other Students (9%). Self Referrals composed 19% of the incidents.
- d) Relational was the most common Type of Conflict (48%) followed by Bullying (29%). These were followed by Aggressive Behaviour (17%), School Related (15%) and Mental Health (13%).
- e) Nearly one-half of the Referral-Ins were from students with 34% being Self-Referrals. School Personnel comprised 35% of the Referral-Ins with the most common being School Administration at 28%.

Interventions

- f) RAP North Battleford provided 930 intervention sessions with 60% of these sessions being One-on-One sessions and about 20% Reconnection/Follow-Up and Mediation each.

- g) There were 300 Support Plans. Sixty-eight percent had Personal Development Goals with the most frequent being Positive Behaviour (25%), Resilience (14%) and Self-Control (10%).
- h) Thirty-two percent had School Goals with the most common being Commitment to Learning (5%) and Positive Communication with Teacher (4%).
- i) The average number of Development Goals was 1.3 per Support Plan. The most common were Resolving Conflict & Reaching Consensus (36%), Communicating Effectively When Emotionally Charged (32%), Getting Along With Others Who Have Different Perspectives (32%) and Healthy Online Behaviour/Communication (21%).

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1 INTRODUCTION

1.1 Purpose and Background

The Restorative Action Program (RAP) Data Report summarizes the findings from the annual program data of the Restorative Action Program (RAP) from its operation at eleven Saskatoon-based secondary schools during the 2024-2025 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 2024-2025 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 aimed 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.

In 2024-2025, RAP provides services in eleven high schools throughout Saskatoon in both the Saskatoon Public School Division and 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 Saskatoon Police Service, thirty-seven community agencies, businesses, and individuals and the several hundred sponsors and donors.

1.3 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 – presenting issues
4. Interventions – Types of interventions provided to students;
5. Service Partners;
6. Prevention Activities - Overview of other activities delivered in schools; and
7. Report on Student and Referrer Surveys.

2 STUDENTS WHO RECEIVED AN INTERVENTION

2.1 Number of Students Served

In this report:

- Active Students are those who received an intervention in 2024-2025, regardless of the initial Intake Date.
- New Students are Active Students who had an Intake Date in 2024-2025.
- Ongoing Students are Active Students who had an Intake Date in 2023-2024 or before.

There were 2028 Active Students in 2024-2025, an increase of 31% from the previous year.

The number of new students in 2024-2025 was 1219 (60% of students), and the number of Ongoing Students was 792 (39% of students). The proportion of new students is lower to that of previous years, partly due to the larger number of Ongoing Students.

Table 2: Number of New and Ongoing Students

New Students/Ongoing Students (2024-2025)		
Type of Student	Number	Percent
New Students	1219	60.1%
Ongoing Students	792	39.1%
Missing Data	17	0.8%
Total Students	2028	100.0%

The number of Students served increased 31 percent from the previous year. This is the highest number of students served by RAP in any year, which is partly due to enrolment growth and the addition of two schools in the past couple of years.

Table 3: Number of Students Served (2020-2025)

Number of Students Served					
2020-2021 to 2024-2025					
	2019-2020	2020-2021	2021-2022	2024-2025	2024-2025
Number of Students	927	1194	1240	1636	2028
Change from Previous Year (%)		29%	4%	32%	24%

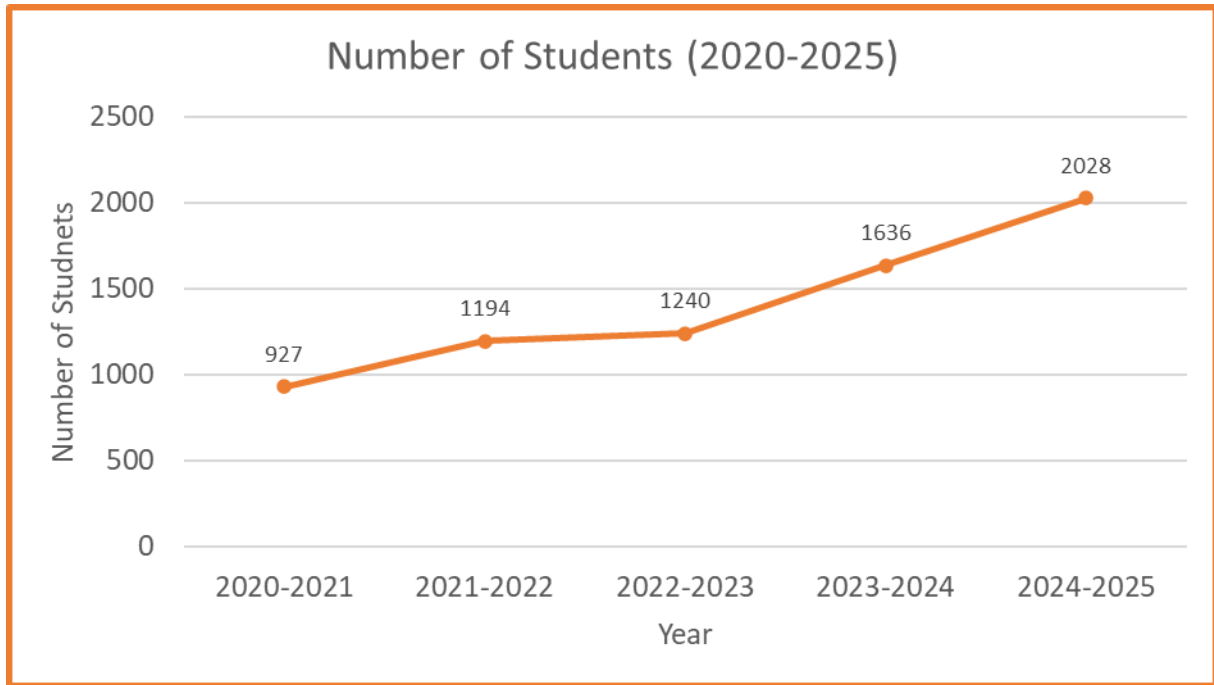


Figure 2: Number of Students (2020-2025)

2.1.1 Proportion of Students Served

2.1.2 Intervention Services

The proportion of students who received an Intervention Service increased by two percentage points to 16.4% of the student population of the schools. This follows a 3% increase the previous year.

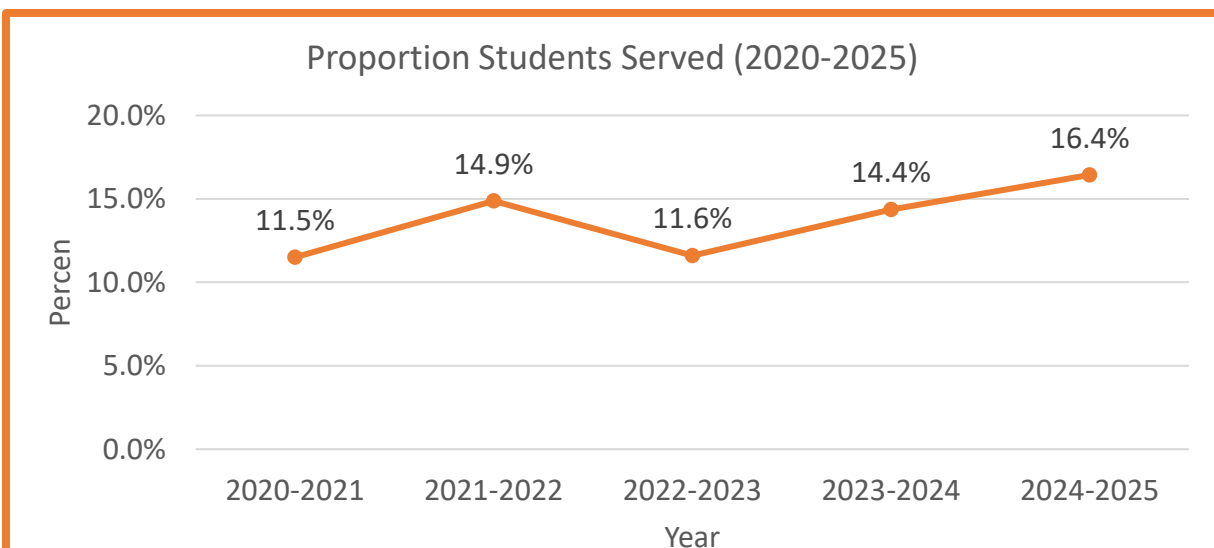


Figure 4: Proportion Students Receiving and Intervention

2.1.3 Prevention Activities

Prevention Activities include Presentation/Workshops and Events. Many of the Events involved the whole school. Eight-five percent of students were involved in a Presentation/Workshop. The actual percent is slightly lower as some students may have participated in more than one Presentation/Workshop.

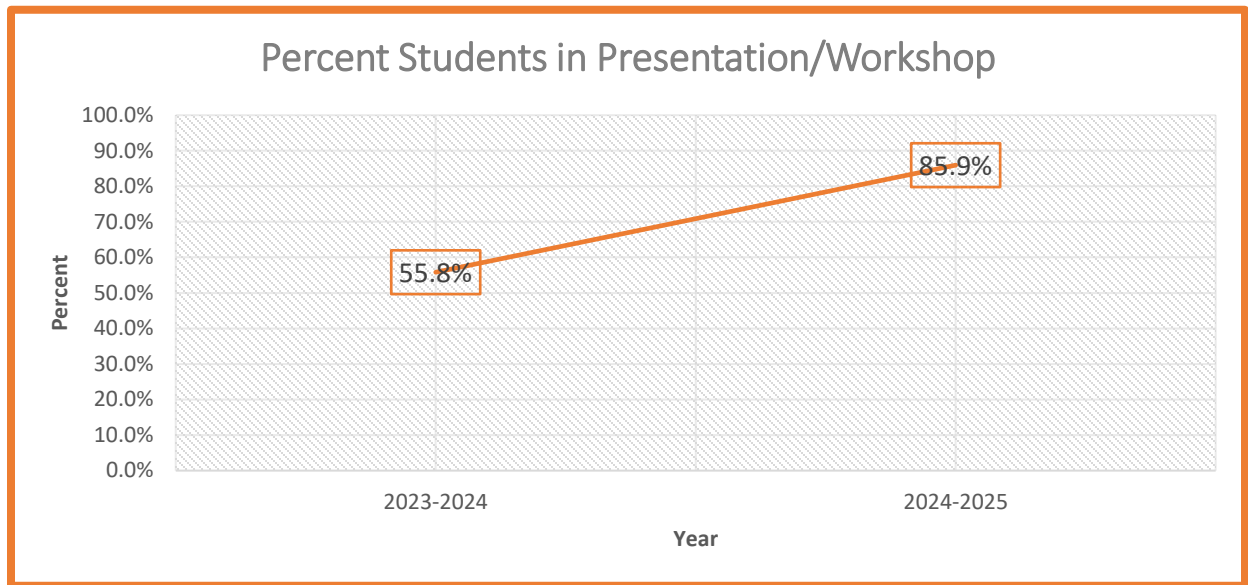


Figure 5: Proportion of Students Participating in Presentation/Workshop

2.2 Number of Students/Program Recipients

2.2.1 Number of Students by Grade

The proportion of students in each grade was similar to the previous years, with one-quarter from each grade, with the proportion from grade 9 being slightly higher.

Number of Students by Grade		
Grade	Number	Percent
Grade 9	559	28%
Grade 10	521	26%
Grade 11	483	24%
Grade 12	462	23%
Total Students	2028	100%

Figure 6: Proportion of Students Served (2019-2024)

2.2.2 Proportion of Students by Gender

About 60% of students were female and 40% were male. Unspecified were 1.6% of students. Unspecified include those who see themselves as neither male or female who do not declare a gender.

Table 4: Proportion of Students by Gender

Gender	Percent
Male	39.1%
Female	59.3%
Unspecified	1.6%

2.2.3 Number of Students by Demographic

Just under one-half of students were First Nations,/Metis, Visible Minority or New Canadians. The largest group were First Nations/Inuit/Metis at 26%.

Table 5: Proportion of Students by Demographic

Proportion of Students by Demographic	
Demographic	Percent Students
First Nations/Inuit/Métis	25.8%
Visible Minority	13.6%
New Canadians	5.9%
Total	45.3%

3 INCIDENTS

3.1 Number of Incidents

The number of incidents increased by 37% to 1659 in 2024-2025. While this is 223% higher than in 2020-2021, it must be noted that 2020-2021 was 43% lower than 2019-2020 due to school closures during the pandemic. The numbers are also affected by the addition of two schools in the 2023-2024 school year.

Table 6: Number of Incidents, 2020-2025

Number of Incidents					
2019-2020 to 2023-2024					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Number of Incidents	514	830	1081	1212	1659
Change from Previous Year (%)		61%	30%	12%	37%

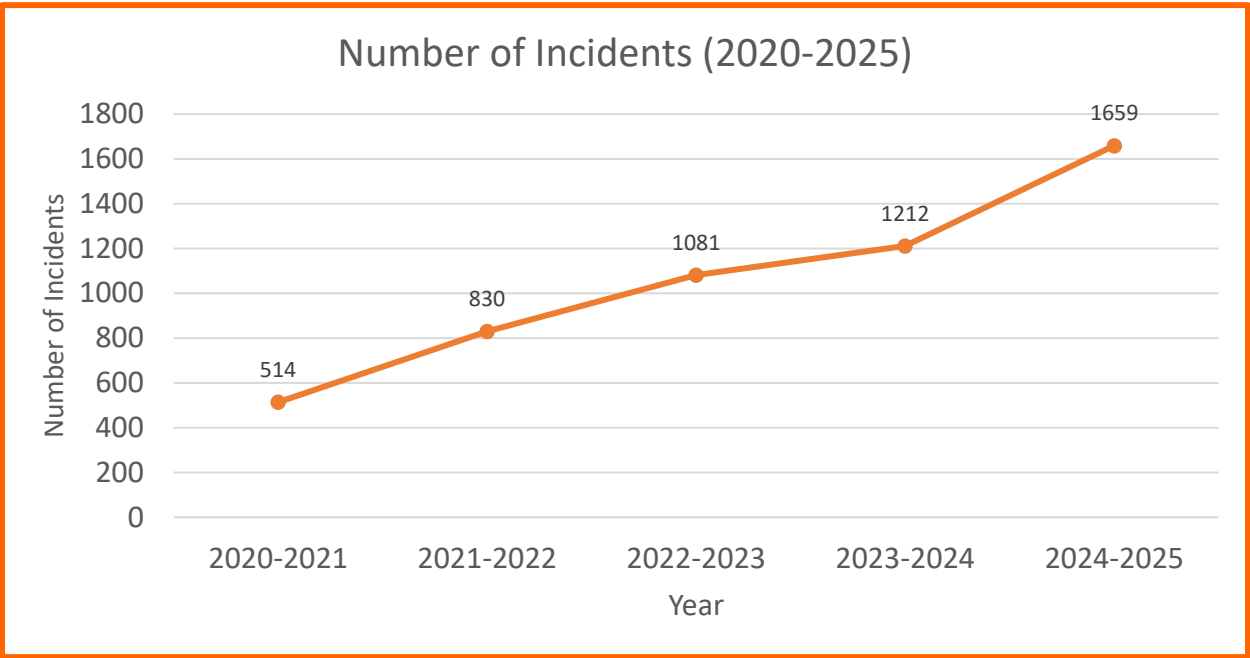


Figure 7: Number of Incidents (2020-2025)

3.2 Number of Incidents by Type of Conflict

The most common type of conflict was Relational (62%), followed by Bullying at 58%. Relational Conflict is similar to 2023-2024 but Bullying has tripled from 17% last year.

Mental Health (29%) and Aggressive Behaviour (29%) were the next most common types of conflict, both similar to last year. School Related issued (24%) were the next most common types of conflict.

Table 7: Number of Incidents by Type of Conflict

Number of Incidents by Type of Conflict		
Type of Conflict	Number	Percent
Aggressive Behaviour	485	29.2%
Aggression – Physical Aggression	191	11%
Aggression – Verbal	258	17%
Assault	36	2%
Bullying	968	58.3%
Cyber	115	6.9%
Physical	40	2.4%
Relational	658	39.7%
Verbal	155	9.3%
Harassment/Discrimination	79	4.8%
Racial	34	2.0%
Gender/Sexual	45	2.7%

Number of Incidents by Type of Conflict		
Type of Conflict	Number	Percent
Criminal Activity	58	3.5%
Vandalism/Theft	24	3.5%
Sexual assault	14	1.4%
Other Criminal Activity	20	1.2%
Mental Health	478	28.8%
Drug and Alcohol Use	48	2.9%
Mental Health	369	22.2%
Grief/loss	61	3.7%
Relational	1016	61.2%
Conflict	765	46.1%
Social Media/Texting	251	15.1%
School Related	396	23.9%
Attendance	95	5.7%
School discipline issue	174	10.5%
Other type of conflict	127	7.7%
Total	1659	100.0%

* Some incidents involved more than one type of conflict

3.3 Number of Incidents by Conflict Partner

Sixty-five percent of conflicts were with other youth, up from 60% in 2023-2024. about one-third were self/interpersonal conflict and 9% were with family, down from 13% last year. About 7% of the conflict partners were school staff, similar to last year.

Table 8: Number of Incidents by Conflict Partner*

Number of Incidents by Conflict Partner		
Conflict Partner	Number of Incidents	Percent
School Staff	114	6.9%
Self/Intrapersonal Conflict	524	31.6%
Student/Youth	1080	65.1%
Dating Partner	92	8.4%
Peer	424	41.8%
Other Student	209	14.9%
Family	151	9.1%
Parent-Guardian	109	6.8%
Other Family	47	43.2%
Other	70	4.2
Total Incidents	1659	100.0%

* An incident may involve more than one conflict partner

3.4 Number of Incidents by “Referral-In” Partner

The most common “Referral-In” was from School personnel (51%), down from 61% last year. The primary school sources were School Administration and Teachers.

Student referrals comprised 43 percent of the “Referral-Ins” with Self Referrals comprising 38 percent. This is similar to last year.

Family referrals comprised 5% of the referral-ins.

Table 9: Number of Incidents by "Referrer-In" Partner

Number of Incidents by Referral-In Partner		
Type of Service Partner	Number of Incidents	Percent
Student:	715	43.1%
Self	631	38.0%
Peer	49	3.0%
Other Student	35	2.1%
School	842	50.8%
Administration	315	19.0%
Indigenous Services/Elder	6	0.4%
Student Services	135	8.1%
Support Staff	30	1.8%
Teacher	336	20.3%
Other School Staff	20	1.2%
RAP	40	2.4%
RAP Facilitator	39	2.4%
Other RAP	1	0.1%
Family	88	5.3%
Parent-Guardian	83	5.0%
Other Family	5	0.3%
Community	37	2.2%
Addictions/Mental Health Services	6	0.4%
Family Services	0	0.0%
Health/Medical	5	0.3%
Indigenous Services/Elder	0	0.0%
Justice Services/Probation	2	0.1%
Police/SRO	13	0.8%
Social Services	3	0.2%
Youth Services	1	0.1%
Other Community	4	0.2%
Other	3	0.2%
Total	1659	100.0%

4 INTERVENTIONS

4.1 Number of Students who Received an Intervention

There were 1976 students who received a One-on-One Intervention, 480 a mediation, 620 a follow-up and 36 a reconnection intervention.

Re-connections are interventions that aim to re-connect the student to the school, family, and community. They include participation in school and community activities.

Table 10: Number of Students by Type of Intervention

Number of Students by Type of Intervention*		
Interventions	Number	Percent
One-on-One	1976	97.4%
Mediation	480	23.7%
Follow-Up	620	30.6%
Reconnection	36	1.8%
VTRA (Violence Threat Risk Assessment)	6	0.3%
Number of Students	2028	100.0%

* Many students receive more than one type of intervention

4.2 Number of Intervention Sessions

4.2.1 Sessions – All Interventions

The total number of intervention sessions was 4853, with 65 percent being one-on-ones, 10% being mediation sessions and 25% being follow-up sessions.

Table 11: Number of Sessions by Type of Intervention

Number of Intervention Sessions		
Intervention	Number	Percent
One-on-One	3158	65.1%
Mediation	486	10.0%
Follow-up	1209	24.9%
Total	4853	100.0%

4.2.2 Sessions – One-on-One

Seventy-two percent of students had one One-on-One session and 16 percent had two sessions. Three percent of students had more than five One-on-One sessions. One student had 64 sessions.

Table 12: Number of One-on-One Sessions

Number of One-on-One Sessions		
Number Sessions	Number Students	Percent
1	1417	72.4%
2	311	15.9%
3	110	5.6%
4	44	2.2%
5	26	1.3%
6	15	0.8%
7	13	0.7%
8	1	0.1%
9	3	0.2%
10	4	0.2%
11	4	0.2%
12	0	0.0%
13	2	0.1%
14	2	0.1%
15	2	0.1%
16	1	0.1%
17	0	0.0%
18	0	0.0%
19	1	0.1%
20	0	0.0%
69	1	0.1%
Total	1957	100.0%

4.2.3 Sessions – Mediation

Ninety two percent of mediations had one mediation session and 7% had two sessions.

Two-thirds of mediation sessions involved two students and one-fifth involved three students. Nine percent of sessions involved five or more students. The maximum number of students was nine.

Table 13: Number of Students by Number of Mediation Sessions

Number of Students by Number of Mediation Sessions		
Number Sessions	Number Students	Percent
1	423	91.6%
2	32	6.9%
3	7	1.5%
4	0	0.0%

Table 14: Number of Mediation Sessions by Number of Students per Session

Number of Mediation Sessions by Number of Students in Session		
Number Students	Number Mediations	Percent
2 Participants	286	72.4%
3 Participants	74	18.7%
4 Participants	22	5.6%
5 or More Participants	13	3.3%
Total	395	100.0%

4.2.4 Sessions – Follow-Up

Fifty-seven percent of students had one Follow-Up session and 26% had two sessions. Five percent had 5 or more sessions and one percent had 10 or more sessions. One student had 24 Follow-Up sessions.

Thirty-five percent of Follow-Ups were Planned Follow-Ups and 37% were Check-Ins, down from 54% and 43% respectively. Twenty-six percent were Student Initiated Follow-Ups, up from 10%, and two percent were Reconnections.

Table 15: Number of Students by Number of Follow-Up Sessions

Number of Follow-Up Sessions by Number of Students		
Number Sessions	Number Students	Percent
1	347	57.6%
2	158	26.2%
3	42	7.0%
4	25	4.2%
5	9	1.5%
6-9	14	2.3%
10-14	5	0.8%
15-29	2	0.3%
30-39	0	0.0%
Total Number Support Plans with Follow-up	602	100.0%

Table 16: Number of Follow-Ups by Type of Follow-Up

Number of Follow-Ups by Type of Follow-Up		
Type of Follow-Up	Number	Percent
Check-In	405	37%
Planned Follow-Up	385	35%
Reconnection	22	2%
Student Initiated Follow-Up	280	26%
Total Number of Follow-Ups	1092	100%

4.3 Support Plans

4.3.1 Support Plans Opened and Closed

There were 2028 Support Plans opened during the year. The successful completion rate was 72%, similar to last year. .

Table 17: Number of Support Plans Opened, Completed and Closed

Support Plans Opened, Completed, and Closed		
Support Plan	Number of Plans	Percent
Support Plans Opened	2028	100.0%
Support Plans Closed	1960	96.6%
Completed Successfully	1453	71.6%
Closed	507	25.0%
In Progress	50	2.5%
Missing Data	18	0.9%

4.3.2 Support Plan Goals

The most common Personal Development Goals were Positive Behaviours ((60%) and Positive Social Skills (57%). Personal Boundary Skills and Resilience were the goal for nearly one-half the students. About one-third had the Personal Development Goals of Self-Worth, Social Contrail, Empathy.

About one half of students had Development Goals of Resolving Conflict and Reaching Consensus and Communicating Effectively when Emotionally Charged. One Quarter had a Development Goal of Getting Along With Others Who Have Differing Perspectives.

The most common School Goal was Commitment to Learning (32%%), followed by Classroom Behaviour Plan (30%), Positive Communication with Teacher (29%) and Administration Suspension/discipline - review and discuss/ reconnection (27%).

Table 18: Number of Students by Support Plan Goal

Support Plan Goals		
Support Plan Goal	Number of Students	Percent of Students
Personal Development Goals		
Positive Social Skills	1050	57.1%
Positive Behaviours	1109	60.3%
Personal Boundary skills	840	45.7%
Self Worth	581	31.6%
Self Control	702	38.2%
Empathy (Understanding the feelings of others)	561	30.5%
Connecting Indigenous children with their culture and tradition	8	0.4%
Resilience	907	49.3%

Support Plan Goals		
Support Plan Goal	Number of Students	Percent of Students
School Goals		
Commitment to Learning	214	31.8%
Attendance Plans	105	15.6%
Performance Plans	81	12.1%
Classroom Behaviour Plan	204	30.4%
Positive Communication with Teacher	193	28.7%
Administration Suspension/discipline - review and discuss/reconnection	181	26.9%
Development Goals		
Resolving conflicts and reaching consensus	671	49.2%
Communicating Effectively when emotionally charged	710	52.1%
Getting along with others who have differing perspectives	375	27.5%
Respect for Race and Cultural Diversity	68	5.0%
Respect for FNIM	6	0.4%
Respect for Gender and Sexual Diversity	37	2.7%
Healthy Dating Relationships / Breakups	236	17.3%
Healthy Communication with Parents/Guardians	162	11.9%
Healthy Online Behaviour / Communication	365	26.8%
Total Students	2028	100.0%

5 PREVENTION ACTIVITIES

5.1 Number of Prevention Activities

The number of Prevention Activities decreased by 50% to 145 activities. This follows a 20% increase in the previous year. Prevention Activities peaked during the pandemic and has decreased as Interventions have increased.

Table 19: Number of Activities by Type of Activity

Number of Activities		
Type of Activity	Number of Activities	Percent
Prevention Activities	145	100.0%
Presentation/Workshop	83	57.2%
Special Event	62	42.8%
Case Consultation	15	
Meeting	52	100.0%
Administrative Meeting	52	100.0%
Other Meeting	0	0.0%
Total Activities	213	

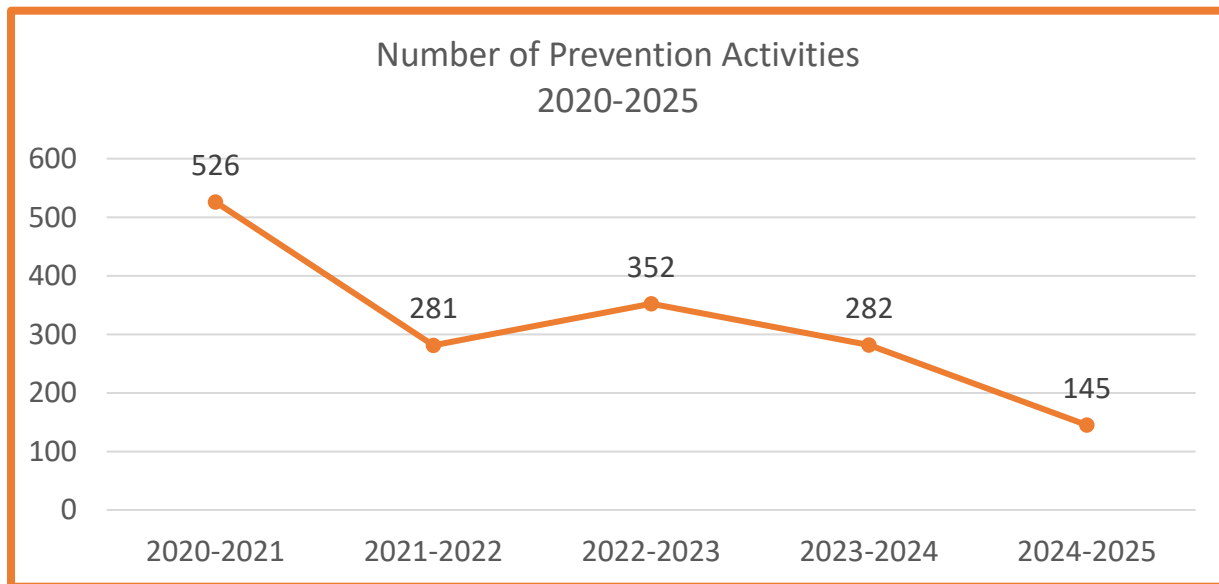


Figure 8: Number of Prevention Activities (202-2025)

5.2 Number of Sessions (Prevention Activities)

Two-thirds of the Prevention Activities had one session and 7% had five or more sessions. The total number of sessions was 376.

Table 20: Prevention Activities by Number of Sessions

Prevention Activities by Number of Sessions		
Number of Session	Number Activities	Percent
1	116	66.3%
2	24	13.7%
3	9	5.1%
4	5	2.9%
5	9	5.1%
>5	12	6.9%
Total	175	100.0%
Total Number of Sessions	376	

5.3 Prevention Activity Participants

5.3.1 All Participants

The majority of 21,448 participants of Prevention Activities were students (90%).. Presentations were also made to School Staff, Parents and the Community.

Table 21: Type of Participant

Type of Participant (Prevention Activities)		
Participant Type	Number	Percent
Students	20008	93.30%
School Staff	310	1.40%
Parents	415	1.90%
Community	360	1.70%
Other	355	1.70%
Total	21448	100.00%

5.3.2 Students by Type of Prevention Activity

There were 10,606 students who participated in a Presentation/Workshop and 8921 who participated in a Special Event.

Table 22: Number Students by Type of Prevention Activity

Number Students by Type of Prevention Activities		
Type of Activity	Number	Percent
Presentation/Workshop	10606	53.01%
Special Event	8921	44.59%
Missing Data	481	2.40%
Total	20008	100.00%

5.3.3 Student Participants by Grade

The majority of Prevention Activities were to Mixed Grade participants ((41) resulting in 65% of Participants being Mixed Grade. Grade 9 was the next most common audience (26%) with 22% of the Participants being in Grade 9.

Table 23: Number Activities by Grade

Number Activities by Grade		
Grade	Number	Percent
Grade 9	38	26.2%
Grade 10	7	4.8%
Grade 11	7	4.8%
Grade 12	13	9.0%
Mixed Grades	60	41.4%
Elementary/other	10	6.9%
Other	3	2.1%
Missing	7	4.8%
Total	145	100.0%

Table 24: Number Students by Grade

Number Students by Grade		
Student Grade	Number	Percent
Grade 9	4269	21.90%
Grade 10	356	1.80%
Grade 11	253	1.30%
Grade 12	1097	5.60%
Mixed Grades	12696	65.00%
Elementary/other	736	3.80%
Other	0	0.00%
Missing	601	0.60%
Total	20008	100.00%

5.3.4 Student Participants by Gender

Almost all activities were targeted to Mixed Gender so that Mixed Gender (96%) comprised 96% of participants.

Number Students by Gender		
Student Gender	Number	Percent
Male	172	0.9%
Female	101	0.5%
Unspecified	0	0.0%
Mixed Gender	19117	95.5%
Missing	618	3.1%
Total	20008	100.0%

5.4 Purpose of Prevention Activities

The purpose of the greatest number of activities was Developing Assets (38%). This was followed by Raise Program Awareness (25%), and Building Relationships (23%).

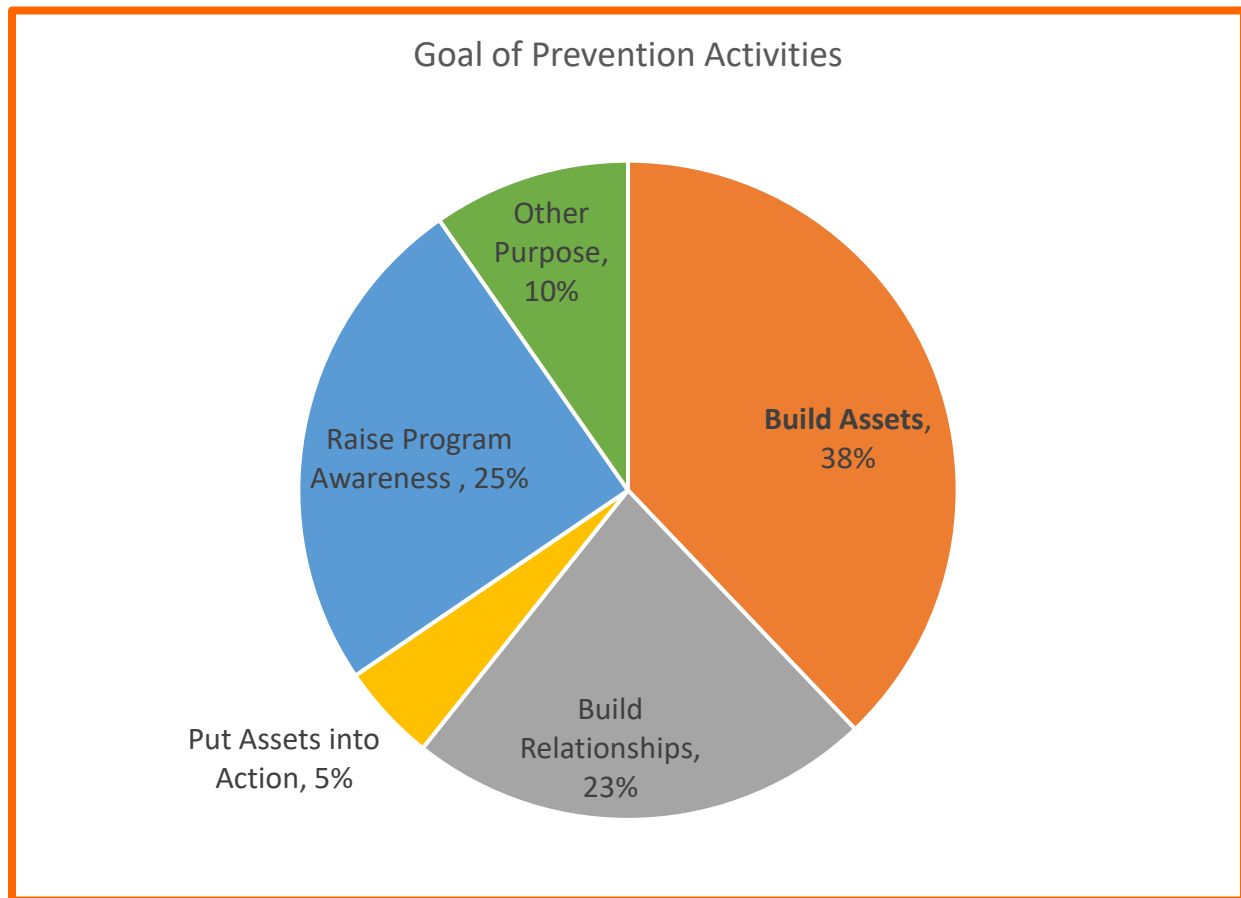


Figure 9: Goal of Prevention Activities

- **Building 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.
- **Information on RAP and School:** Promoting RAP and its initiatives and encouraging program participation and the school.
- **Raising Program Awareness.** Providing information on RAP services and approaches.

5.5 RAP Student Feedback Survey

5.5.1 Student Feedback Survey

RAP initiated an online Student Feedback Survey in 2023. Students were provided with a link to the survey. Sixty-three students completed the survey during 2024-2025. The survey was completed anonymously with only information on the school and who referred them to RAP collected.

The survey included three questions:

1. Would you refer a friend or fellow student (with an issue) to RAP?
2. In your view, how well did the RAP Facilitator assist you in resolving or managing your situation?
3. In your view, how well did the RAP Facilitator understand you and your situation?

5.5.2 Referred or Informed of RAP

Respondents were asked: “Who informed or referred you to RAP this time (year)? Check all that apply.”..

Fifty-five percent of the respondents indicated that School Personnel were the source of information on or referral to RAP.

Thirty-five percent were Self-Referrals and a Friend or Fellow Student was identified by 27% of the respondents as the source of information or referral to RAP.

Table 25: Number of Students by Referral Source

Who informed or referred you to RAP this time (year)? Check all that apply*		
Referral Source	Number Students	Percent
Myself	22	34.9%
Friend or fellow student	17	27.0%
Family Member	0	0.0%
School teacher, counsellor or administrator	35	55.6%
Other (please answer Question #3)	1	1.6%
Total Responses	63	100.0%

* Some students identified more than one referral source

5.5.3 Refer a Friend or Fellow Student

Respondents were asked: Would you refer a friend or fellow student (with an issue) to RAP?

All students indicated that they would or may refer a friend or fellow student, with 87% of respondents stating that they would refer and 13% indicating that they may refer someone. This is higher than the previous year.

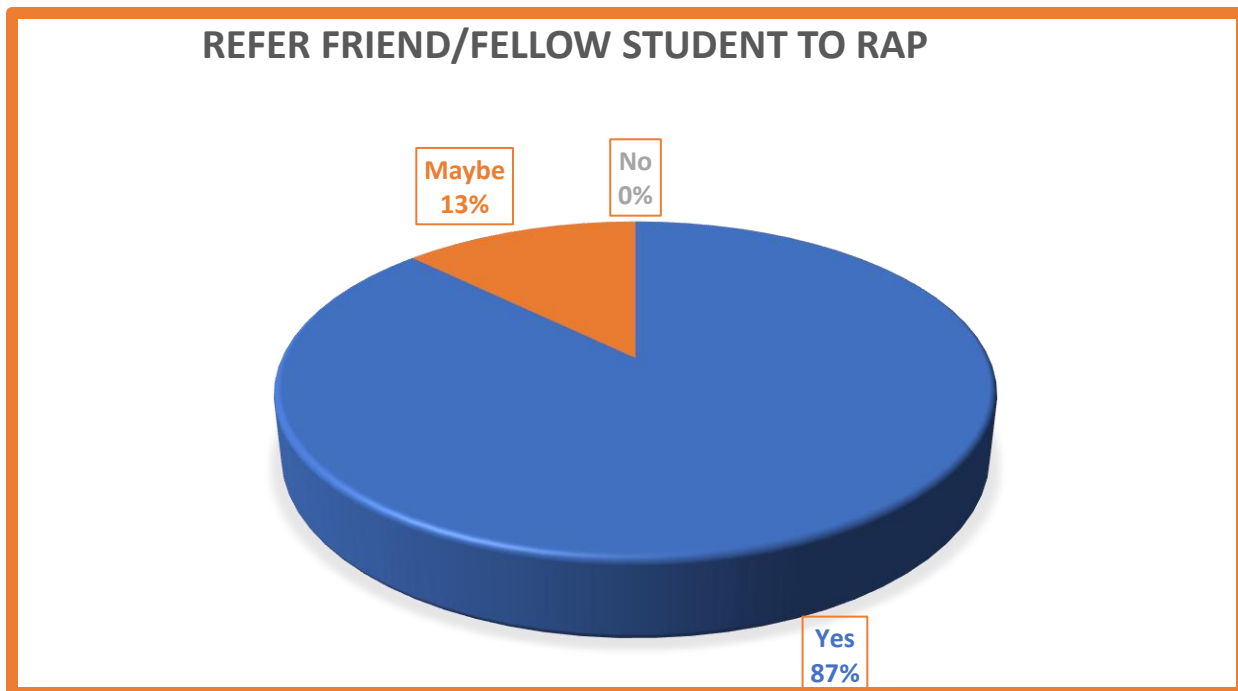


Figure 10: Refer Friend or Fellow Student to RAP

5.5.4 RAP Facilitator Understands Student's Situation

Students were asked: "In your view, how well did the RAP Facilitator understand you and your situation?"

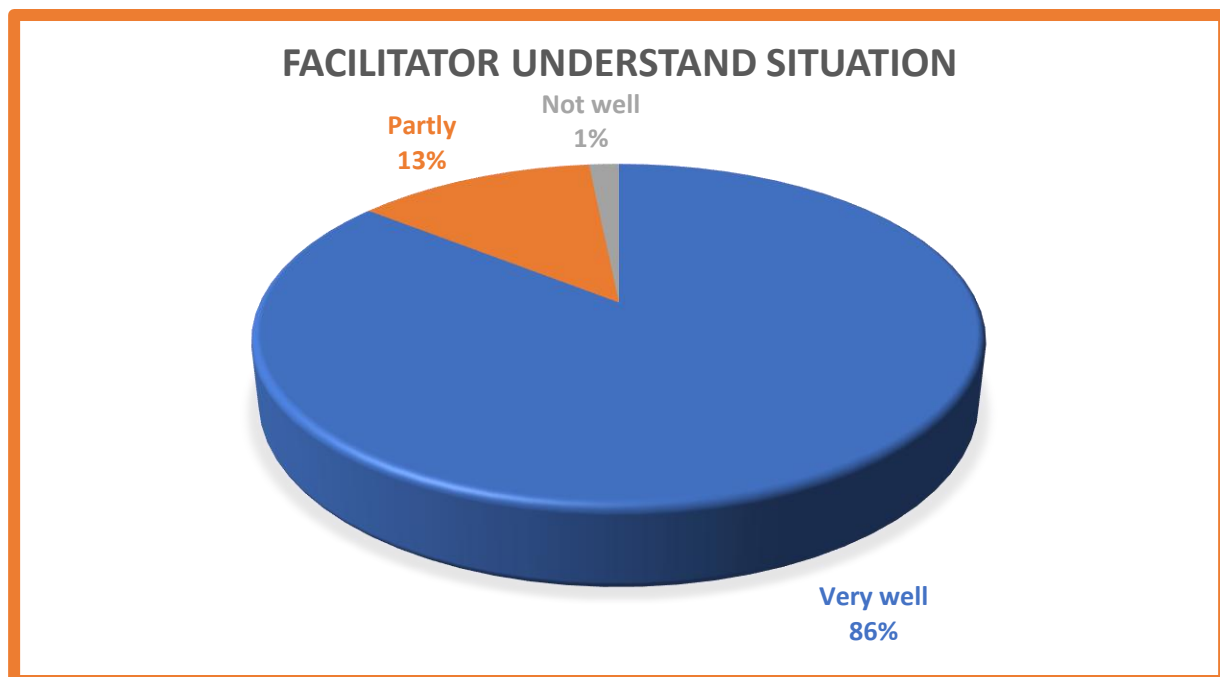


Figure 11: Facilitator Understood Situation

Ninety-nine percent of respondents felt that the RAP facilitator partly or fully understood their situation, with 86% feeling that the RAP facilitator understood their situation “Very Well.” An additional 13% thought the RAP facilitator partly understood their situation. These numbers are higher than the previous year.

5.5.5 Resolve or Manage Student’s Situation

Respondents were asked: In your view, how well did the RAP Facilitator assist you in resolving or managing your situation?

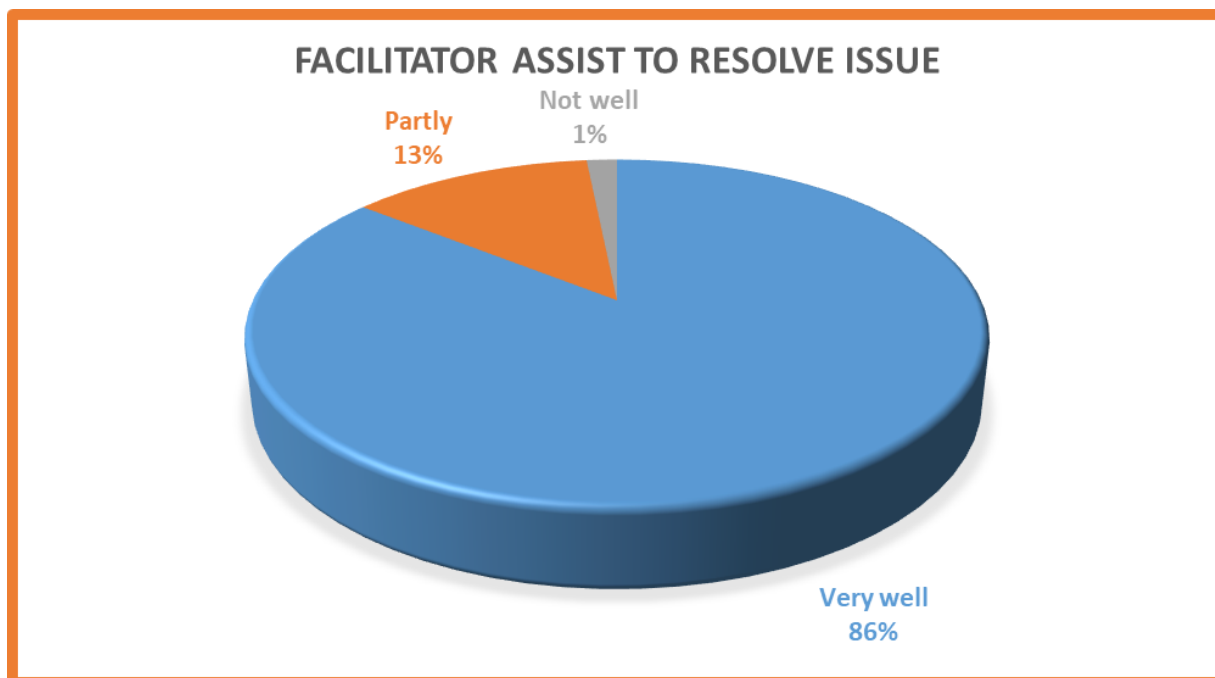


Figure 12: Facilitator Assisted to Resolve Issue

Ninety-nine percent felt that their situation was “Very Well” or “Partly” resolved or managed. Eighty-six percent of students thought that the facilitator did “Very Well” in assisting them to resolve or manage their situation. An additional 13% felt that the facilitator assisted them in partly resolving or managing their issue. This is higher than the previous year.

5.6 RAP Referrer Survey

5.6.1 Referrer Survey

RAP initiated an online Referrer Feedback Survey in early 2023. Referrers were provided a link to the survey. 113 referrers completed the survey in 2024-2025.

The survey was completed anonymously with only information on the school and their position or relationship to the student collected.

The survey contained four feedback questions:

- 1) The reason you referred the student to RAP? (Select all that apply)
- 2) Would you refer another student (with a situation) to RAP?
- 3) Did the RAP Facilitator provide feedback on the student that was referred?
- 4) How would you describe your working relationship with the RAP Facilitator?

5.6.2 Position or Relationship to Student

Respondents were asked: Would you refer another student (with a situation) to RAP?

School Administrators comprised 33% of the respondents, followed by Teachers (26%) and School Counselors (22%). Ninety-three percent of the respondents were School personnel.

Table 26: Position of Relationship with Student

Position or Relationship with Student		
Response	Number	Percent
Family member	1	2.2%
School administration	15	32.6%
School counsellor	10	21.7%
Teacher	12	26.1%
Other school personnel	6	13.0%
Other (please answer Question #3)	2	4.3%
Total	46	100.0%

5.6.3 Reason Student Referred to RAP

Respondents were asked: The reason you referred the student to RAP? (Select all that apply)

Bullying/Harassment was the most common reason for referral (70%). The next most common reasons for referral were Relational (59%) followed by Mental Health (54%). All of these reasons are significantly higher than last year. Over one-quarter of referrals were due to School Issues (39%), Aggressive Behaviour (30%) and Other Concerning Student Behaviours (25%),

Table 27: Reason for Referral

Reason for Referral*		
Reason	Number	Percent
Aggressive behaviour	14	30%
Bullying/harassment	32	70%
Criminal activity	9	20%
Mental health	25	54%
Relational	27	59%
School discipline, attendance or other issue	18	39%
Other concerning student behaviour	12	26%
Other (please specify)	12	26%
Total	46	100%

* Most respondents indicated more than one reason

5.6.4 Refer Another Student to RAP

Respondents were asked: Would you refer another student (with a situation) to RAP?

Ninety-eight percent indicated that they would refer another student to RAP, This result is similar to last year.

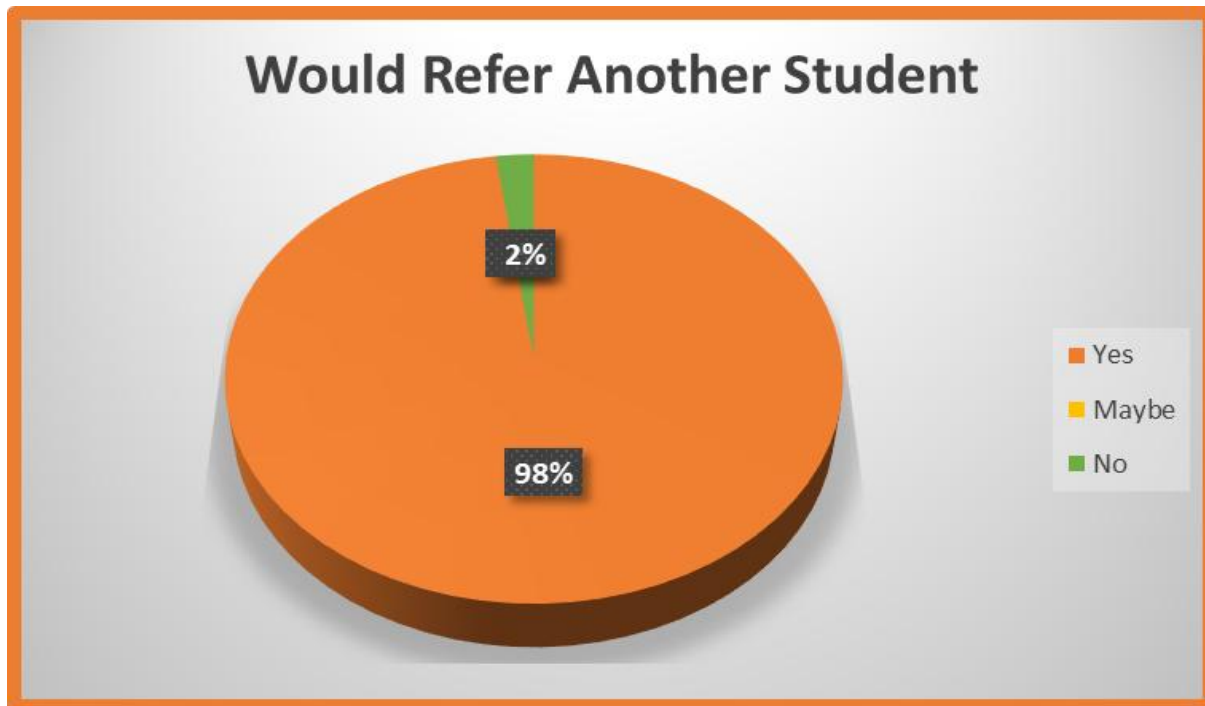


Figure 13: Would Refer Another Student to RAP

5.6.5 Facilitator Provide Feedback on Referred Student

The respondents were asked: Did the RAP Facilitator provide feedback on the student that was referred?

RAP Facilitators provided feedback to the referrer in 89% of the cases and Acknowledged the Referral in 7% of the cases.



Figure 14: Facilitator Provided Feedback

5.6.6 Working Relationship with RAP Facilitator

Respondents were asked: How would you describe your working relationship with the RAP Facilitator?

Ninety-eight percent of the respondents reported having an excellent or good relationship with the RAP facilitator, with 96% indicating they had an Excellent relationship. A higher proportion indicated the relationship was excellent than last year.

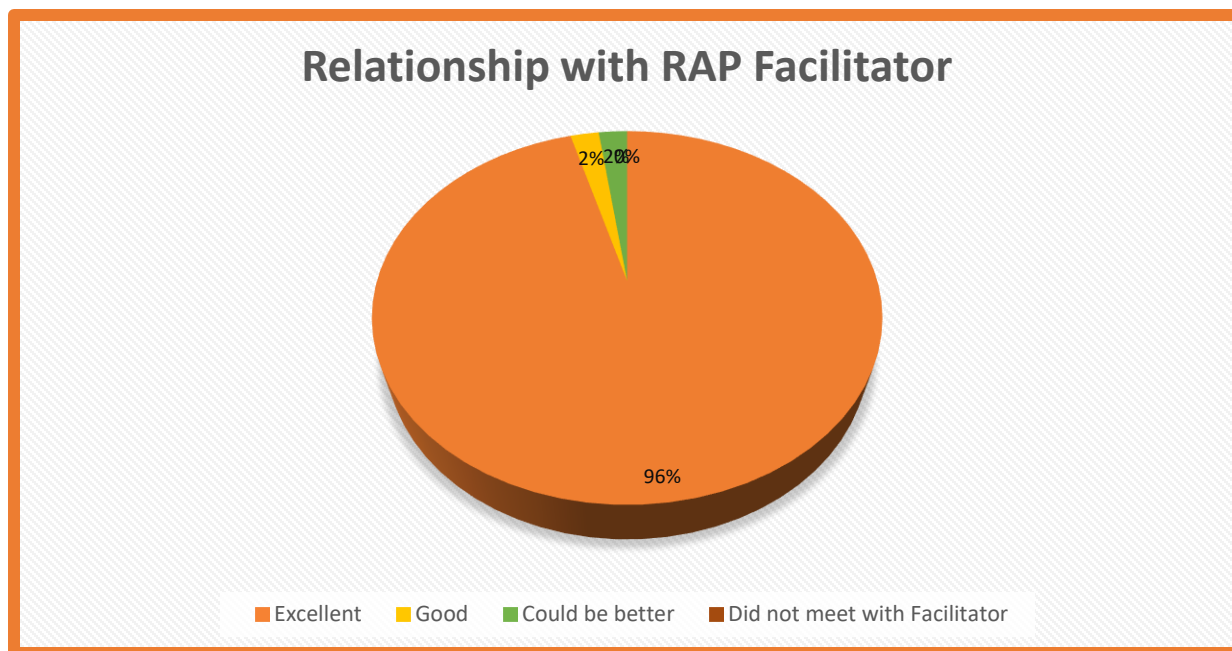


Figure 15: Relationship with RAP Facilitator

6 NORTH BATTLEFORD PROGRAM OVERVIEW

NOTE: The North Battleford data is not included in the other areas of this report.

6.1 Students

The North Battleford Program served 163 students during the year. Sixty percent were female and 42% were male. Fifty percent of the students were in Grade 7 (31%) or Grad 8 (19%).

Table 28: Number Students by Gender (North Battleford)

Number of Students by Gender		
Gender	Number	Percent
Male	68	41.7%
Female	80	49.1%
Unspecified	2	1.2%
Missing Data	13	8.0%
Total	163	100.0%

Table 29: Number Students by Grade (North Battleford)

Number of Students by Grade		
Grade (Current Year)	Number	Percent
Grade 7	51	31.3%
Grade 8	31	19.0%
Grade 9	33	20.2%

Number of Students by Grade		
Grade (Current Year)	Number	Percent
Grade 10	27	16.6%
Grade 11	18	11.0%
Grade 12	3	1.8%
Total	163	100.0%

6.2 Incidents

There were 314 incidents in North Battleford that were referred to RAP North Battleford.

Peers were the most common Conflict Partner (38%) followed by Other Students (9%). Self Referrals composed 19% of the incidents.

Relational was the most common Type of Conflict (48%) followed by Bullying (29%). These were followed by Aggressive Behaviour (17%), School Related (15%) and Mental Health (13%).

Nearly one-half of the Referral-Ins were from students with 34% being Self-Referrals. School Personnel comprised 35% of the Referral-Ins with the most common being School Administration at 28%.

Table 30: Number of Incidents by Conflict Partner (North Battleford)

Number Incidents by Conflict Partner		
Conflict Partner	Number	Percent
Self	59	18.8%
Dating	20	6.4%
Peer	118	37.6%
Other Student	29	9.2%
Parent/Guardian	7	2.2%
Other Family	3	1.0%
Other	13	4.1%
Not Identified	65	20.7%
Total	314	100.0%

Table 31: Number Incidents by Type of Conflict (North Battleford)

Number Incidents by Type of Conflict*		
Type of Conflict	Count	Percent
Aggressive Behaviour	53	16.9%
Physical	27	8.6%
Verbal	25	8.0%
Assault	1	0.3%
Bullying	91	29.0%
Cyber	24	7.6%
Physical	7	2.2%
Relation	29	9.2%

Number Incidents by Type of Conflict*		
Type of Conflict	Count	Percent
Verbal	31	9.9%
Criminal Activity	10	3.2%
Sexual Assault	2	0.6%
Vandalism/Theft	5	1.6%
Other	3	1.0%
Harassment/Discrimination	17	5.4%
Gender/Sexual	10	3.2%
Racial	7	2.2%
Mental Health	42	13.4%
Drug or Alcohol Use	4	1.3%
Grief/Loss	2	0.6%
Mental Health	36	11.5%
Relational	152	48.4%
Conflict	85	27.1%
Social Media/Texting	67	21.3%
School Related	47	15.0%
Attendance	16	5.1%
School Discipline Issue	9	2.9%
Other	22	7.0%
Total	314	100.0%

* Some incidents involved more than one type of conflict

Table 32: Number Incidents by Referral-In (North Battleford)

Number Incidents by Referral-In		
Referral In	Number	Percent
Self	108	34.4%
Peer	33	10.5%
Other student	2	0.6%
Administration	87	27.7%
Indigenous Services/Elder	0	0.0%
Student Services	2	0.6%
Support Staff	4	1.3%
Teacher	15	4.8%
Other	1	0.3%
RAP Facilitator	0	0.0%
Other RAP	1	0.3%
Parent/Guardian	8	2.5%
Other family	1	0.3%
No Information	52	16.6%
Total Incidents	314	100.0%

6.3 Interventions

RAP North Battleford provided 930 intervention sessions with 60% of these sessions being One-on-One sessions and about 20% Reconnection/Follow-Up and Mediation each.

There were 300 Support Plans. Sixty-eight percent had Personal Development Goals with the most frequent being Positive Behaviour (25%), Resilience (14%) and Self-Control (10%).

Thirty-two percent had School Goals with the most common being Commitment to Learning (5%) and Positive Communication with Teacher (4%).

The average number of Development Goals was 1.3 per Support Plan. The most common were Resolving Conflict & Reaching Consensus (36%), Communicating Effectively When Emotionally Charged (32%), Getting Along With Others Who Have Different Perspectives (32%) and Healthy Online Behaviour/Communication (21%).

Table 33: Number Intervention Session by Type of Intervention

Number of Sessions by Number of Interventions		
Type of Intervention	Number Sessions	Time (Hours)
One to One	562	284
Mediation	167	71
Reconnection/Follow-Up	196	48
VTRA (Violence Threat Risk Assessment)	5	4
Total	930	407

Table 34: Personal Development Goals (North Battleford)

Number Support Plans with Personal Development Goals		
Personal Development Goals	Number	Percent
Positive Social Skills	19	6.3%
Positive Behaviours	74	24.7%
Personal Boundary Skills	19	6.3%
Self Worth	8	2.7%
Self Control	30	10.0%
Empathy (understanding the feelings of others)	14	4.7%
Connecting Indigenous Youth to Culture & Tradition	0	0.0%
Resilience	42	14.0%
Total Support Plans	300	100.0%
Number of with Personal Development Goals	206	68.7%

Table 35: School Goals (North Battleford)

Number Support Plans with School Goals		
School Goals	Number	Percent
Commitment to Learning	26	8.7%
Attendance Plan	9	3.0%

Number Support Plans with School Goals		
School Goals	Number	Percent
Performance Plan	2	0.7%
Classroom Behaviour Plan	2	0.7%
Positive Communication With Teacher	13	4.3%
Administration Suspension/Discipline - Review & Discuss/Reconnection	44	14.7%
Total Support Plans	300	100.0%
Number of with School Goals	96	32.0%

Table 36: Development Goals (North Battleford)

Number Support Plans with Development Goals		
Development Goals	Number	Percent
Resolving Conflict & Reaching Consensus	107	35.7%
Communicating Effectively When Emotionally Charged	96	32.0%
Getting Along With Others Who Have Different Perspectives	95	31.7%
Respect For Race & Cultural Diversity	5	1.7%
Respect For FNMI	0	0.0%
Respect For Gender & Sexual Diversity	5	1.7%
Healthy Dating Relationships/Breakups	26	8.7%
Healthy Communication With Parents/Guardians	9	3.0%
Healthy Online Behaviour/Communication	62	20.7%
Total Support Plans	300	100.0%
Number of with Development Goals	405	135.0%

7 APPENDIX A: LOGIC MODEL

RAP adopted a new Logic Model in 2018.

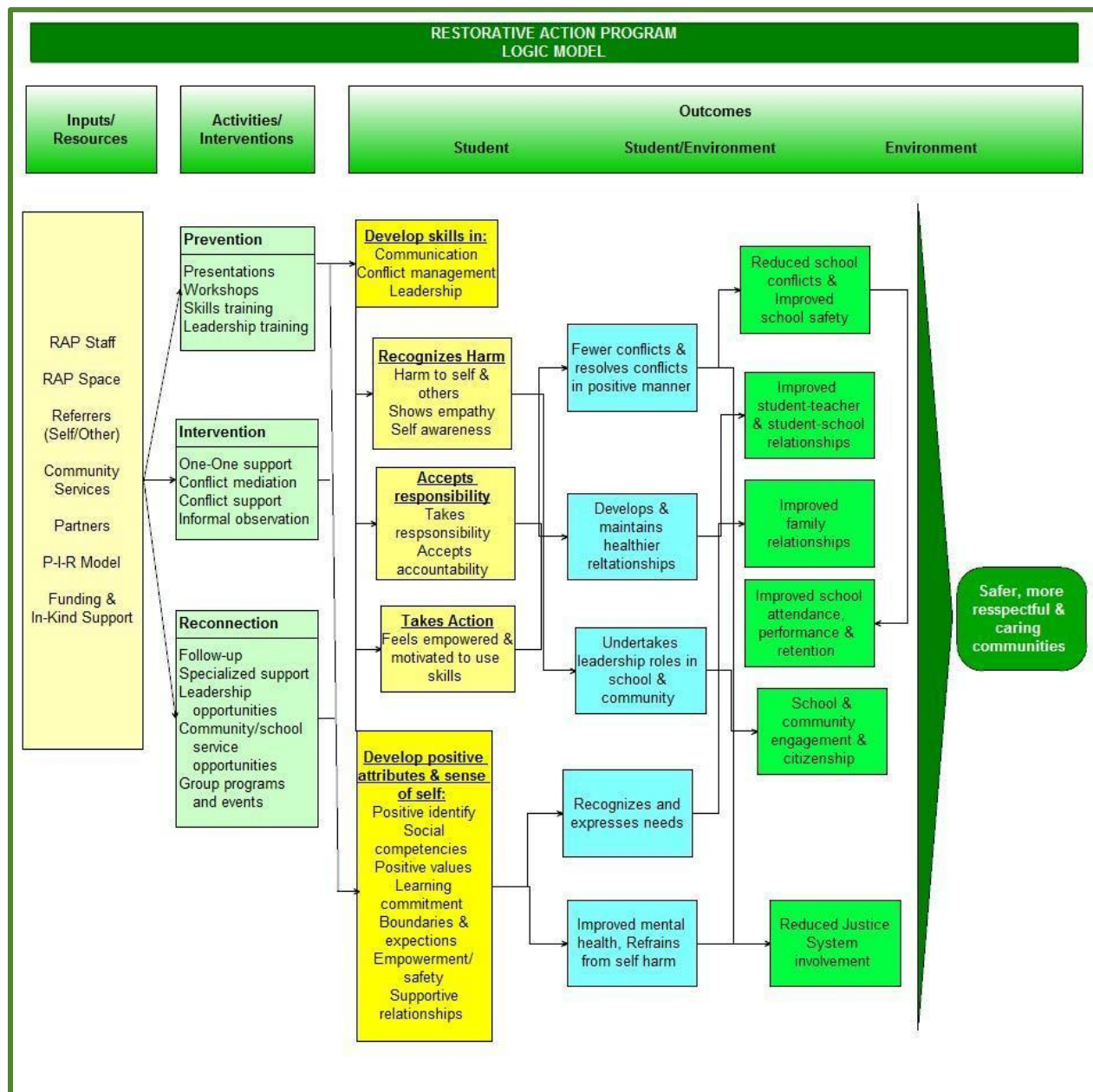


Figure 16: RAP Logic Model