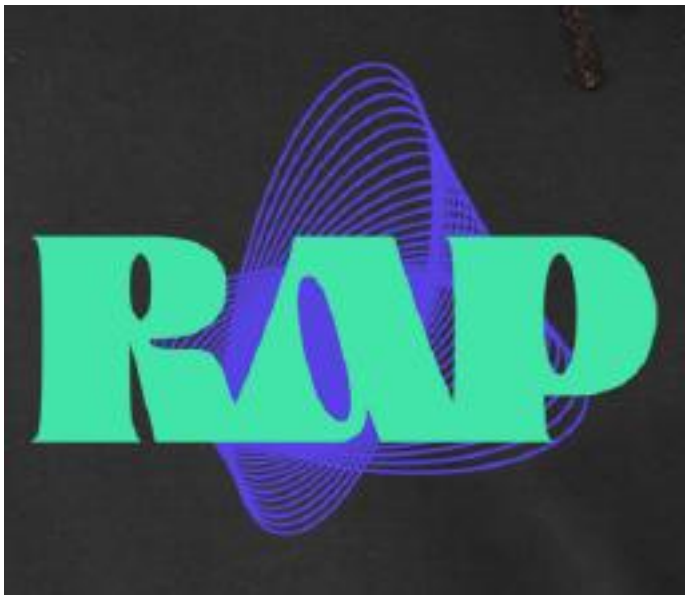
ANNUAL DATA REPORT
2025-2026

RESTORATIVE ACTION PROGRAM

Date: 2026-11 19



1 HIGHLIGHTS

1.1 Service Overview

Table 1:Service Overview

Service Overview				
		2025-2026	2024-2025	Change
Students		1794	1742	3%
Incidents		2158	1659	30%
Activities (Prevention)		179	141	27%
Interventions: (Number of Students)				
	One-on-Ones	2440	1976	23%
	Mediations	425	460	-8%
	Follow-Up	617	620	0%
	Reconnection	61	36	69%
	VTRA	7	6	17%

1.2 Overall RAP Results

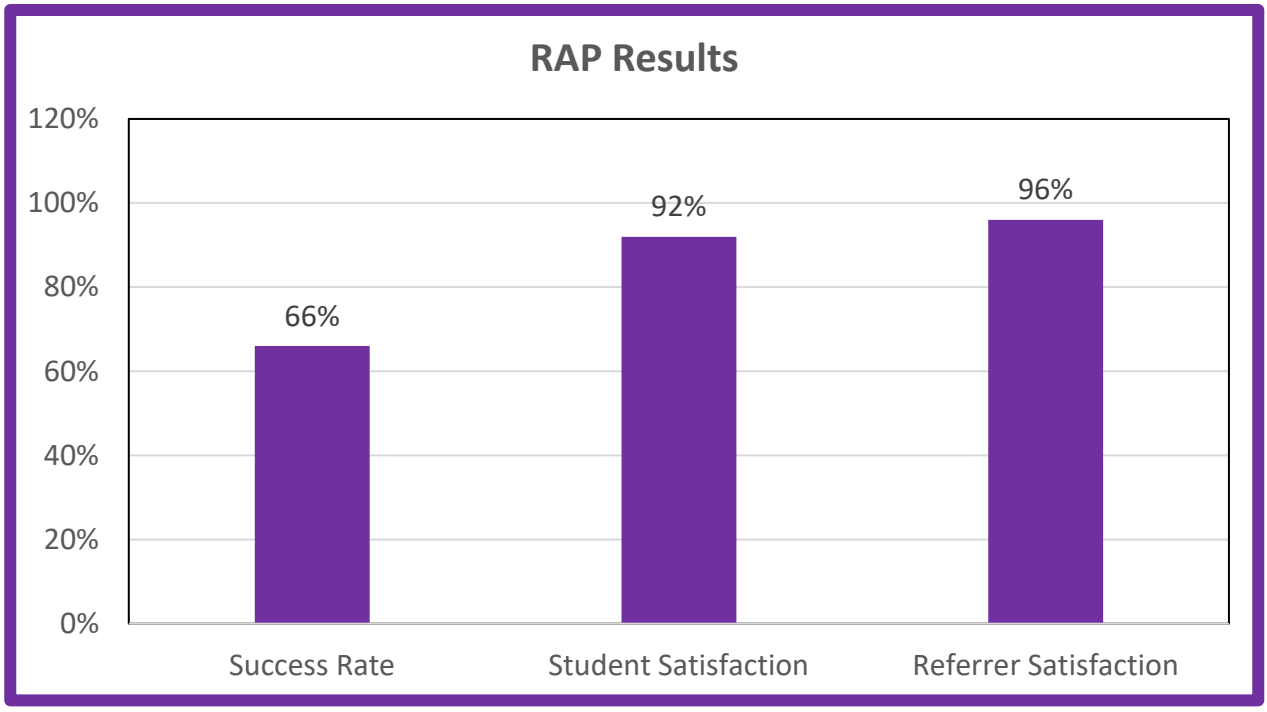


Figure 1: RAP Results Summary

1.3 Students

a) There were 1794 Active Students in 2025-2026, an increase of 3% from the previous year.

b) The proportion of students in the RAP Schools who received an Intervention Service decreased by 1.4 percentage points to 12.7% of the student population of the schools. The school population grew faster than the RAPs capacity to provide services.

c) The proportion of students in each grade was different from previous years with only 1.6% of students in Grade 9 and 41% in Grade 12. In previous years there was about one-quarter from each grade, with the proportion varying slightly in each grade from year to year.

d) About 53% of students were female and 45% were male. Unspecified were 1.7% of students. Unspecified include those who see themselves as neither male or female who do not declare a gender.

e) Nearly 40% of students were First Nations,/Metis, Visible Minority or New Canadians. The largest group were First Nations/Inuit/Metis at 18%.

1.4 Incidents

a) The number of incidents increased by 30% to 2158 in 2025-2026.

b) The most common type of conflict was Relational (51%), followed by School Related (36%) and Mental Health (26%). Aggressive Behaviour (20%) and Bullying (12%) were the next most common types of Conflict.

c) Fifty-three percent (53%) of conflicts were with other youth, down from 65% in 2024-2025.

d) Males (14%) were almost twice as likely to be the Instigator as Females (8%) and almost one-half (6%) as likely to be the Target as females (11%).

1.5 Support Plans (Interventions)

a) There were 2440 Students who received a One-on-One Intervention, 425 a mediation, 617 a follow-up, 61 a reconnection intervention and 7 a VTRA(Violence Risk Assessment).

b) The total number of intervention sessions was 4853, with 54% percent being one-on-ones, 35% being Follow-Ups and 10% being mediation sessions.

c) The Number of Hours of Intervention Services provided was 3170 Hours. Sixty-four percent (64%) was One-on-Ones, 25% Follow-Ups and 9% mediations.

d) There were 2649 Support Plans opened during the year. The successful completion rate was 66%, down 6 percentage points from last year, and the first year it has been below 70%.

e) Sixty percent (60%) of Support Plans had Personal Development Goals, 25% had Development Goals and 16% had School Goals.

f) School personnel, particularly School Administration comprised over three-quarters of the Referral Outs. Other (e.g., Parents/Guardians) comprised 14% and Community Agencies 8%.

1.6 Prevention Activities

a) The number of Prevention Activities increased by 23% to 179 activities. This follows a 50% decrease in the previous year.

b) The Total Number of Prevention Activity Sessions was 459, an increase of 22% from the previous year.

c) The majority of 23,701 participants of Prevention Activities were students (91%).. Presentations were also made to the Community, School Staff and Parents.

d) There were 7,444 students who participated in a Presentation/Workshop and 13,7158 who participated in a Special Event.

e) The majority of Prevention Activities were to Mixed Grade participants (41%) resulting in 70% of Participants being Mixed Grade.

f) The purpose of the greatest number of activities was Building Relationships (30%), Developing Assets (25%) and Raise Program Awareness (21%).

1.7 Student Feedback Survey

a) Two hundred and fifty-two (252) students completed the survey during 2025-2026.

b) Sixty-six percent (66%) of the respondents indicated that School Personnel were the source of information on or referral to RAP. This is up from 56% last year.

c) Twenty-five percent(25%) were Self-Referrals and 22% were referrals from a Friend or Fellow Student. These are down from 35% and 27%, respectively, last year.

d) Ninety-two percent (92%) of students indicated that they would or may refer a friend or fellow student.

e) Ninety-four percent (94%) of respondents felt that the RAP facilitator partly or fully understood their situation.

f) Ninety-four percent (94%)felt that their situation was “Very Well” or “Partly” resolved or managed. This is down from 99% in the previous year.

1.8 Referrer Feedback Survey

a) Seventy-two (72) referrers completed the survey in 2025-2026.

b) Mental Health (60%), Relational (56%) and Bullying/Harassment (52%) were the most common reason for referral. Bullying/Harassment is down from 70% last year.

c) Ninety-eight percent (98%) indicated that they would refer another student to RAP, This result is similar to last year.

d) Ninety-six percent (96%) of the respondents reported having an excellent or good relationship with the RAP facilitator, with 83% indicating they had an Excellent relationship.

1.9 North Battleford Program Overview

1.9.1 Students

a) The North Battleford Program served 184 students during the year.

b) Fifty percent (50%) of Students were Male and 41% were with Female.

c) Twenty-five percent (25%) of the students were in Grade 8 and 19% were in grade 9. Around 16% were in each of Grades 7, 10 and 11.

d) Eighty-three percent (83%) of students were new students this year.

1.9.2 Incidents

a) There were 250 incidents in North Battleford that were referred to RAP North Battleford.

b) Peers were the most common Conflict Partner (62%) followed by self (14%). Dating partners comprised 8% and school staff 7%.

c) Relational was the most common Type of Conflict (53%) followed by Bullying and Aggressive Behaviour at 36% each.

d) Fifty-three (53%) of students were Participants and 8% were Instigators and 8% were Targets.

e) Self Referrals composed 31% of the incidents, an increase from 19% the previous year.

f) School Personnel comprised 41% of the Referral-Ins, an increase from 35%. Administration (28%) was the most common school referrer.

1.9.3 Interventions/Support Plans

a) RAP North Battleford provided 258 Support Plans. Eighty-seven percent (87%) of the Support Plans included One-on-One Interventions and 36% included mediations.

b) North Battleford RAP provided 755 intervention sessions and 263 hours of service.

c) Development Goals were the most common at 63% of the Support Plans. School goals were included in 14% of Support Plans and Personal Development Goals in 23%.

d) School personnel (67%) were the most common partner, followed by Community (18%) and Family (15%).

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2 INTRODUCTION

2.1 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 2025-2026 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 2025-2026 Annual Report. It has been published since the establishment of the RAP monitoring system in 2012-2013.

2.2 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 2025-2026, RAP provides services in fourteen 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.

2.3 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.

3 STUDENTS WHO RECEIVED AN INTERVENTION

3.1 Number of Students Served

In this report:

- **Active Students** are those who received an intervention in 2025-2026, regardless of the initial Intake Date.
- **New Students** are Active Students who had an initial Intake Date in 2025-2026.
- **Ongoing Students** are Active Students who had an Intake Date prior to the 2025-2026 school year.

There were 1794 Active Students in 2025-2026, an increase of 3% from the previous year. This has leveled off from the gains following the decline during the COVID period and addition of additional schools.

The number of new students in 2025-2026 was 1132 (63% of students), and the number of Ongoing Students was 656 (37% of students).

The proportion of new students is slightly higher than last year, but similar to the proportion on previous years.

Table 2: Number of New and Ongoing Students

New Students/Ongoing Students			
Type of Student		**Number**	**Percent**
	New Students	1132	63.1%
	Ongoing Students	656	36.6%
	Missing Data	6	0.3%
Total Students		**1794**	100.0%

3.2 Number of Students Served (2017-2026)

The number of students served increased 3% from the previous year.

Table 3: Number of Students Served, 2017-2026

Number of Students Served									
2017-2018 to 2025-2026									
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Number of Students	1340	1472	1258	927	1194	1240	1626	1742	1794
Change from Previous Year (%)		9.9%	-14.5%	-26.3%	28.8%	3.9%	31.1%	7.1%	3.0%

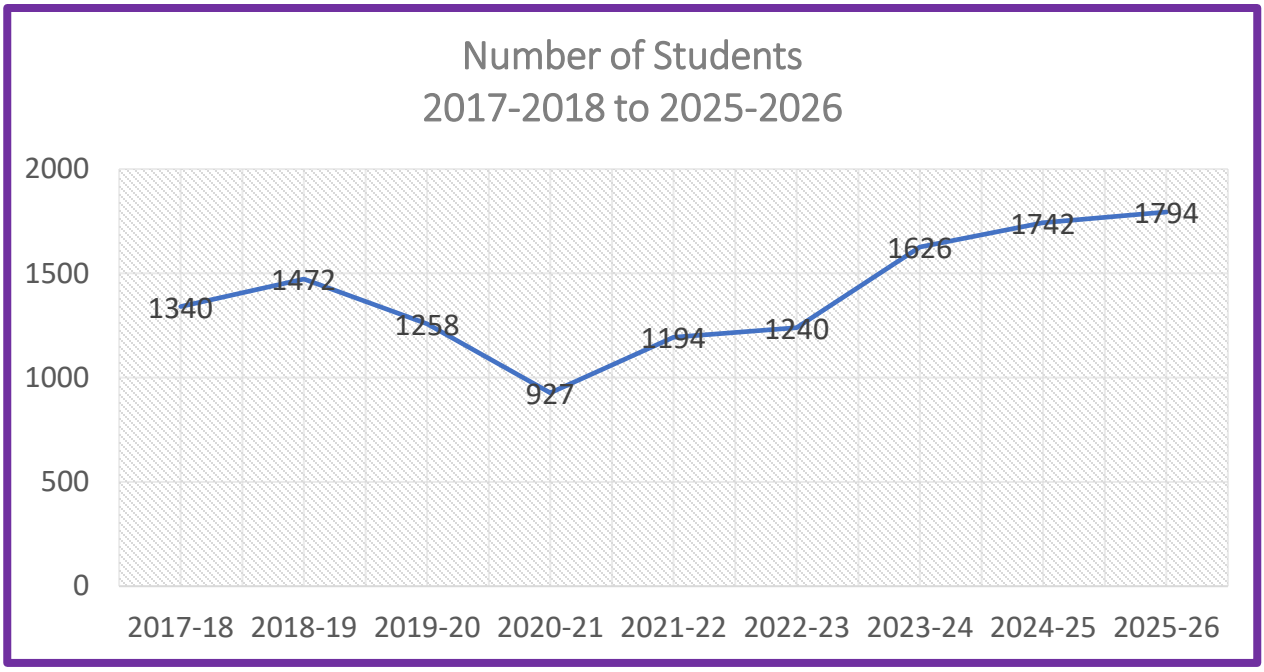


Figure 2: Number of Students, 2017-2026

3.3 Proportion of Students Served

3.3.1 Intervention Services

The proportion of students in the RAP Schools who received an Intervention Service decreased by 1.4 percentage points to 12.7% of the student population of the schools. The school population grew faster than the RAPs capacity to provide services.

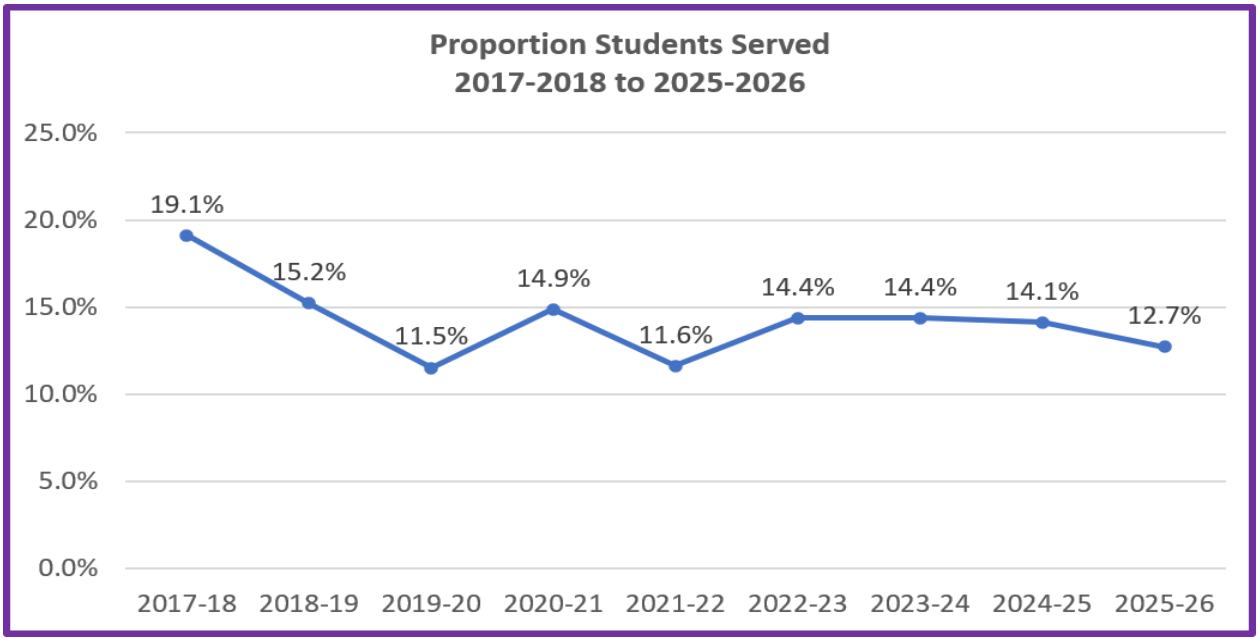


Figure 3: Proportion of Students Served

3.3.2 Prevention Activities

Prevention Activities include Presentations/Workshops and Special Events.

- Special Events are those that involve the whole (100%) or most of the student body in a school.
- Presentations/Workshops are learning events with a special number of students.

Fifty-one percent (51%) of students in the RAP schools were involved in a Presentation/Workshop. This is down from 86% last year, even though the number of Presentations/Workshops was almost the same. The number of participants in a workshop depends on the size of the target audience and topic, which change from year to year.

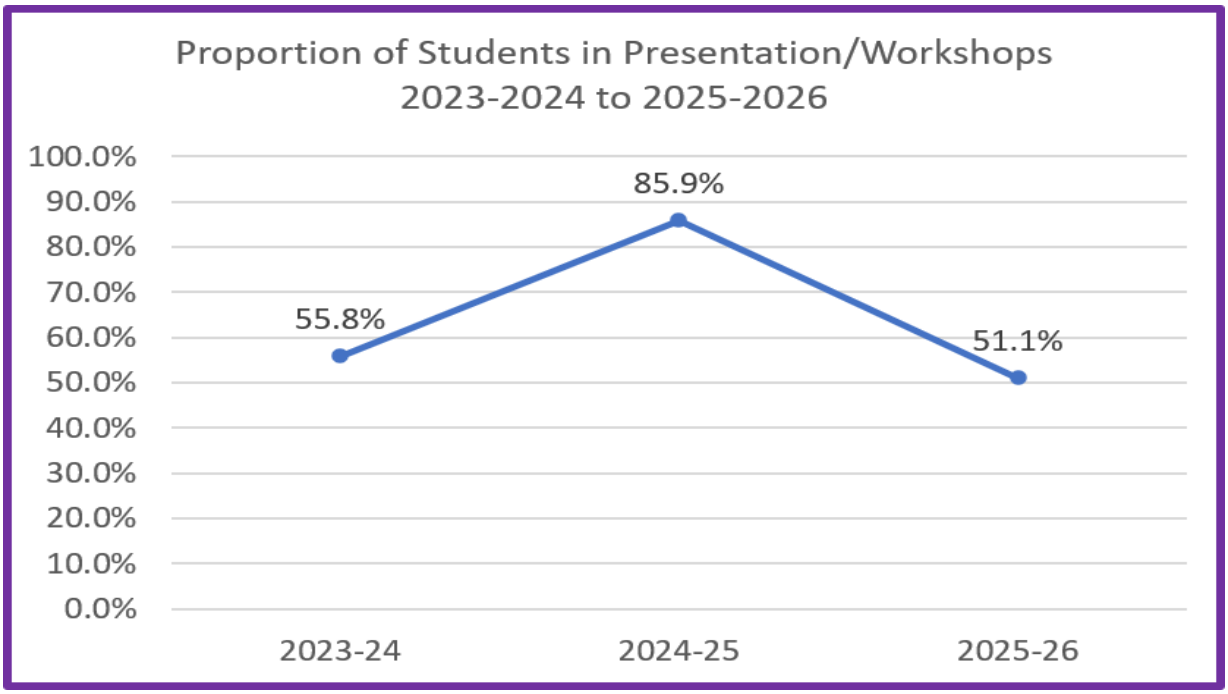


Figure 4: Proportion of Students in Presentation/Workshop

3.4 Number of Students/Program Recipients

3.4.1 Number of Students by Grade

The proportion of students in each grade was different from previous years with only 1.6% of students in Grade 9 and 41% in Grade 12. In previous years there was about one-quarter from each grade, with the proportion varying slightly in each grade from year to year.

Table 4: Number of Students by Grade

Number of Students by Grade		
Grade	**Number**	**Percent**
Grade 9	28	1.6%

Number of Students by Grade		
Grade	**Number**	**Percent**
Grade 10	564	31.4%
Grade 11	463	25.8%
Grade 12	738	41.1%
Elementary/Other	0	0.0%
Missing Data/No grade	1	0.1%
Total	**1794**	100.0%

3.4.2 Proportion of Students by Gender

About 53% of students were female and 45% were male. Unspecified were 1.7% of students. Unspecified include those who see themselves as neither male or female who do not declare a gender.

The proportion of females is down about 6% from the previous year and the proportion of males is up 6%. The proportion of unspecified is similar to the previous year.

Table 5: Proportion of Students by Gender

Number of Students by Gender		
Gender	**Number**	**Percent**
Male	806	44.9%
Female	956	53.3%
Unspecified	31	1.7%
Missing Data	1	0.1%
Total	1794	100.0%

3.4.3 Number of Students by Demographic

Nearly 40% of students were First Nations,/Metis, Visible Minority or New Canadians. The largest group were First Nations/Inuit/Metis at 18%.

The proportion of Other Demographic students declined by 8% from the previous year. The decline was due to a decline of 8% in First Nations/Inuit/Metis students. The proportion of Visible Minitority and New Canadians is the same as last year.

Table 6: Number of Students by Demographic

Number of Students by Other Demographics (Ethnicity)		
Other Demographics	**Number**	**Percent**
First Nations/Inuit/Métis	318	17.7%
Visible Minority	250	13.9%
New Canadians	106	5.9%
Total (Other Demographics)	674	37.6%
Total (Students)	1794	100.0%

4 INCIDENTS

4.1 Number of Incidents

The number of incidents increased by 30% to 2158 in 2025-2026. The variations in the percent of increase in the number of incidents in the past few years is due to the recovery from school closures during the pandemic, the general increase in the student populations and the addition of two schools in the school year.

Table 7: Number of Incidents, 2019-2026

Number of Incidents 2019-2020 to 2025-2026							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Number of Incidents	985	514	830	1081	1146	1659	2158
Change from Previous Year (%)		-47.8%	61.5%	30.2%	6.0%	44.8%	30.1%

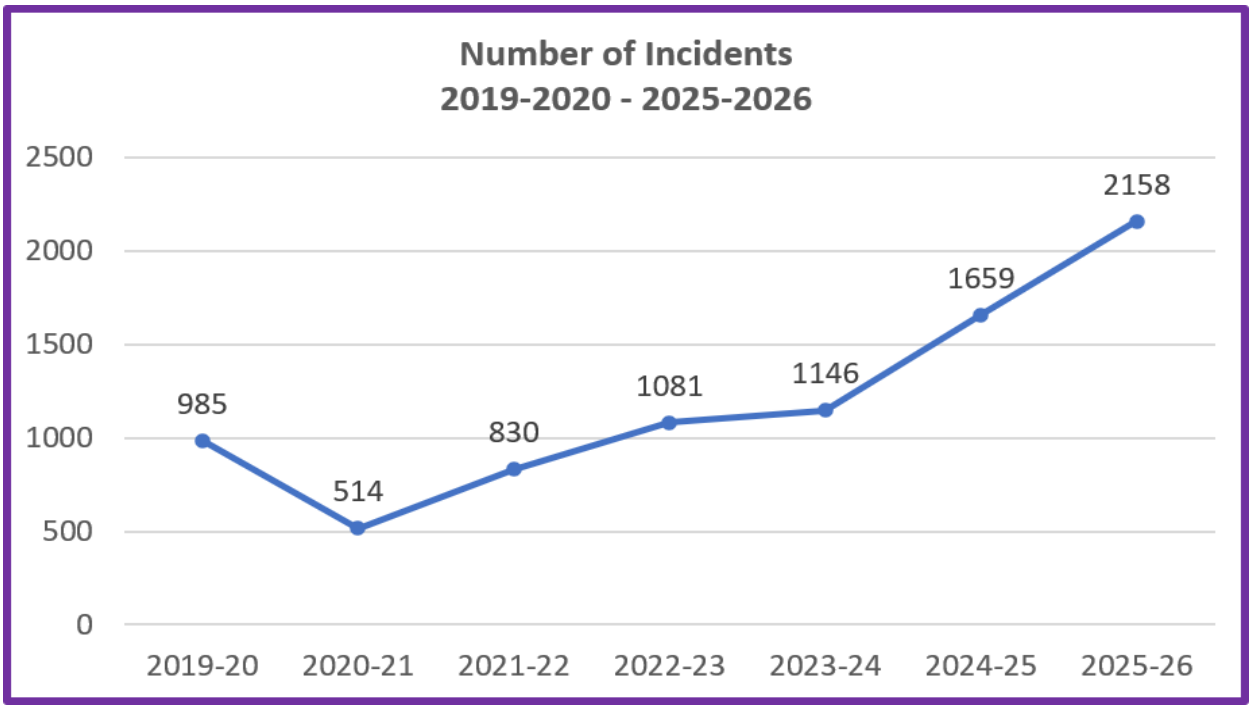


Figure 5: Number of Incidents 2019-2026

4.2 Number of Incidents by Type of Conflict

The most common type of conflict was Relational (51%), followed by School Related (36%) and Mental Health (26%). Bullying at 58%. Aggressive Behaviour (20%) and Bullying (12%) were the next most common types of Conflict.

The Proportion of Relational Conflict, Aggressive Behaviour and Bullying decreased from the previous year. Bullying increased significantly last year and is now lower that 2 years ago.

School Related conflicts increased from the previous year. Mental Health is similar to the previous year.

Table 8: Number of Incidents by Type of Conflict

Number Incidents by Type of Conflict*		
Type of Conflict	**Number**	**Percent**
Aggressive Behaviour	426	19.7%
Aggression – Physical Aggression	162	7.5%
Aggression – Verbal	243	11.3%
Assault	21	1.0%
Bullying	263	12.2%
Cyber	61	2.8%
Physical	24	1.1%
Relational	51	2.4%
Verbal	127	5.9%
Harassment/Discrimination	115	5.3%
Racial	63	2.9%
Gender/Sexual	52	2.4%
Criminal Activity	72	3.3%
Vandalism/Theft	27	1.3%
Sexual assault	26	1.2%
Other Criminal Activity	19	0.9%
Mental Health	563	26.1%
Drug and Alcohol Use	56	2.6%
Mental Health	458	21.2%
Grief/loss	49	2.3%
Relational	1108	51.3%
Conflict	852	39.5%
Social Media/Texting	256	11.9%
School Related	787	36.5%
Attendance	163	7.6%
School discipline issue	290	13.4%
Other Conflict	334	15.5%
Total Incidents	2158	100.0%

* Some incidents involved more than one type of conflict

4.3 Number of Incidents by Conflict Partner

Fifty-three percent (53%) of conflicts were with other youth, down from 65% in 2024-2025. Over one-third were self/interpersonal conflict and 9% were with family, similar to last year. Eleven percent (11%) of the conflict partners were school staff, similar to the previous year.

*Table 9: Number of Incidents by Conflict Partner**

Number of Incidents by Conflict Partner		
Conflict Partner	**Number**	**Percent**
School Staff	246	11.4%
Self/Intrapersonal Conflict	804	37.3%
Student/Youth	1144	53.0%
Dating Partner	159	7.4%
Peer	593	27.5%
Other Student	392	18.2%
Family	188	8.7%
Parent-Guardian	152	7.0%
Other Family	36	1.7%
Other	81	3.8%
Total Incidents	2158	100.0%

* An incident may involve more than one conflict partner

4.4 Number of Incidents by Role in Conflict and Gender

Males (14%) were almost twice as likely to be the Instigator as Females (8%) and almost one-half (6%) as likely to be the Target as females (11%). A third more incidents involved females (35%) as a participant than males (23%). Unspecified were much more likely to be a Participants (0.6%) or Target (0.3%).

Table 10: Number of Incidents by Role in Conflict and Gender

Number of Incidents by Role in Conflict and Gender*								
Role in Conflict	**Female**		**Male**		**Unspecified**		**Grand Total**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Bystander	22	1.7%	8	0.6%	0	0.0%	30	2.3%
Instigator	99	7.6%	181	13.9%	1	0.1%	281	21.6%
Participant	453	34.9%	296	22.8%	8	0.6%	757	58.3%
Target	144	11.1%	83	6.4%	3	0.2%	230	17.7%
Grand Total	718	55.3%	568	43.8%	12	0.9%	1298	100.0%

* Excludes incidents where Role in Conflict is unknown.

4.5 Number of Incidents by "Referral-In" Partner

The most common "Referral-In" was from School personnel (59%), an increase from 51% last year, but close to 2 years ago. As in previous years, 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 almost the same as last year.

Family referrals comprised 4% and RAP 5%of the referral-ins.

*Table 11: Number of Incidents by "Referrer-In" Partner**

Number Incidents by Referral-In Partner		
Type of Service Partner	**Number**	**Percent**
Student:	936	43.4%
Self	820	38.0%
Peer	43	2.0%
Other Student	73	3.4%
School	1272	58.9%
Administration	628	29.1%
Indigenous Services/Elder	4	0.2%
Student Services	143	6.6%
Support Staff	72	3.3%
Teacher	407	18.9%
Other School Staff	18	0.8%
RAP	100	4.6%
RAP Facilitator	97	4.5%
Other RAP	3	0.1%
Family	73	3.4%
Parent-Guardian	70	3.2%
Other Family	3	0.1%
Community	20	0.9%
Addictions/Mental Health Services	4	0.2%
Family Services	0	0.0%
Health/Medical	0	0.0%
Indigenous Services/Elder	1	0.0%
Justice Services/Probation	1	0.0%
Police/SRO	5	0.2%
Social Services	1	0.0%
Youth Services	1	0.0%
Other Community	7	0.3%
Other	7	0.3%
Total Incidents	2158	100.0%

* An incident may involve more than one referral-in partner

5 INTERVENTIONS

5.1 Number of Students who Received an Intervention

There were 2440 Students who received a One-on-One Intervention, 425 a mediation, 617 a follow-up, 61 a reconnection intervention and 7 a VTRA(Violence Risk Assessment).

The number of One-on-Ones and Reconnections were higher than last year. The number of mediations were slightly lower than last year and the number of Follow-Ups ad VTRAs were similar.

Reconnection is an intervention that aims to re-connect the student to the school, family, and community. It can include participation in school and community activities.

VTRA is a comprehensive process used to evaluate threatening behaviors to determine how best to support a student so their behavior does not escalate into serious violence or self-harm.

Table 12: Number of Students by Type of Intervention

Number of Support Plans by Type of Intervention*			
Intervention		**Number**	**Percent**
	One on One	2440	92.1%
	Mediation	425	16.0%
	Reconnection	61	2.3%
	Follow-Up	617	23.3%
	VTRA	7	0.3%
Total Support Plans		2649	100.0%

* Many students receive more than one type of intervention

5.2 Number of Intervention Sessions

5.2.1 Sessions and Hours of Service – All Interventions

The total number of intervention sessions was 4984, with 54% percent being one-on-ones, 35% being Follow-Ups and 10% being mediation sessions. The proportion of One-on-Ones was lower and the proportion of Follow-Ups was higher than last year. The proportion of Mediations was similar to last year.

The Number of Hours of Intervention Services provided was 3170 Hours. Sixty-four percent (64%) was One-on-Ones, 25% Follow-Ups and 9% mediations.

Table 13: Number of Sessions and Hours by Type of Intervention

Number of Sessions and Hours by Type of Intervention					
Intervention		**Sessions**		**Hours**	
		Number	**Percent**	**Number**	**Percent**
	One-on-One	2668	53.5%	2045	64.5%
	Mediation	486	9.8%	286	9.0%
	Follow-up	1734	34.8%	785	24.8%
	Reconnection	81	1.6%	43	1.3%
	VTRA	15	0.3%	11	0.4%
Total		4984	100.0%	3170	100.0%

5.2.2 Sessions – One-on-One

Eighty-four percent (84%) of students had one One-on-One session and 9% percent had two sessions. Two percent (2%) of students had more than five One-on-One sessions. One student had 67 sessions.

The proportion of students who received only one session increased by 10% and the proportion who received two sessions decreased by 8%.

Table 14: Number of One-on-One Sessions

Number of Students by Number of One-on-One Session			
Number of Sessions		**Number of Students**	**Percent**
	1	2247	84.2%
	2	230	8.6%
	3	81	3.0%
	4	27	1.0%
	5	28	1.0%
	6-14	43	1.6%
	15-29	10	0.4%
	30-39	1	0.0%
	40-49	0	0.0%
	50-59	0	0.0%
	60+	1	0.0%
Total Student Sessions		**2668**	**100.0%**
Maximum Number of Sessions		67	

5.2.3 Sessions – Mediation

Ninety-Seven percent (97%) of mediations had one mediation session and 3% had two sessions. This is a slight increase in the number of students receiving one mediation session.

Sixty-eight percent (68%) of mediations involved two students and 14% involved three students. Eleven percent (11%) involved four students and 7% involved five or more students. The maximum number of students was nine.

The proportion of mediations involving 1 and 2 students declined and the proportion involving 4 and 5 or more students increased.

Table 15: Number of Students by Number of Mediation Sessions

Number of Students by Number of Mediation Sessions			
Number of Mediation Sessions		**Number**	**Percent**
	1	454	96.6%
	2	16	3.4%
	3	0	0.0%
	4	0	0.0%
	5	0	0.0%
	6-9	0	0.0%
	10+	0	0.0%
Total		470	100.0%

Table 16: Number of Mediation Sessions by Number of Students per Session

Number of Mediations by Number of Participants			
Number of Participants		**Number Mediations**	**Percent**
	2 Participants	320	68.1%
	3 Participants	66	14.0%
	4 Participants	52	11.1%
	5 or More Participants	32	6.8%
Total Mediations (Support Plan)		470	100.0%
Maximum Number of Students		9	

5.2.4 Sessions – Follow-Up

The number of Student Support Plans with a Follow-Up increased 32%. Sixty-one percent (61%), an increase of 3 percentage points, received one Follow-Up session. Eighteen percent (18%) received two follow-up sessions, a decrease of 8 percentage points. One student had 23 follow-up sessions.

Thirty-eight percent (38%)of Follow-Ups were Check-Ins, 36% were Student Initiated Follow-Ups and 27% were Planned Follow-Ups. Student Initiated Follow-Ups increased 10 percentage points and Planned Follow-Ups decreased 8 percentage points. Proportion of Check-Ins was similar to last year.

Reconnections dropped to 0.2% from 2% because Reconnection became a separate type of Intervention in 2025-2026.

Table 17: Number of Students by Number of Follow-Up Sessions

Number of Follow-Up Sessions by Number of Students			
Number of Follow-Up Sessions		**Number**	**Percent**
	1	543	61.1%
	2	158	17.8%
	3	77	8.7%
	4	30	3.4%
	5	20	2.2%
	6-9	41	4.6%
	10-14	13	1.5%
	15-29	7	0.8%
	30-39	0	0.0%
	40-49	0	0.0%
	50-59	0	0.0%
	60-69	0	0.0%
	70-79	0	0.0%
	80+	0	0.0%
Total Number of Support Plans With a Follow-up		889	100.0%
Maximum number session received by a student		23	

Table 18: 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	707	37.8%
	Planned Follow-Up	497	26.6%
	Reconnection	2	0.1%
	Student Initiated Follow-Up	664	35.5%
Total Number of Follow-Ups		1870	100.0%

5.3 Support Plans

5.3.1 Support Plans Opened and Closed

There were 2649 Support Plans opened during the year. The successful completion rate was 66%, down 6 percentage points from last year, and the first year it has been below 70%.

Table 19: Number of Support Plans Opened, Completed and Closed

Number of Support Plans Opened, Completed, and Closed			
Support Plan		**Number**	**Percent**
Support Plans Opened		2649	100.0%
Support Plans Closed		2548	96.2%
	Completed Successfully	1745	65.9%
	Closed	803	30.3%

Number of Support Plans Opened, Completed, and Closed		
Support Plan	**Number**	**Percent**
In Progress	73	2.8%
Missed Data	28	1.1%
Total	2649	

5.3.2 Support Plan Goals

Sixty percent (60%) of Support Plans had Personal Development Goals, 25% had Development Goals and 16% had School Goals.

The most common Personal Development Goals were Positive Behaviours ((12%), Positive Social Skills (12%), Resilience (10%) and Personal Boundary Skills (9%). This is similar to the previous year.

The most common Development Goals were Communicating Effectively When Emotionally Charged (7%) and Resolving Conflicts and Reaching Consensus (7%). Again, similar to last year.

The most common School Goal was Commitment to Learning (5,4%) and Classroom Behaviour Plan (2.8%), Administration Suspension/discipline - review and discuss/ reconnection (2.6%) and Positive Communication with Teacher (2.5%).

Table 20: Number of Students by Support Plan Goal

Number of Support Plans by Support Plan Goals		
Support Plan Goal	**Number**	**Percent**
Personal Development Goals	**7658**	**59.1%**
Positive Social Skills	1625	12.5%
Positive Behaviours	1482	11.4%
Personal Boundary skills	1123	8.7%
Self Worth	620	4.8%
Self Control	1022	7.9%
Empathy (Understanding the feelings of others)	543	4.2%
Connecting Indigenous children with their culture and tradition	7	0.1%
Resilience	1236	9.5%
School Goals	**2075**	**16.0%**
Commitment to Learning	702	5.4%
Attendance Plans	201	1.6%
Performance Plans	152	1.2%
Classroom Behaviour Plan	365	2.8%
Positive Communication with Teacher	320	2.5%
Administration Suspension / discipline - review and discuss / reconnection	335	2.6%
Development Goals	**3221**	**24.9%**
Resolving conflicts and reaching consensus	856	6.6%
Communicating Effectively when emotionally charged	936	7.2%

Number of Support Plans by Support Plan Goals		
Support Plan Goal	Number	Percent
Getting along with others who have differing perspectives	368	2.8%
Respect for Race and Cultural Diversity	93	0.7%
Respect for FNIM	4	0.0%
Respect for Gender and Sexual Diversity	45	0.3%
Healthy Dating Relationships / Break ups	247	1.9%
Healthy Communication with Parents/Guardians	223	1.7%
Healthy Online Behaviour / Communication	449	3.5%
Total Number of Goals	**12954**	**100.0%**

5.3.3 Referral-Out Service Partners

School personnel, particularly School Administration comprised over three-quarters of the Referral Outs. Other (e.g., Parents/Guardians) comprised 14% and Community Agencies 8%.

Table 21: Number of Referral0Outs by Service Partner

Number of Referral-Outs by Service Partner*		
Type of Service Partner	Number	Percent
School	**1419**	**77.8%**
Administration	954	52.3%
Indigenous Services/Elder	22	1.2%
SRO/Police	51	2.8%
Student Services	151	8.3%
Support Staff	48	2.6%
Teacher	147	8.1%
Other School Staff	46	2.5%
Community:	**153**	**8.4%**
Addictions/Mental Health Services	66	3.6%
Family Services	9	0.5%
Health/Medical	20	1.1%
Indigenous Services/Elder	1	0.1%
Justice Services/Probation	2	0.1%
Social Services	16	0.9%
Youth Services	4	0.2%
Other Community	35	1.9%
Other	**253**	**13.9%**
Parent/Guardian	180	9.9%
Other Family	8	0.4%
RAP Facilitator	54	3.0%
Other	11	0.6%
Total Referrals	**1825**	**100.0%**

Number of Referral-Outs by Service Partner*		
Type of Service Partner	**Number**	**Percent**
Number Service Plans with Referral	1417	

* Some Plans had more than one Referral-Out Service Partner

6 Prevention Activities

6.1 Number of Prevention Activities

The number of Prevention Activities increased by 23% to 179 activities. This follows a 50% decrease in the previous year. Prevention Activities peaked during the pandemic and have generally decreased as Interventions have increased.

Table 22: Number of Activities by Type of Activity

Number of Activities by Type of Activity		
Type of Activity	**Number**	**Percent**
Prevention Activities	179	70.8%
Presentation/Workshop	82	32.4%
Special Event	97	38.3%
Case Consultation	10	4.0%
Meeting	64	25.3%
Administrative Meeting	62	24.5%
Other Meeting	2	0.8%
Total Activities	**253**	**100.0%**

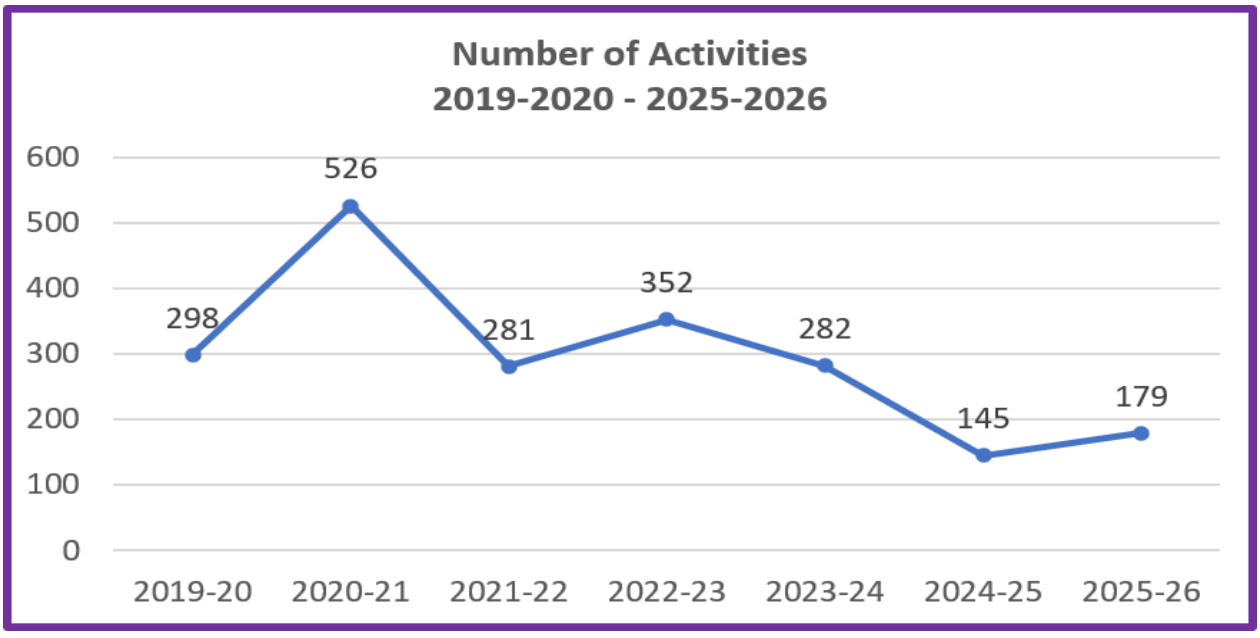


Figure 6: Number of Activities, 2019-2020 - 2025-2026

6.2 Number of Sessions (Prevention Activities)

The Total Number of Prevention Activity Sessions was 459, an increase of 22% from the previous year.

Almost two-thirds of the Prevention Activities had one session and 14% had five or more sessions, double the number in the previous year. The largest Number of Sessions was 15.

Table 23: Prevention Activities by Number of Sessions

Number of Prevention Activities by Number of Sessions			
Number of Sessions		**Number**	**Percent**
	1	111	62.0%
	2	26	14.5%
	3	6	3.4%
	4	6	3.4%
	5	4	2.2%
	>5	26	14.5%
Total		**179**	**100.0%**
Total Number of Sessions		459	
Largest number of Sessions		15	

6.3 Prevention Activity Participants

6.3.1 All Participants

The majority of 23,701 participants of Prevention Activities were students (91%). Presentations were also made to the Community, School Staff and Parents.

There were 7,444 students who participated in a Presentation/Workshop and 13,7158 who participated in a Special Event.

Table 24:Number of Participants by Type of Participant

Number of Participants by Type of Participant					
Audience		**Presentation/ Workshop**	**Special Event**	**Total**	**Percent**
	Community	200	1166	1266	5.3%
	Other	12	229	237	1.0%
	Parents	0	220	220	0.9%
	School Staff	155	380	420	1.8%
	Students	7444	13718	21546	90.9%
	Missing Data	0	12	12	0.1%
Total		7811	15725	23701	100.0%

6.3.2 Student Participants by Grade

The majority of Prevention Activities were to Mixed Grade participants (41%) resulting in 70% of Participants being Mixed Grade. Grade 9 was the next most common audience (17%) with 17% of the Participants being in Grade 9.

Table 25: Number Activities and Students by Grade

Number of Activities and Number of Students by Grade				
Student Grade	**Number Activities**	**Number Students**	**Percent Activity**	**Percent Student**
Grade 9	31	3752	17.3%	16.9%
Grade 10	7	629	3.9%	2.8%
Grade 11	7	506	3.9%	2.3%
Grade 12	7	674	3.9%	3.0%
Mixed Grades	73	15508	40.8%	69.8%
Elementary/other	8	1010	4.5%	4.5%
Other	34	202	19.0%	0.9%
No Data	12	25	6.7%	0.1%
Total	179	22222	100.0%	100.0%

6.3.3 Student Participants by Gender

Mixed Gender comprised 93% of the student participants.

Table 26: Number of Students by Gender

Number of Students by Gender			
Student Gender		**Number**	**Percent**
Male		325	1.5%
Female		167	0.8%
Unspecified		0	0.0%
Mixed Gender		20615	92.8%
Missing Data		1115	5.0%
Total		22222	100.0%

6.4 Purpose of Prevention Activities

The purpose of the greatest number of activities was Building Relationships (30%), Developing Assets (25%) and Raise Program Awareness (21%).

Building Relationships increased from 23% the previous year and Raise Program Awareness increased from 21%. Build Assets decreased from 38% the previous year.

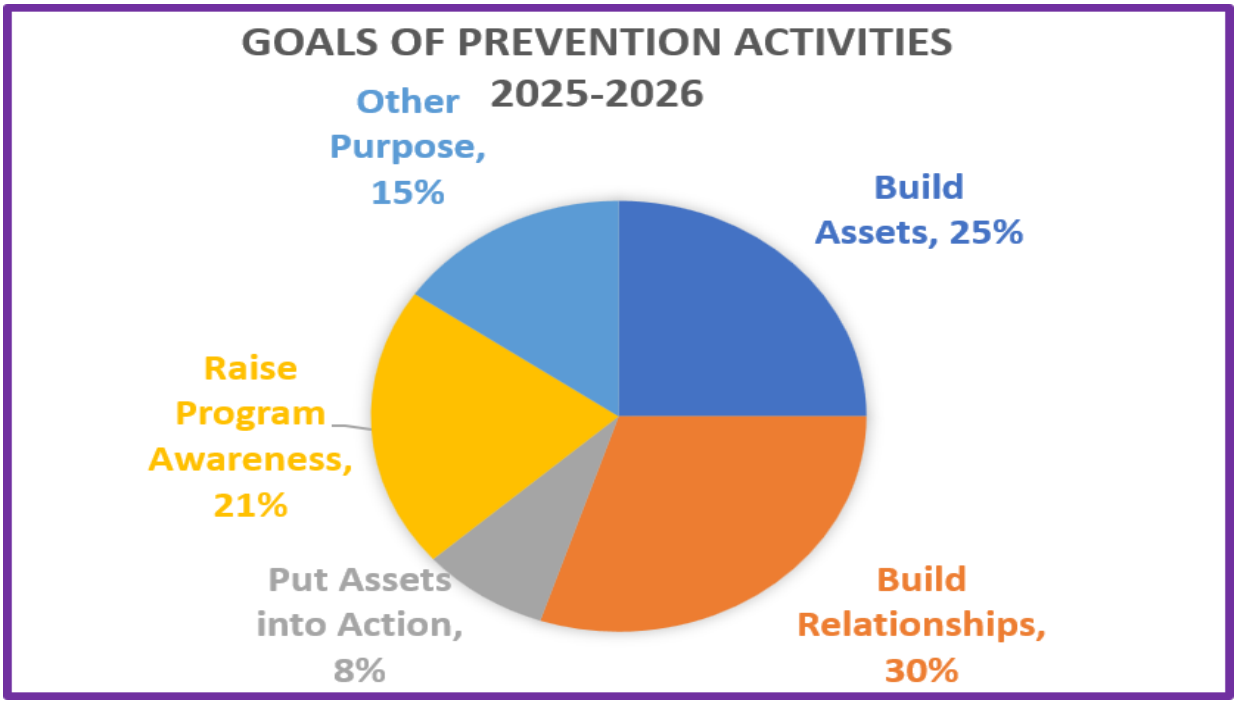


Figure 7: Goals of Prevention Activities

- **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.

7 FEEDBACK SURVEYS

7.1 RAP Student Feedback Survey

7.1.1 Student Feedback Survey

RAP initiated an online Student Feedback Survey in 2023. Students were provided with a link to the survey. Two hundred and fifty-two (252) students completed the survey during 2025-2026. This is about quadruple the number of respondents in the year.

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?

7.1.2 Referred or Informed of RAP

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

Sixty-six percent (66%) of the respondents indicated that School Personnel were the source of information on or referral to RAP. This is up from 56% last year.

Twenty-five percent(25%) were Self-Referrals and 22% were referrals from a Friend or Fellow Student. These are down from 35% and 27%, respectively, last year.

Table 27: Number of Students by Referral Source

Who informed or referred you to RAP this time (year)? Check all that apply.*		
Response	Number	Percent
Myself	63	25.0%
Friend or fellow student	52	20.6%
Family Member	11	4.4%
School teacher, counsellor or administrator	166	65.9%
Other (please answer Question #3)	7	2.8%
Total	252	100.0%

*Some identified 2 or more referral sources

7.1.3 Refer a Friend or Fellow Student

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

Ninety-two percent (92%) of students indicated that they would or may refer a friend or fellow student, with 68% of respondents stating that they would refer and 25% indicating that they may refer someone.

The proportion who responded Yes is lower and the proportion of students who responded Maybe is higher than the previous year.

Table 28: Refer Friend or Fellow Student to RAP

Would you refer a friend or fellow student (with an issue) to RAP?		
Response	**Number**	**Percent**
Yes	170	67.5%
Maybe	63	25.0%
No	19	7.5%
Total	252	100.0%

7.1.4 RAP Facilitator Understands Student's Situation

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

Table 29: Understand Students Situation

In your view, how well did the RAP Facilitator understand you and your situation?		
Response	Number	Percent
Very well	179	71.0%
Partly	59	23.4%
Not well	14	5.6%
Total	252	100.0%

Ninety-four percent (94%) of respondents felt that the RAP facilitator partly or fully understood their situation, with 71% feeling that the RAP facilitator understood their situation "Very Well." An additional 23% thought the RAP facilitator partly understood their situation. The proportion who responded Very Well decreased from 86% last year and the proportion who responded Partly increased from 13%.

7.1.5 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?

Ninety-four percent (94%)felt that their situation was "Very Well" or "Partly" resolved or managed. This is down from 99% in the previous year.

Sixty-nine percent (69%) of students thought that the facilitator did "Very Well" in assisting them to resolve or manage their situation. An additional 24% felt that the facilitator assisted them in partly resolving or managing their issue. Those who responded Very-Well declined from 88% in the previous year and those who responded Partly increased from 13%.

Table 30: Assisted in Resolving or Managing Conflict

In your view, how well did the RAP Facilitator assist you in resolving or managing your situation?		
Response	**Number**	**Percent**
Very well	175	69.4%
Partly	60	23.8%
Not well	17	6.7%
Total	252	100.0%

7.2 RAP Referrer Survey

7.2.1 Referrer Survey

RAP initiated an online Referrer Feedback Survey in early 2023. Referrers were provided a link to the survey. Seventy-two (72) referrers completed the survey in 2025-2026.

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?

7.2.2 Position or Relationship to Student

Respondents were asked: Please indicate your position or relationship to the student?

Teachers comprised 68% of the respondents followed by School Counsellors at 12%.

The proportion of Teachers doubled from the previous year but School Counsellors were nearly one-half. School Administration declined from 33% to 8% of respondents

Table 31: Position of Relationship with Student

Position or Relationship with Student		
Response	**Number**	**Percent**
Family member	1	1.4%
School administration	6	8.3%
School counsellor	9	12.5%
Teacher	49	68.1%
Other school personnel	6	8.3%
Other (please answer Question #3)	1	1.4%
Total	72	100.0%

7.2.3 Reason Student Referred to RAP

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

Table 32: Reason for Referral

Reason for Referral*		
Reason	**Number**	**Percent**
Aggressive behaviour	18	25.0%
Bullying/harassment	37	51.4%
Criminal activity	3	4.2%
Mental health	43	59.7%
Relational	40	55.6%
School discipline, attendance or other issue	23	31.9%
Other concerning student behaviour	11	15.3%
Other (please specify	6	8.3%
Total	72	100.0%

* Most respondents indicated more than one reason

Mental Health (60%), Relational (56%) and Bullying/Harassment (52%) were the most common reason for referral. Bullying/Harassment is down from 70% last year. Mental Health and Relational are close to the previous year.

The proportion of School Related issues (32%)and Aggressive Behaviour (25%) are lower than last year.

7.2.4 Refer Another Student to RAP

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

Ninety-eight percent (98%) indicated that they would refer another student to RAP, This result is similar to last year.

Table 33: Refer Another Student to RAP

Would you refer another student (with a situation) to RAP?		
Response	**Number**	**Percent**
Yes	69	95.8%
Maybe	2	2.8%
No	1	1.4%
Total	72	100.0%

7.2.5 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 85% of the cases and Acknowledged the Referral in 10% of the cases.

The overall proportion of Facilitators who responded to the Referrer is similar to last year. The proportion who responded Yes was slightly lower than last year and the proportion who Acknowledged Referral has slightly higher.

Table 34: Facilitator Provided Feedback to Referrer

Did the RAP Facilitator provide feedback on the student that was referred?		
Response	**Number**	**Percent**
Yes	61	84.7%
Acknowledged referral	7	9.7%
No	4	5.6%
Total	72	100.0%

7.2.6 Working Relationship with RAP Facilitator

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

Ninety-six percent (96%) of the respondents reported having an excellent or good relationship with the RAP facilitator, with 83% indicating they had an Excellent relationship.

The proportion who responded Excellent was down from 96% last year.

Table 35: Working Relationship with RAP Worker

How would you describe your working relationship with the RAP Facilitator?		
Response	**Number**	**Percent**
Excellent	60	83.3%
Good	9	12.5%
Could be better	0	0.0%
Did not meet with the Facilitator	3	4.2%
Total	72	100.0%

8 North Battleford Program Overview

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

8.1 Incidents

8.1.1 Number Incidents

There were 250 incidents in North Battleford that were referred to RAP North Battleford. This is a decline of 20% from the previous year.

8.1.2 Conflict Partner

Peers were the most common Conflict Partner (62%) followed by self (14%). Dating partners comprised 8% and school staff 7%.

Table 36: Number of Incidents by Conflict Partner (North Battleford)

Number of Incidents by Conflict Partner*		
Conflict Partner	**Number**	**Percent**
School Staff	17	6.8%
Self	36	14.4%
Dating	21	8.4%
Peer	154	61.6%
Other Student	4	1.6%
Parent/Guardian	6	2.4%
Other Family	0	0.0%
Other	18	7.2%
Total Incidents	**250**	100.0%

* Some incidents had more than one Conflict Partner

8.1.3 Type of Conflict

Relational was the most common Type of Conflict (53%) followed by Bullying and Aggressive Behaviour at 36% each. The proportion o Bullying, Aggressive Behavior and School Related increased.

Table 37: Number Incidents by Type of Conflict (North Battleford)

Number of Incidents by Type of Conflict*		
Type of Conflict	**Number**	**Percent**
Aggressive Behaviour	**89**	35.6%
Physical	39	15.6%
Verbal	44	17.6%
Assault	6	2.4%

Number of Incidents by Type of Conflict*		
Type of Conflict	**Number**	**Percent**
Bullying	**90**	36.0%
Cyber	5	2.0%
Physical	25	10.0%
Relation	26	10.4%
Verbal	34	13.6%
Criminal Activity	**3**	1.2%
Sexual Assault	0	0.0%
Vandalism/Theft	0	0.0%
Other	3	1.2%
Harassment/Discrimination	**12**	4.8%
Gender/Sexual	10	4.0%
Racial	2	0.8%
Mental Health	**16**	6.4%
Drug or Alcohol Use	2	0.8%
Grief/Loss	2	0.8%
Mental Health	12	4.8%
Relational	**133**	53.2%
Conflict	74	29.6%
Social Media/Texting	59	23.6%
School Related	**75**	30.0%
Attendance	6	2.4%
School Discipline Issue	18	7.2%
Other	51	20.4%
Total Incidents	**250**	100.0%

*** Most incidents involved more than one Type of Conflict**

8.1.4 Number of Incidents by Role of Student

Fifty-three (53%) of students were Participants and 8% were Instigators and 8% were Targets.

Number of Incidents by Role In Conflict		
Role In Conflict	**Number**	**Percent**
Bystander	2	0.8%
Instigator	20	8.0%
Participant	132	52.8%
Target	19	7.6%
Missing data	77	30.8%
Total Incidents	**250**	100.0%

8.2 Referrals

8.2.1 Referrals In

Self Referrals composed 31% of the incidents, an increase from 19% the previous year.

School Personnel comprised 41% of the Referral-Ins, an increase from 35%. Administration (28%) was the most common school referrer.

Over one-half of the Referral-Ins were from students with 31% being Self-Referrals. This is similar to last year.

Table 38: Number Incidents by Referral-In (North Battleford)

Number of Incidents by Referral-Ins		
Referral In	**Number**	**Percent**
Self	79	31.0%
Student	56	22.0%
Peer	54	21.2%
Other student	2	0.8%
School	105	41.2%
Administration	76	29.8%
Indigenous Services/Elder	0	0.0%
Student Services	1	0.4%
Support Staff	5	2.0%
Teacher	23	9.0%
Other	0	0.0%
RAP	0	0.0%
RAP Facilitator	0	0.0%
Other RAP	0	0.0%
Family	15	5.9%
Parent/Guardian	15	5.9%
Other family	0	0.0%
Total Incidents	255	100.0%

8.3 Students

The North Battleford Program served 184 students during the year.

8.3.1 Gender of Student

Fifty percent (50%) of Students were Male and 41% were with Female.

Table 39: Gender of Student (North Battleford)

Gender of Student		
Gender	**Number**	**Percent**
Male	92	50.0%
Female	75	40.8%
Unspecified	1	0.5%
Missing Data (Blank)	16	8.7%
Total Support Plans	184	100.0%

8.3.2 Grade of Student

Twenty-five percent (25%) of the students were in Grade 8 and 19% were in grade 9. Around 16% were in each of Grades 7, 10 and 11.

Table 40: Grade of Students (North Battleford)

Grade of Students		
Grade (Current Year)	**Number**	**Percent**
Grade 7	30	16.3%
Grade 8	46	25.0%
Grade 9	35	19.0%
Grade 10	30	16.3%
Grade 11	29	15.8%
Grade 12	14	7.6%
Total Support Plans	184	100.0%

8.3.3 Support Plans by Age of Student

Sixty percent (60%) of the students were 14 years or less. An additional 30% were 15 or 16 years of age.

Table 41: Age Students(North Battleford)

Age of Student		
Age	**Number**	**Percent**
12	18	9.8%
13	29	15.8%
14	36	19.6%
15	37	20.1%
16	35	19.0%
17	23	12.5%
18	6	3.3%
Total Support Plans	184	100.0%

8.3.4 New/Ongoing Student

Eighty-three percent (83%) of students were new students this year.

Table 42: New/Ongoing Student

New/Ongoing Student		
New/Ongoing Student	**Number**	**Percent**
New	153	83.2%
Ongoing	26	14.1%
Missing Data	5	2.7%
Total Support Plans	184	100.0%

8.4 Interventions/Support Plans

8.4.1 Type of Intervention

RAP North Battleford provided 258 Support Plans. Eighty-seven percent (87%) of the Support Plans included One-on-One Interventions and 36% included mediations.

Table 43: Number Intervention Session by Type of Intervention

Number of Support Plans by Type of Intervention		
Type of Intervention	**Number**	**Percent**
One to One	224	86.8%
Mediation	93	36.0%
Reconnection/Follow-Up	44	17.1%
VTRA	1	0.4%
Total	258	100.0%

One-on-Ones were 67% of the total sessions and 72% of the hours. Mediations followed with 141 session and 20% of the hours of service.

Table 44: Number and Hours of Sessions

Number of Sessions and Hours by Type of Intervention				
Type of Intervention	**Sessions**	**Percent**	**Hours**	**Percent**
One to One	501	66.4%	189	71.9%
Mediation	141	18.7%	53	20.2%
Reconnection/Follow-Up	112	14.8%	20	7.6%
VTRA	1	0.1%	1	0.4%
Total	755	100.0%	263	100.0%

8.4.2 Support Plan Goals

Twenty-three percent (23%) of Support Plans had Personal Development Goals, with the most common being Resilience, Positive Social Skills and Positive Behaviours.

There were School Goals in 14% of the Support Plans with Administrative Suspension/Discipline/Reconnection and Commitment to Learning being the most common.

Development Goals were the most common at 63% of the Support Plans. The most common were Getting Along With Others Who Have Different Perspectives, Communicating Effectively When Emotionally Charged and Resolving Conflict & Reaching Consensus.

The average number of Goals per Support Plan is 2.5 Goals.

Table 45:Support Plan Goals (North Battleford)

Number of Service Plans by Type of Goals		
Goal	**Number**	**Percent**
Personal Development Goals	149	22.8%
Positive Social Skills	44	6.7%
Positive Behaviours	44	6.7%
Personal Boundary Skills	16	2.4%
Self Worth	6	0.9%
Self Control	12	1.8%
Empathy (understanding the feelings of others)	26	4.0%
Connecting Indigenous Youth to Culture & Tradition	3	0.5%
Resilience	42	6.4%
School Goals	94	14.4%
Commitment to Learning	23	3.5%
Attendance Plan	6	0.9%
Performance Plan	4	0.6%
Classroom Behaviour Plan	1	0.2%
Positive Communication With Teacher	13	2.0%
Administration Suspension/Discipline - Review & Discuss/Reconnection	47	7.2%
Development Goals	411	62.8%
Resolving Conflict & Reaching Consensus	86	13.1%
Communicating Effectively When Emotionally Charged	101	15.4%
Getting Along With Others Who Have Different Perspectives	123	18.8%
Respect For Race & Cultural Diversity	3	0.5%
Respect For FNMI	6	0.9%
Respect For Gender & Sexual Diversity	4	0.6%
Healthy Dating Relationships/Breakups	21	3.2%

Number of Service Plans by Type of Goals		
Goal	**Number**	**Percent**
Healthy Communication With Parents/Guardians	9	1.4%
Healthy Online Behaviour/Communication	58	8.9%
Total	654	100.0%

8.4.3 Service Partners

School personnel (67%) were the most common partner, followed by Community (18%) and Family (15%).

Administration (45%) was the most common School Partner and the SRO/Police(14%) the most common Community Partner.

Table 46: Service Partner (North Battleford)

Service Partners		
Partner	**Number**	**Percent**
School	163	66.8%
Administration	110	45.1%
Indigenous Services/Elder	0	0.0%
Student Services	10	4.1%
Support Staff	9	3.7%
Teacher	34	13.9%
Other School Staff	0	0.0%
RAP	1	0.4%
RAP Facilitator	1	0.4%
Other RAP	0	0.0%
Family	36	14.8%
Parent/Guardian	36	14.8%
Other Family	0	0.0%
Community	44	18.0%
Addictions/Mental Health Services	5	2.0%
Family Services	0	0.0%
Health/Medical	0	0.0%
Indigenous Services/Elder	0	0.0%
Justice Services/Probation	0	0.0%
Police/SRO	34	13.9%
Social Services	4	1.6%
Youth Services	0	0.0%
Other Community Agency	1	0.4%
Total	244	100.0%

Service Partners		
Partner	**Number**	**Percent**
No Partner	14	
Total Support Plans	258	

9 APPENDIX A: LOGIC MODEL

RAP adopted a new Logic Model in 2018.

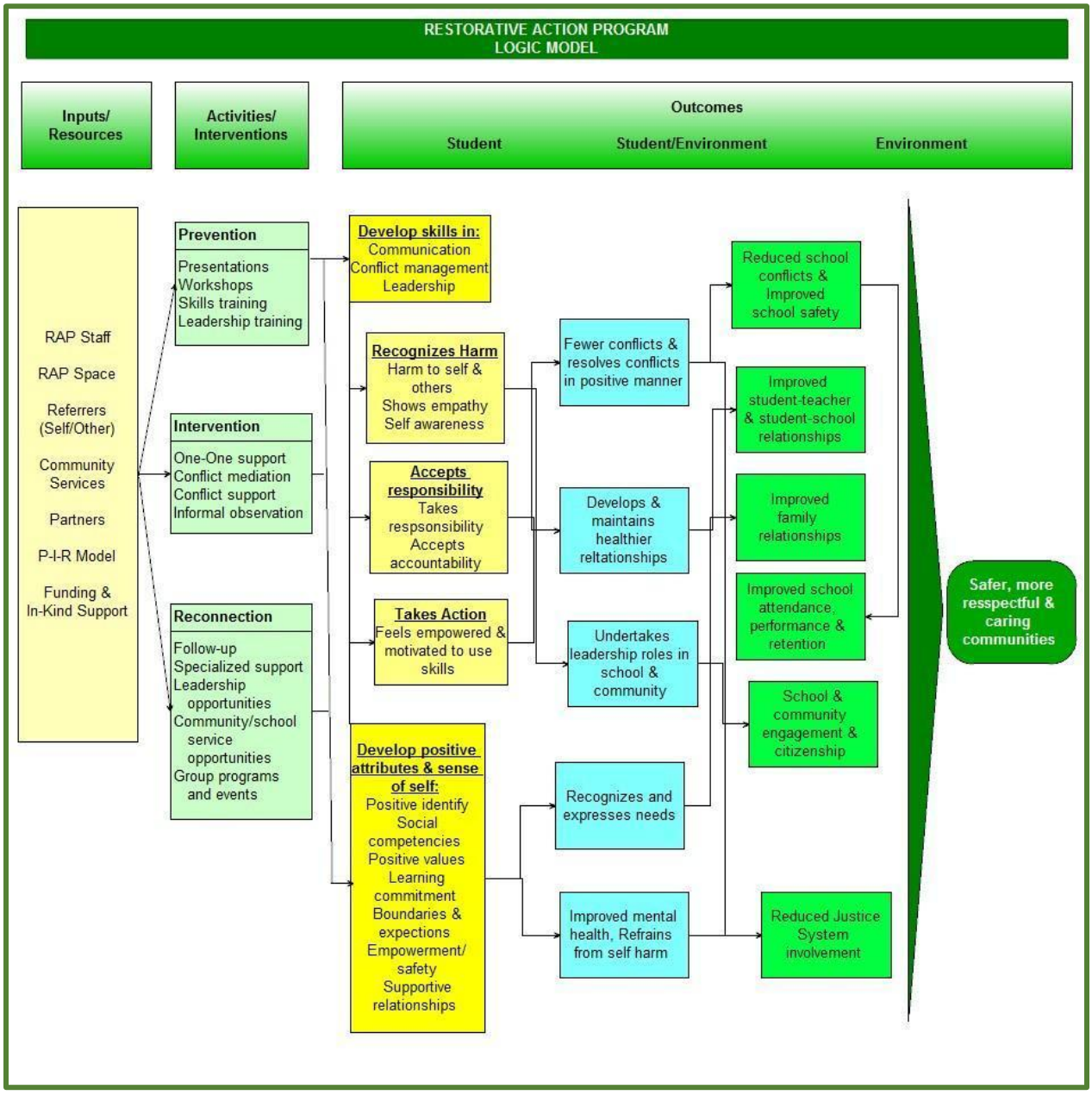


Figure 8: RAP Logic Model