

Development of a Program Monitoring System for the Restorative Action Program

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Executive Summary

To support the continued development and evaluation of the Restorative Action Program (RAP), an enhanced program monitoring system was developing in order to collect detailed and accurate information about how the program is being delivered.

The **main advantages** of developing a comprehensive program monitoring system:

- Provides detailed and up-to-date information on what program services are being delivered, to whom, and in what way at each school for use by RAP workers
- Allows for the consolidation of this information across schools to facilitate program planning and to share with stakeholders
- Generates important contextual data for the planning of future program evaluation projects and creating baseline data for comparison and analysis

Key features of the newly-designed system:

- Developed in collaboration with both RAP workers and RAP program administrators and tested extensively (including a full-year pilot) to maximize the usability of the system as well as the relevance of the data collected by it.
- Also developed in consultation with school divisions to ensure protection of student privacy during data collection and analysis
- Connects multiple levels of data in a relational database (i.e., individual users as well as individual services) to capture greater program complexity without sacrificing accuracy
- Customized data entry and data reporting tools as well as comprehensive glossary of key program concepts to help standardize reporting

Key limitations of the newly-designed system:

- Each database is standalone; it is not possible to track specific students longitudinally or across schools and the databases/reports must be aggregated manually to look at the combined data across schools and years. As the program grows this will become unsustainable and a more sustainable model should be implemented within five years.
- Some complex aspects of the program (e.g., involvement of multiple collaborators, conflict types) cannot be summarized in simple auto-generated reports
- Quality of the data reported is dependent on the quality of the data entered; training is required in how to use the system as well as refreshers to ensure consistent standards

NOTE: The primary purpose of the pilot was to identify and address shortcomings in the initial system design. As a result, the data quality is assumed to be below average with some inconsistencies in how the information was collected and reported. All findings reported here should be interpreted in that light. Nonetheless, much of the information collected was consistent with expectations based on discussions with RAP workers as well as earlier program monitoring data and some relatively reliable results can be reported.

Who is using RAP?

- The RAP program reached at least 17% of all students in the seven schools where the program operates, and over half of these students were first-time users
- RAP's user base is relatively diverse. Over half of RAP users were Grade 9 and 10 students (63%), and a slight majority were female (55%)
- Student demographic data will have more utility when compared across multiple years or contextualized with school data to assess how representative the RAP user population is of the school population

What services are they using?

- Almost 90% of the students in the program received some form of one-on-one support, while a third were also involved in conflict mediations
- Most students were low intensity users, receiving only one or two sessions. A very small number were high intensity users, returning multiple times for repeat sessions, either for recurring or multiple issues

What issues are RAP workers addressing?

- Most of the conflicts addressed were between peers, especially in conflict mediations
- The most common type of conflict was day-to-day interpersonal conflicts, followed by bullying and physical violence.
- The most common bullying tactics encountered were verbal (e.g., teasing, gossip, threats) and cyber (internet and social media-based)

What outcomes are RAP workers targeting?

- There were five major skills sets that RAP workers targeted for the students' asset development—communication, handling conflict, making health personal choices, having healthy relationships, and promoting a positive school environment
- RAP workers also targeted a number of leadership traits—sense of belonging, empathy, empowerment, engagement, respect for others, responsibility, self-awareness, self-esteem, sense of safety, and sense of trust

How are RAP's program partners getting involved?

- Over 90% of RAP's one-on-one and mediation services resulted from referrals from program partners, especially from administration and from students themselves
- Teachers, school administrators, and student services were also frequent collaborators with RAP workers during and after sessions with students
- Teachers in particular were important partners in initiating and collaborating on large- and small-group activities

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Introduction

In 2011, an evaluability assessment was conducted on the Restorative Action Program (RAP) in order to identify its readiness for evaluation and strategic directions forward (Camman & Wormith, 2011). A key finding was the need to enhance the amount of clearly-defined and standardized program-level data available. These data are essential for both reporting accurately on program activities and for identifying evaluation targets and areas of need.

A preliminary program monitoring system had been implemented since 2010. This system provided some information on program activities and client characteristics which was used to illustrate the program's operations for RAP staff and other stakeholders. However, there were some concerns about the accuracy and comprehensiveness of this system and potential areas for improvement were noted during the evaluability assessment.

Project Goals:

- 1) Identify the strengths and limitations of the current program-monitoring system and prioritize the program-monitoring needs of frontline staff and program administrators.** A series of interviews and group discussions were carried out with the RAP staff to assess the existing program monitoring situation. The key findings of these interviews have been summarized in this report.
- 2) Develop and pilot a set of program-monitoring tools to meet these needs.** A series of paper-based and computer-based tools were developed in order to capture a comprehensive array of information about the day-to-day operation of the program in the schools. Specifically, four data collection forms and one digital database application were created along with supporting instructional material.
- 3) Summarize and report the pilot data and recommendations based on the development process.** A full year's worth of program data were collected during the pilot process. These results and the recommendations which stemmed from the process have been summarized in this report.

Key Deliverables:

- 1) Program monitoring system**, consisting of a series of hard-copy and digital tools for collecting, storing, and summarizing the collected data
- 2) Set of standardized definitions** of key program concepts around which the tools were developed
- 3) Final report** outlining how the system was developed, its features and limitations, a summary of the process and the data that were collected, and strategic recommendations for the next evaluation phase

RAP Program Monitoring System Overview

RAP is a complex, multifaceted program. It offers a range of services which are delivered in a flexible way across many unique school and student scenarios, and it is a continually evolving and changing program as well. Therefore, the challenge for a program monitoring system is to capture as much of this complexity as possible without encroaching on the RAP worker's ability to meet their other priorities, including delivering their services to students.

The purpose of the present data collection system is to collect and communicate fundamental descriptive data about the regular program activities occurring at each school. Some of this data will be immediately available to the RAP workers and RAP administrators to give insight into the program's current operation (e.g., how many students have accessed the program in the current school year). Other data will require more in-depth analysis at a later point and will become more meaningful as the baseline is built (e.g., what is the overall trend in the number of students accessing the program and how has this changed over the course of the program?).

There are some limitations to the current system, including an inability to track students longitudinally or across schools, and a lack of a centralized database which would allow for more sophisticated data collection and on-the-spot reporting. As the database presently stands, certain information cannot be accessed and analyses made without transferring the data manually into a different program to be consolidated, which is relatively time-consuming and unwieldy and will only be sustainable over the short-term.

However, while more sophisticated systems are possible (and may be desirable options in the future), the cost of developing a database of that scale was beyond the scope of the present project and RAP's present data collection needs. The intent of this project was to create a practical data collection tool which would provide accurate and useful information to the program staff and to generate baseline data which can be used to further develop and evaluate the program. The present system will provide the blueprint for future systems as well as provide some of the data necessary to support funding requests.

The current system is not the final iteration of the RAP program monitoring system, and like the program itself will continue to evolve and develop. The major advantages of the present system over the previous version are the enhanced detail and accuracy of the information being collected, based on key program indicators which were identified through extensive discussion with the RAP frontline staff and program administrators.

Part of the complexity of collecting program data on RAP is the need to monitor multiple levels of the program at once and relate these levels together. Four major data collection categories were identified:

1) Student-level data – This information provides insight into who is using the program and in what ways, especially when combined with the service-level data. Basic demographic information is collected from each student the first time they access the service. The database is also designed to keep track of what one-on-one sessions and conflict mediations the student takes part in.

For the RAP worker using the database directly, this means being able to see quickly what kind of services the student has used in current school year. Once the data has been aggregated and de-identified, this also means that overall patterns in how students use RAP can also be examined (e.g., what is the balance of low-intensity to high-intensity users?) and compared over time.

2) Service-level data – There are also three kinds of service-level data that are being collected: One-on-one sessions, conflict mediations, and other activities. The bulk of the program monitoring system is focused on collecting information on how these services are requested, what issues and potential solutions they address, and what school and community partners are involved in them. RAP workers collect detailed information on all of the regular services they offer in order to provide a clear picture of the day-to-day functioning of the program.

a) One-on-one Services – This is the most common service provided by RAP workers, consisting of primarily drop-in sessions with individual students to discuss a wide range of concerns, from personal problems like loneliness and low self-esteem to fights with friends to bullying to substance abuse, and more. Each session can lead to more follow-up sessions, conflict mediation sessions, and referrals to other services, depending on the student's needs.

b) Conflict Mediation – The next most common type of service, mediations involve multiple participants (including occasionally teachers and parents as well as students) to address specific conflicts and reach a resolution. All RAP workers are trained in conflict mediation techniques through Saskatoon Mediation Services.

c) Large- and Small-Group Activities – These include a diverse array of activities, including one-time or annual special events (e.g., Leadership Day), weekly small group meetings (e.g., Girls Group), and classroom presentations and workshops. The presentations and workshops are the most common activities that are offered at every school, and cover topics such as introducing the RAP program, conflict management and resolution skills, adolescent brain development, and anti-bullying.

The diagram on the next page gives summarizes how the program monitoring system operates and what information it was designed to collect.

DIAGRAM: RAP PROGRAM MONITORING SYSTEM

1) COLLECT DATA USING HARD-COPY PAPER FORMS	<ul style="list-style-type: none"> • Intake form for basic student data • One-on-One and Mediation form for each service • Activity form for small and large-group programming
2) ENTER INTO COMPUTER DATABASE	<ul style="list-style-type: none"> • Customized digital forms for easy data entry • Navigation controls to create and modify records • Automated reports for up-to-date data summaries
3) EXPORT AND BACK-UP DATABASE	<ul style="list-style-type: none"> • Stored data can quickly be exported into Excel files for in-depth analysis and long-term storage (with private data removed) • Also serves as back-up system in case of technical glitches

DATA COLLECTION CATEGORIES

1) Student-Level	2a) Service-Level: One-on-One Support
<ul style="list-style-type: none"> • Basic demographic information (e.g., gender and grade) • Use of other support services external to the school system (e.g., addictions services, family services) • Overall pattern of service access (e.g., number of one-on-one sessions, mediations) 	<ul style="list-style-type: none"> • Who referred the student for a session • Who the conflict was with and what it was about • Any positive assets the RAP worker tried to build • Any partners the RAP worker collaborated with or made a referral to afterward • Session outcomes (e.g., resolution, referral to mediation)
	2b) Service-Level: Conflict Mediation
	<ul style="list-style-type: none"> • Same information as the one-on-one sessions above • Number of individual sessions in the mediation process • Each participating student's progress through the mediation stages (i.e., preconference, agreement, and follow-through)
	2c) Service-Level: Large and Small-Group Activities
	<ul style="list-style-type: none"> • Type of activity/event (and topic/subject matter if applicable) • Audience profile (e.g., students, teachers, and parents; grade and gender composition) and estimated/exact number of overall participants • Purpose of the activity/event (including assets targeted, if applicable) • Any partners who assisted in initiating or delivering the activity

Addressing Privacy Concerns

One of the main issues discussed during the development of this program monitoring system was the need to protect student privacy above all. A number of steps were taken to ensure that this system would be consistent with the existing privacy standards in the Saskatoon Public School Division and Greater Saskatoon Catholic School Division. These precautions were discussed with representatives of RAP as well as each school administration division.

1) Minimal identifying information was collected. The primary purpose of a program monitoring system is to collect information on the program, not on students. Therefore very little identifying information is relevant or necessary. While the hard-copy forms contained space for the RAP workers to keep track of case notes in order to make the forms more useful for them, this information was never entered into the database for analysis nor were any completed forms ever returned to the evaluation team.

One exception was the need to collect student names for the exclusive purpose of allowing the RAP workers to keep their notes organized and navigate the database and update and correct information as needed. This would not have been possible without being able to look students up by name. However, this information was deleted and made unrecoverable from the database before being submitted to any external group.

2) Student information was separated from other potentially sensitive information. At the request of the school divisions, the hard-copy form used to collect the student's intake information was separated from the form used to collect information specific to their one-on-one support or mediation sessions. This minimized the amount of personal information collected on any one form.

3) Information was stored securely and in accordance with existing record retention protocols. Both the hard-copy forms and the database were stored in the RAP workers' on-site offices. The hard-copy forms were stored in secure file cabinets and are to be handled and destroyed in accordance with each school division's record retention and disposal guidelines. The digital databases were placed on each RAP worker's password-protected computer, hosted by the school's own server. The databases were further password-protected with a password unique to each RAP worker. Any technical support needed was provided over the phone and using dummy versions of the database with no student data made accessible to the evaluators.

Protecting student privacy will continue to be of the utmost importance as part of the program monitoring process and every effort will be made to ensure that this system conforms to the standards set forth by the school divisions.

Summary of Pilot Data 2012-13

As an example of the type of feedback available from the new program monitoring system, the following is a summary of the results of this year's pilot data collection process.

Please note: The pilot was a learning process geared toward identifying what worked and what needed changing with the system. Therefore, there was fluctuation throughout the process in the design of the tools, the definitions being developed, and instructions on how to collect the information. In some cases, data may be incomplete or there may be variation in how the tools were initially implemented by each worker. **These data are being presented for illustrative purposes and should be interpreted with care.**

For this reason and for privacy reasons, **results are not identified by specific RAP workers or by school**, though some differences have been noted. All interpretations offered are preliminary and require additional data for confirmation. In the future, more detailed and complex analyses will also be possible, when a larger and more reliable dataset has been established.

For copies of the data collection forms used in the pilot, see Appendix E.

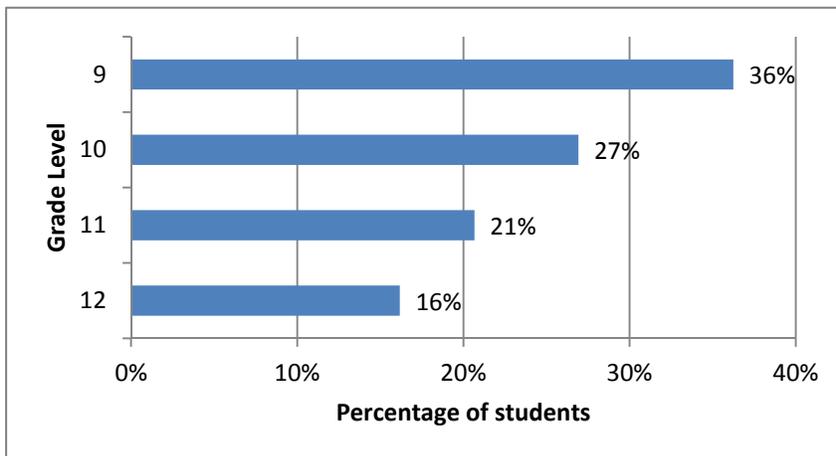
For the standardized definitions of each term and key program concept, see Appendix F.

Who Is Using RAP?

A total of 850 individual students in accessed the program across 7 schools. This is approximately 17% of all the students who were enrolled in these schools in 2012-13, based on estimates reported by the RAP workers. Overall, the student user base was fairly diverse, with some notable trends:

- Just over half of the students (55%) were female, while 44% were male (a very small percentage, 0.2%, were not classified as either)
- Younger students were the most common program users (63% in Grades 9 and 10), but older students were still well represented (see Figure 1 for the distribution of users by grade).
- A small number of users (6%) were in non-mainstream classes (e.g., Bridges)
- Approximately 7% of users were New Canadians (i.e., lived in Canada for four years or less) and almost a third, 30% were Aboriginal (i.e., First Nations, Métis, or Inuit)

Figure 1. Students by grade level.



These data apply only to students who received services from RAP workers, not the overall school population. Comparisons of that nature would require comparable school-level data, and in the absence of such, it is not advisable to draw strong conclusions about how representative RAP program users are of their school populations. However, documenting program data now will make those comparisons possible in the future if warranted and school-level data are available.

The advantage of collecting student demographic data is to identify trends and changes by cohort at the program level which can aid in long-term program planning. It will also allow the RAP workers to have a more complete picture of the student population they are servicing at their school, which may inform how they structure and deliver their services to ensure that students' needs are being met.

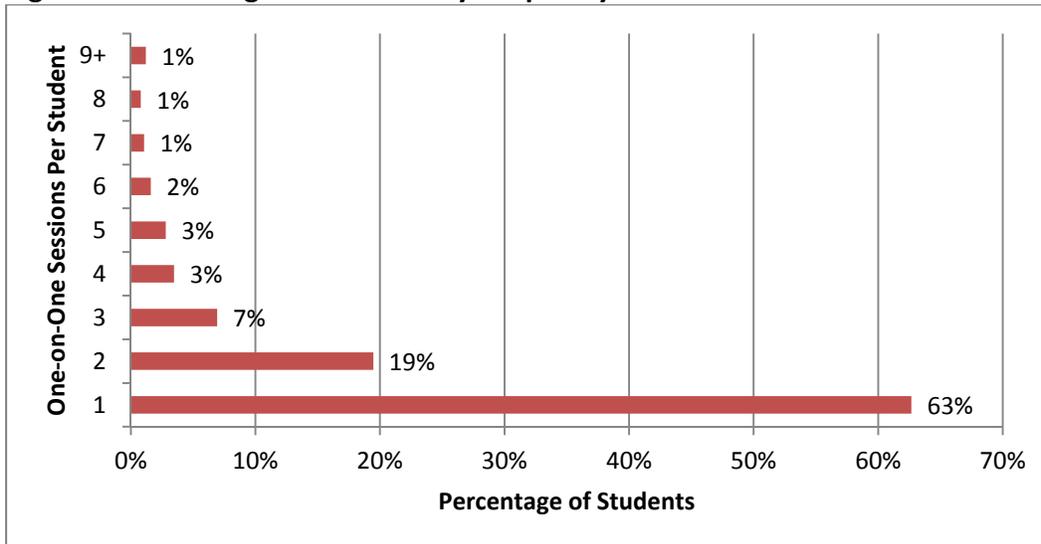
What Services Are They Using?

1) One-on-One Support

Most of the students involved in the program (88% or 750 of the total users) received some kind of one-on-one support or intervention from a RAP worker.

- The majority of these students (63%) had a **single session**. Very few students had more than 8 sessions each (see Figure 2), up to a maximum of 15
- Most of these students (93%) were accessing the program **for the first time**

Figure 2. Percentage of students by frequency of one-on-one sessions.



Note. Percentages based on students for whom at least one one-on-one session was reported (N=750).

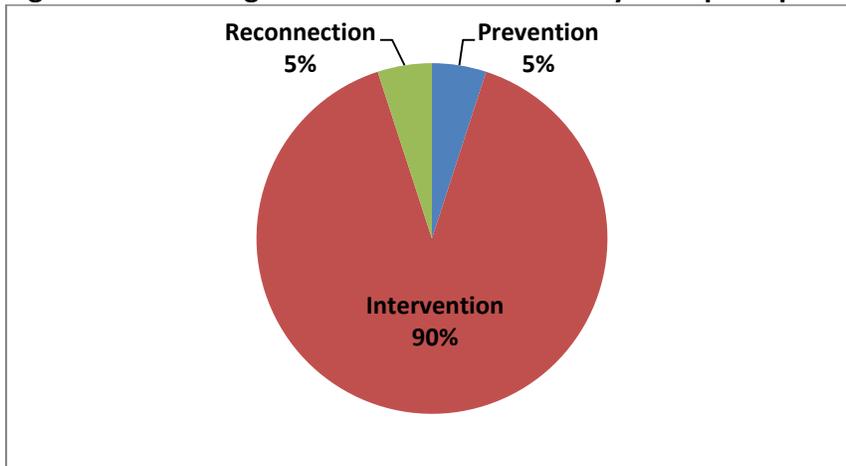
RAP workers delivered 1407 total one-on-one sessions

- Over half of the sessions (54%) ended in a **resolution** of the issue and slightly less than a fifth (17%) resulted in a **mediation being planned**¹
- Most of these sessions (90%) were **interventions**, defined as the RAP worker addressing a specific issue or incident that had arisen
- A small proportion of these sessions (5%) were **prevention**-focused (i.e., addressing potential issues before they occurred, though warning signs may have been present)
- A similar small proportion (5%) were **reconnection**-focused – (i.e., supporting students after an incident occurred and has been addressed, such as a student returning to school after a suspension)

¹ This may be an underestimate—at least one RAP worker reported occasionally forgetting to indicate that a conflict was resolved. As well, some issues persisted over multiple sessions but were eventually resolved. The next iteration of the database will track one-on-one support by both specific case and overall number of sessions.

This pattern is consistent with reports by RAP workers that most prevention is done through classroom presentations, group programming, and school events, and that reconnection, while important, is only necessary for a small number of students, meaning that most of the students' needs in relation to one-on-one support and mediations are intervention-oriented.

Figure 3. Percentage of one-on-one sessions by P-I-R principle.



Brief related contacts are defined as *any contact the RAP worker has with the student which involves checking in on or following up with the student on their status after a session*. This might include running into the student in the hallway and asking how they are doing, or having the student drop by with an update on how something turned out.

One assumption is that more complicated, difficult, or serious issues will usually involve more follow-up contacts than issues that were fairly straightforward and resolved during the session itself. These contacts also constitute an important use of the RAP worker's time. While it is difficult to measure the exact amount of time and energy a RAP worker spends on each case, the number of brief related contacts may be a proxy measure of case complexity.

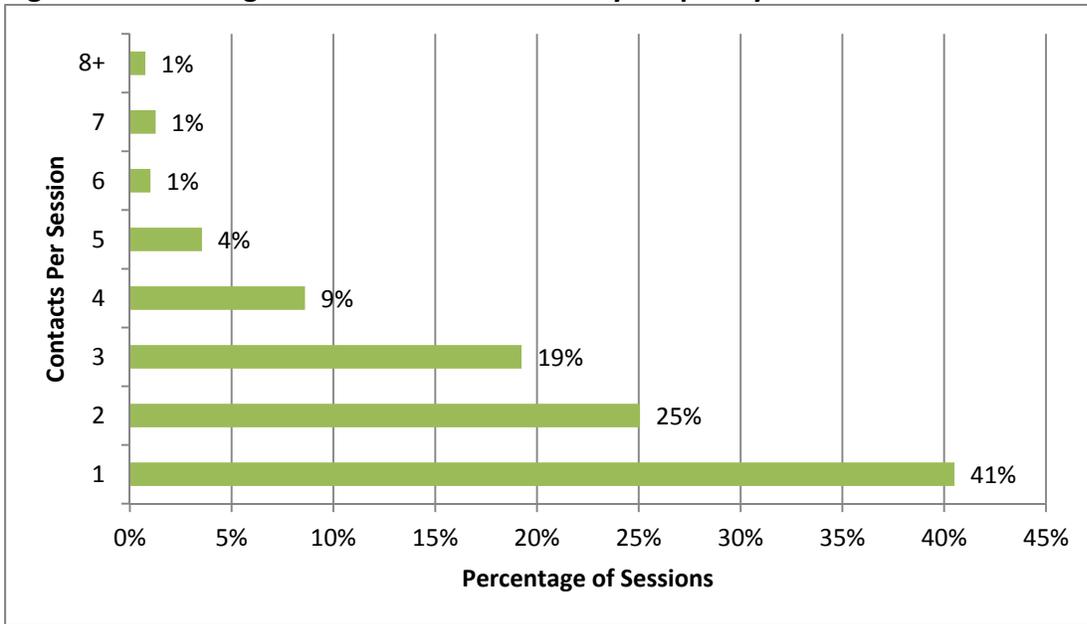
A total of 884 brief related contacts were reported, and one third of all one-on-one sessions (28% or 395 of all one-on-one sessions) had at least one brief related contact associated with it.²

- For sessions where contacts were reported, over a third (40%) involved only one contact. Few sessions entailed and the maximum number of contacts recorded for any given session was 14 (see Figure 4)

² One RAP worker encountered technical difficulties where their copy of the database would not save brief related contact records, resulting in a loss of data. Steps have been taken to address this technical flaw in the next iteration of the database system. The definition of and method for recording a brief related contact was also not standardized until part-way through the pilot process, resulting in a wide discrepancy between RAP workers in how these data were reported. These numbers should be considered rough estimates only.

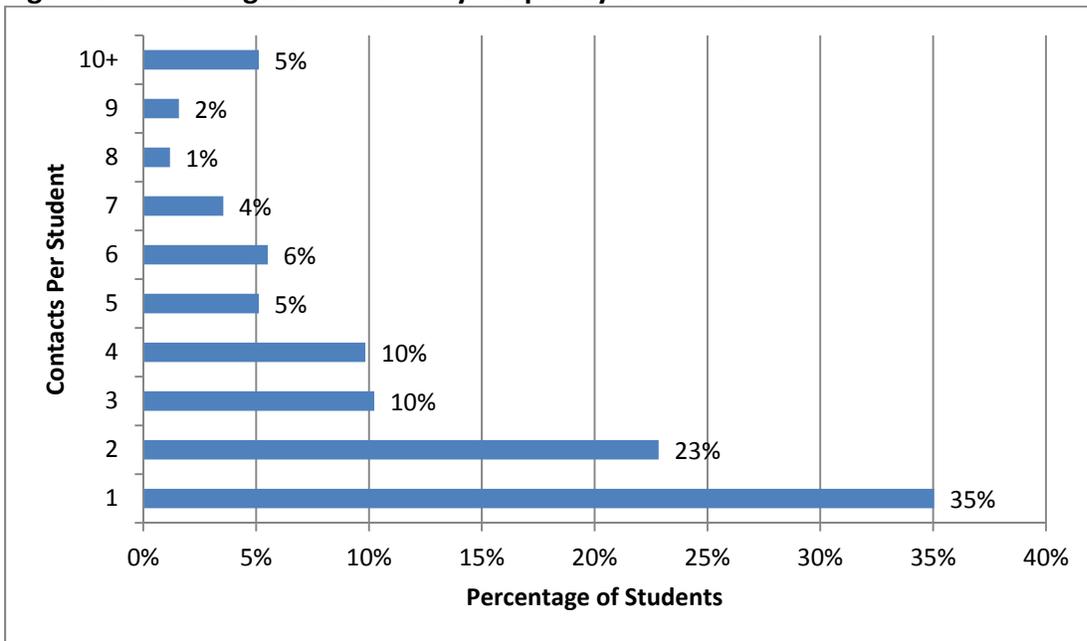
- Similarly, for the 254 students for whom contacts were reported for their one-on-one sessions, the majority (78%) had four or fewer contacts (see Figure 5), with the maximum number of contacts for a single student at 37

Figure 4. Percentage of one-on-one sessions by frequency of brief related contacts.



Note. Percentages based only on sessions where any contacts were reported (N=395).

Figure 5. Percentage of students by frequency of brief related contacts.



Note. Percentages based only on students for whom any contacts were reported (N=254).

That finding that the majority of one-on-one sessions/students either did not have related contacts or only had one or two may indicate that most issues presented to the RAP

workers are relatively straightforward to resolve, with a small number that are highly complex and require more follow-up. However, given the variation in how these data were recorded during the pilot process, strong conclusions should not be drawn at this time.

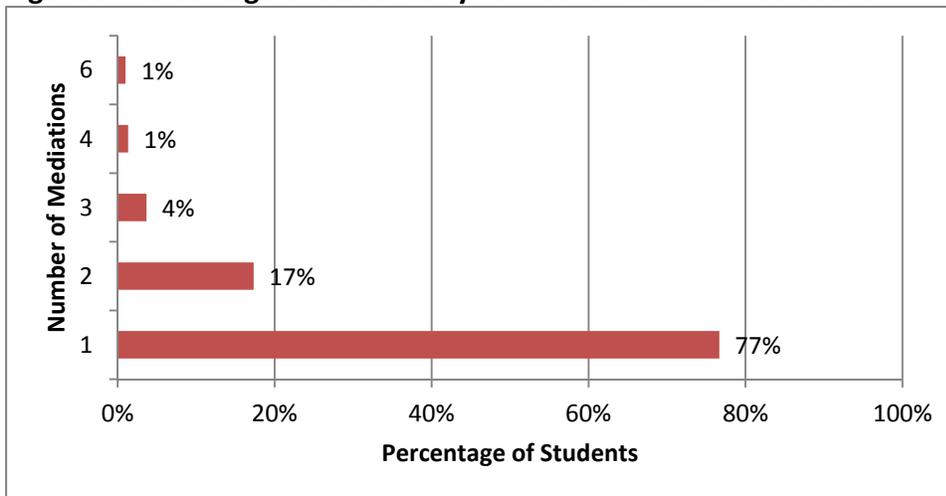
Following discussion with the RAP workers, the decision was made to refine the definition of a "brief related contact" to "follow-up contacts", which will include all follow-up contacts and sessions related to a single case or issue as the delineation based on the length of the contact (i.e., brief or sustained) was often not clear in practice. These contacts will also be associated with an overall case or issue that the RAP worker is supporting the student in resolving as opposed to individual sessions which may all relate to the same on-going issue.

2) Conflict Mediation

Conflict mediation were the second most common service provided, with over a third of RAP-involved students (300 in total, or 35% of all RAP users) taking part in at least one mediation

- The majority of these students (77%) participated in a single mediation. Very few participated in more than three mediations, up to a maximum of six (see Figure 6)

Figure 6. Percentage of students by number of conflict mediations.



Note. Percentages based only on students for whom any mediations were reported (N=300).

In total, RAP workers conducted 184 conflict mediations.

- The number of people participating in these sessions ranged from two to six, but the majority (79%) involved **two participants** (see Figure 7)
- Unlike one-on-one services, some mediations involved **more than just student participants**—parents, teachers, and school administrators also took part in some mediations, although exact data on these participants were not collected. Future versions of the database will capture this information in more detail.
- Each conflict mediation took place over one to 3 individual sessions, with the majority (63%) taking one session to complete (see Figure 8)

Figure 7. Percentage of mediations by number of participants.

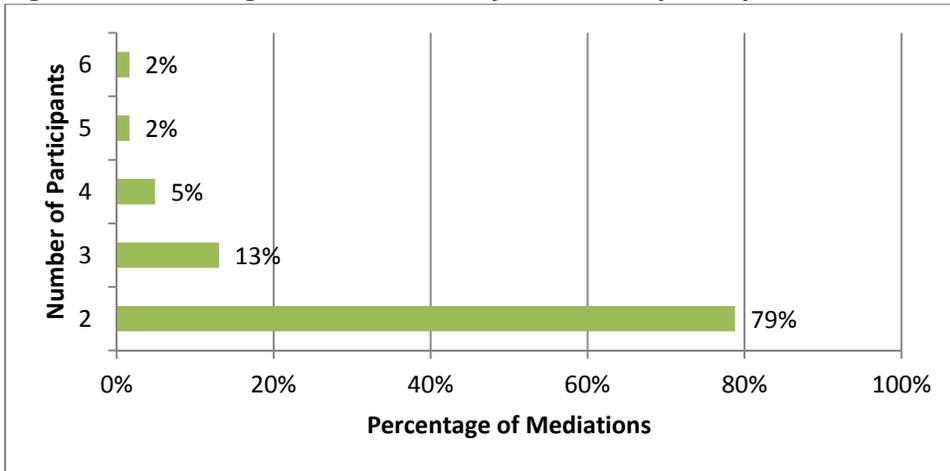
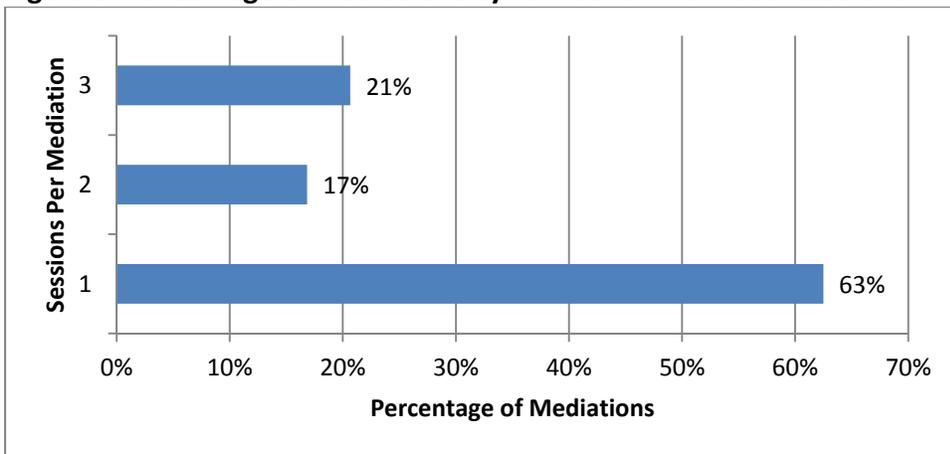


Figure 8. Percentage of mediations by number of individual sessions.



In fact, it is challenging to identify any one reason why some mediations take more sessions than others to complete, because these data may also reflect differences in how RAP workers structure their mediations. For example, some RAP workers reported primarily 3-session mediations while others reported mostly single session mediations. This may be because some RAP workers are encountering more complex scenarios, have briefer but more sessions, incorporate more steps or stages, or do more individual rather than group follow-up meetings, which are recorded differently. Only direct discussion with the RAP workers can explain these differences.

This kind of result underscores the importance of collecting standardized program data at each school and looking at differences between schools. Identifying and discussing discrepancies will allow informed decision-making with regard to whether a change in program delivery is needed. **Not all discrepancies will require program change.** Some may reflect legitimate differences in the needs of the student population from school to school, or acceptable variation in how each RAP worker approaches their tasks. But only by systemically collecting and comparing program data will allow for an informed decision-making process.

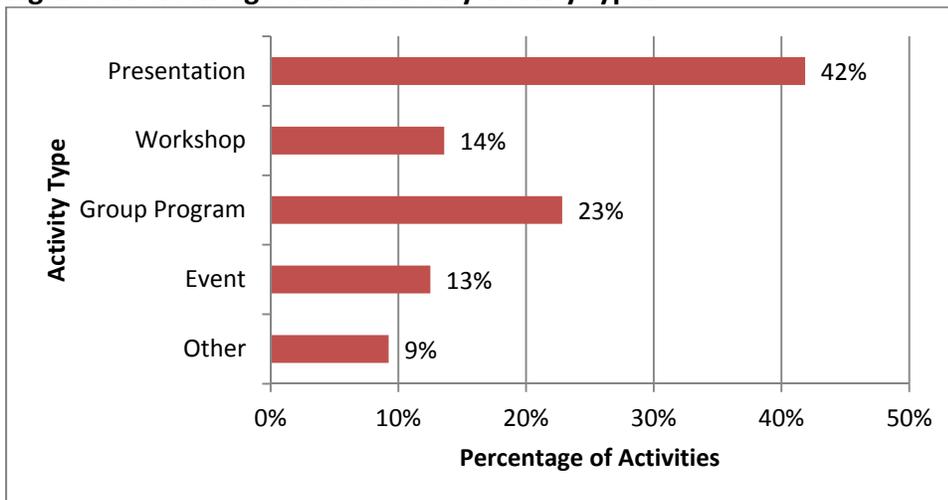
3) Large- and Small-Group Activities

RAP workers are involved in a wide range of additional group activities, from classroom presentations to weekly programming with small groups to larger one-time events, like special event days and field trips. The complexity and variation of these activities made it more challenging to keep detailed information, include exact attendance.

However, in 2012-13, a total of 184 activities were reported.

- The majority of these activities (56%) were **presentations and workshops** on topics including conflict resolution, cyber safety, and bullying prevention (see Figure 9)³
- It is notable that **most of the small group programming/large events occurred at only two schools**; this is consistent the RAP workers' report that their ability to offer this type of programming depends on the opportunities available and their own resources

Figure 9. Percentage of activities by activity type.



Participation rates varied considerably.

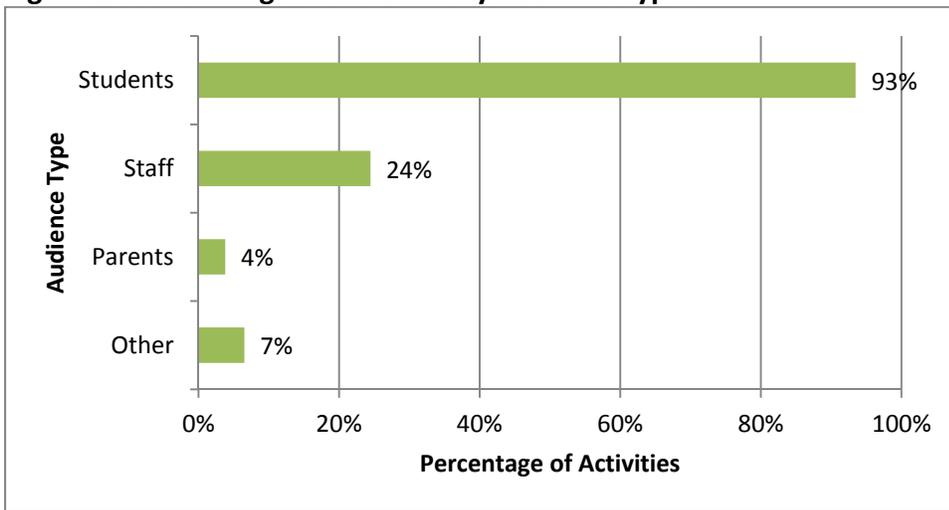
- **For events**, participation levels ranged from **5 to 1000**, with a midpoint of 34. Smaller numbers tended to reflect either planning meetings that were related to larger events or large events in which the RAP involvement was minimal (e.g., the University of Saskatchewan pow-wow).
- **For small group programming**, participation levels ranged from **3 to 30**, with a midpoint of 8.
- **For workshops**, participation levels ranged from **4 to 60**, with a midpoint of 19.
- **For presentations**, participation levels range from **8 to 120**, with a midpoint of 26. Some of the larger presentations were made to multiple classes at a time, such as all in-coming Grade 9 classes.

³ Although reported separately, these two activity types are closely related in content and mode of delivery (i.e., usually in classrooms). The primary difference is the level of interactivity.

In terms of the activity participants:

- **The primary audience was students**, who were involved in 93% of the activities (see Figure 10). School staff were also an important audience, with some activities directed at them alone (e.g., conflict management training)
- The majority of the activities (83%) had a **"mixed" gender audience**, although a substantial minority (16%) were directly at female audiences only (see Figure 11)
- For the activities in which students were involved, the **grade distribution was fairly even**, although a relatively smaller number of activities included Grade 10 students, for unknown reasons (see Figure 12)

Figure 10. Percentage of activities by audience type.



Note. Percentages do not total to 100% because some activities involved multiple audience types.

Figure 11. Percentage of activities by audience gender.

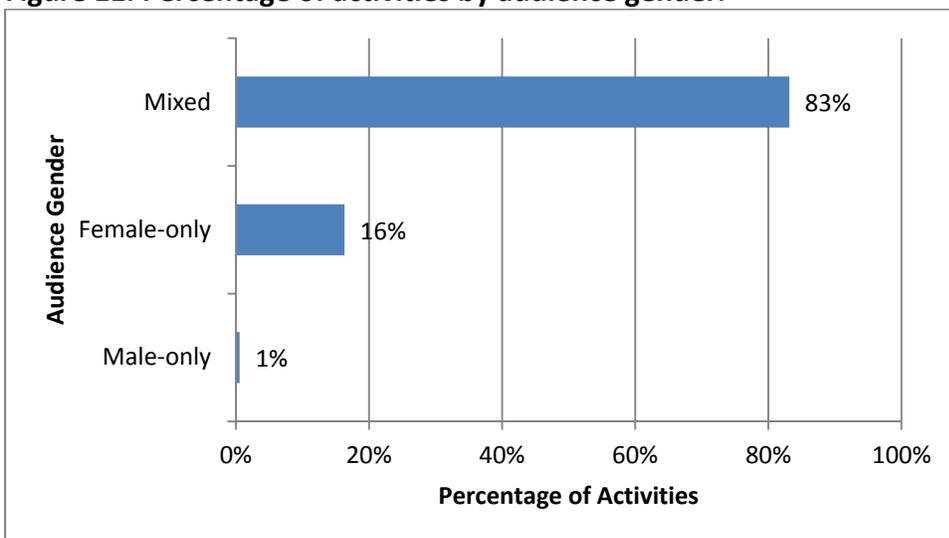
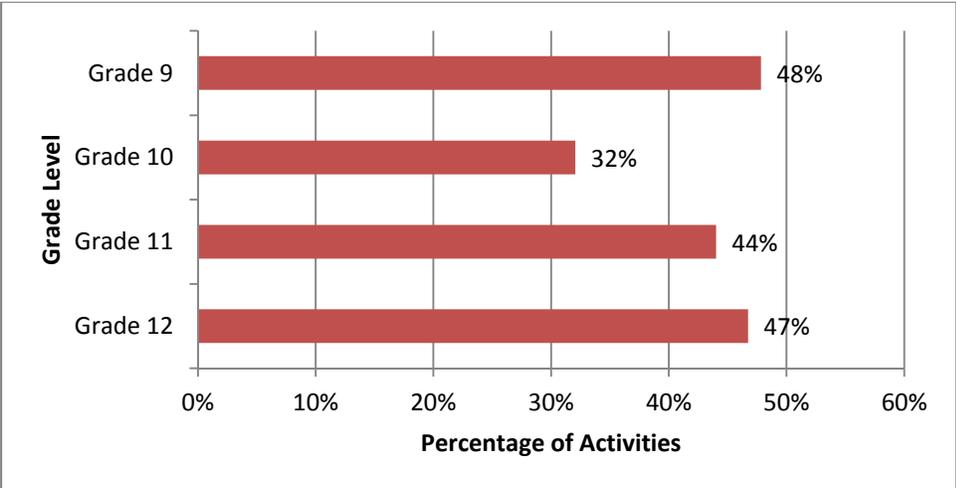


Figure 12. Percentage of activities by student grade level.



Note. Percentages based only on activities for which students were part of the audience. Percentages do not total to 100% because some activities involved students from multiple grade levels.

When interpreting the above results, note that **the exact breakdown of students involved in any activity cannot be stated** because this level of detailed data was not available. Therefore, it is not possible to say how many Grade 10 students or how many female students participated in any given activity. As well, the same students may have participated in multiple activities. Therefore, the majority of results reported here reflect the breakdown by **activities delivered**, not by students involved.

What Issues Are RAP Workers Addressing?

Students go to RAP workers to address a **wide range of conflicts and problems**, including fights with friends, internal emotional conflicts, troubles in class, bullying, physical violence, substance abuse, and more.

To better understand how frequently different kinds of conflict come up, RAP workers were asked to identify *who* students tend to be in conflict with as well as *what* these conflicts tend to be about. This resulted in a list of **ten major conflict partners and thirteen types of conflict** (see Tables 1 and 2).

RAP workers were also given an "other" category for instances where the major categories did not apply. A further five conflict types were identified by looking at trends in the "Other" responses, although none of these were reported in any great proportion. This suggests that the existing categories adequately reflect the main sources of conflict that RAP workers help students address.

Table 1. Typical conflict partners identified by RAP workers.

Conflict Partner	
Administrator	Principals, vice and assistant principals, or any other members of school administration
Dating Partner	Person with whom the student is engaged in a romantic and/or sexual relationship
Environment (Community, School or Justice)	Conflicts not involving specific others but generally impacting the school or community environment or contravening the criminal code
Family	Family members of any generation, immediate or extended, including biological, adoptive, step, and foster family members
Peer	Other non-related student or other young person at any school
School Staff	Any non-teacher, non-administrator school staff person, including support staff, SROs, and student services
Self	Students are experiencing conflict with themselves or personal conflicts which do not involve anyone else directly
Teacher	Any teaching or in-class staff, including resource teachers and educational assistants

Table 2. Typical types of conflict identified by RAP workers.

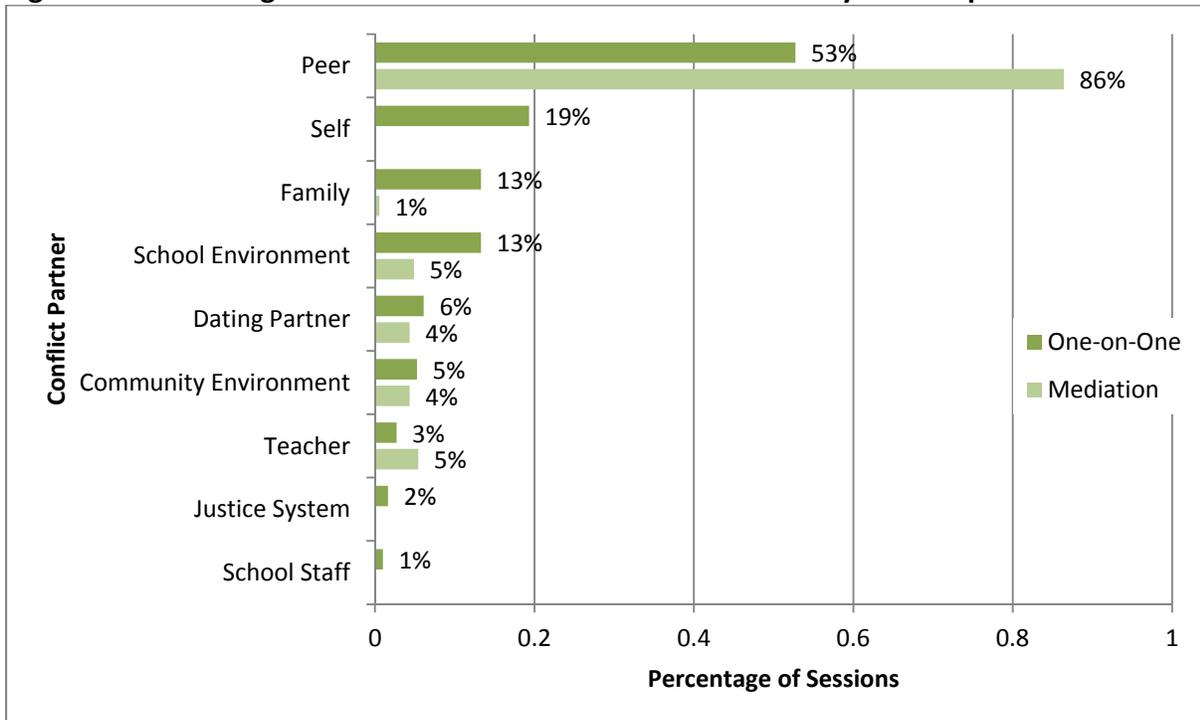
Conflict Type	
Abuse/Neglect	Physical, sexual, emotional, verbal harm, or failure to provide care from person in position of power (e.g., teacher, family member, dating partner)
Basic Needs	Lack of access to fulfillment of basic physical necessities (i.e., adequate or consistent food, shelter, clothing)
Bullying	Pattern of behaviour intended to exclude, humiliate, shame, intimidate, or produce fear/unhappiness. Includes cyber (internet/social media-based), physical (physical contact), relational (scapegoating, mobbing, ostracism), and verbal tactics (gossiping, teasing, insults, threats).
Discrimination	Harassing, hostile, or discriminatory behaviour targeting actual or perceived social identity/ group status (homophobia, racism, and sexism)
Emotional Needs	Personal emotional struggles (e.g., loneliness, jealousy) which are not clinical mental health issues
General interpersonal	General conflicts which do not fit specific pattern of behaviour or area of particular (e.g., friends fighting over a personal possession)
Harassment	Repetitive unwanted/intrusive behaviours (physical, verbal, or sexual) which are not part of bullying or discrimination pattern
Physical Violence	Physically violent contact (not a part of bullying or harassment pattern)
Self-care Issues	Lack of personal hygiene or healthy lifestyle practice (not including substance abuse, suicidality, or self harm)
Substance Abuse	Harmful or inappropriate use of controlled substance (e.g., illegal or prescription drugs, alcohol, smoking); may involve addiction
Suicidality/Self-harm	Signs of risk for suicide or engaging in actions to intentionally cause physical harm to self
Theft	Intentionally taking property without permission of owner (not part of bullying pattern)
Vandalism	Intentional damaging or defacing property (not part of bullying pattern)
Law/Justice*	Any act/conflict which entails involvement with the criminal justice system, not including theft and vandalism
School/Academic*	Difficulties or concerns with school work, wants to drop out
Work/Employment*	Difficulties or concerns with employment situation
Mental Health*	Any clinically-diagnosed mental health concern not including addiction/substance abuse or suicidality/self-harm
Medical*	Physical medical concerns (e.g., illness, injury) which are not specifically mental health-related

*Categories identified based on common "Other" responses and not part of the original data collection scheme.

1) Who is in conflict?

- The majority of the conflicts were **peer-to-peer conflicts** for both one-on-one support (3%) and mediations (86%; see Figure 13)
- Overall, there was **more diversity for the one-on-one sessions** in terms of who was involved in the conflicts, whereas mediations focused nearly entirely on peer-to-peer conflicts. One-on-one sessions also addressed a larger proportion of conflicts with the self, the family, and the school environment
- A small proportion of one-on-one sessions (12%) involved multiple conflict partners. This proportion was even smaller for mediations (6%). This is likely because conflict mediations focus on resolving a single issue, whereas a one-on-one session can cover more ground

Figure 13. Percentage of one-on-one sessions and mediations by conflict partner.



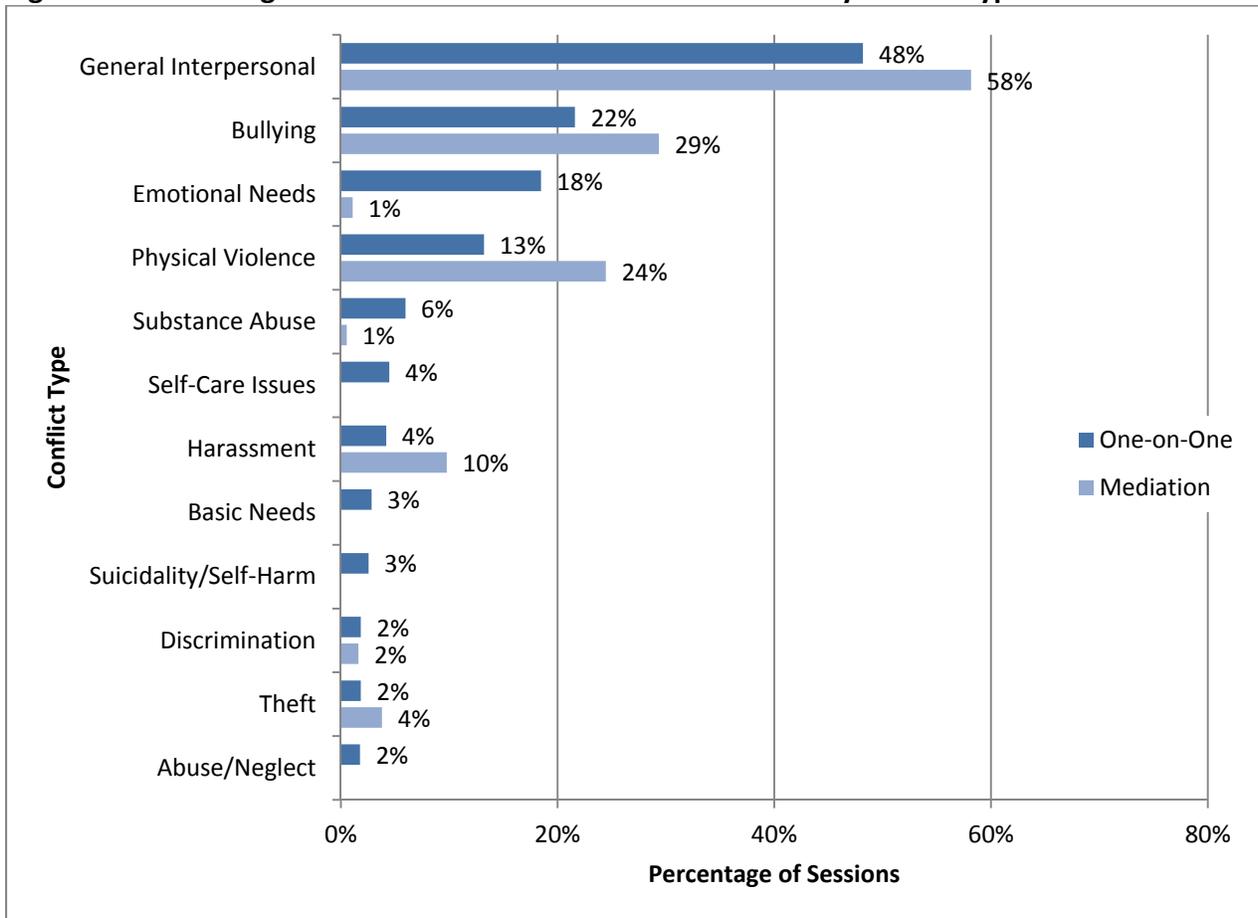
Note. The conflict partner category of "Administrator" (i.e., school principals, vice-principals) was not identified for any session. Percentages do not total to 100% because some sessions involved multiple conflict partners.

2) What are the conflicts about?

- For both one-on-one services (48%) and conflict mediations (58%), **the most common types of conflict were those of a general interpersonal nature**
- The next most common sources were bullying, personal emotional needs, and physical violence, although the distribution of these was not the same for both types of services (see Figure 14 for the top sources of conflict)
- A substantial proportion of both types of services involved multiple types of conflict being addressed (one-on-one: 26%; mediation: 28%), though rarely more than 2 or 3 at a time and with no clear trend as to which types of conflict appeared together

In general, **mediation sessions primarily addressed direct interpersonal conflicts** (e.g., bullying, physical violence, harassment), while **one-on-one sessions covered a wider array, including more individual concerns** (e.g., emotional needs, substance abuse, self-care and personal hygiene). This is consistent with the intended nature of both of these services.

Figure 14. Percentage of one-on-one sessions and mediations by conflict type.

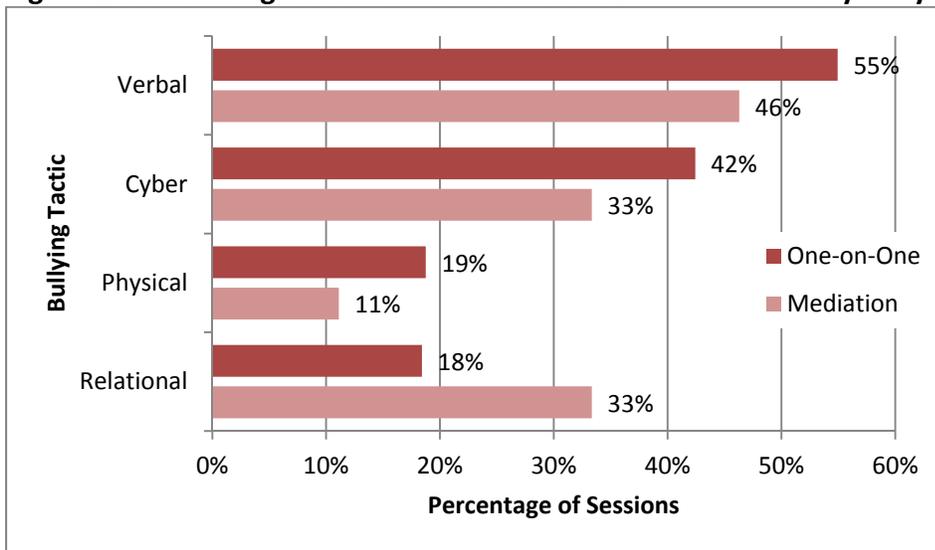


Note. Excluded categories which were applicable in less than 2.0% of either service include Vandalism, Suicidality/Self-Harm, Law/Justice, School/Academic, Mental Health, Work/Employment, Medical, and Other. "Other" conflicts included single instances of issues which did not fit in one of the specified categories, such as pregnancy, a car accident, adoption issues, and assistance with a grant application.

There were **four major bullying tactics reported** (cyber, physical, verbal, and relational).

- **Verbal bullying** (e.g., name-calling, teasing, gossip, threats, insults) **was the most common tactic** for both one-on-one (55%) and mediation (46%) sessions which dealt with any kind of bullying. Cyber-bullying (internet and social media-based) was the second most common tactic (see Figure 15)
- The **majority of sessions involved one bullying tactic each** for both one-on-one support (77%) and conflict mediations (79%)
- A **greater proportion of mediation sessions addressed relational bullying** relative to one-on-one sessions (33% versus 13.3%). The exact reason for this is to be determined.

Figure 15. Percentage of one-on-one sessions and mediations by bullying tactics.



Note. Percentages based only on sessions for which bullying was identified as a source of conflict (one-on-one: N=304; mediation: N=54). Percentages do not total to 100% because some sessions involved multiple bullying tactics.

What Outcomes Are RAP Workers Targeting?

One of the primary components of RAP's program theory of change is that conflict can be addressed and prevented by **building student's positive assets**. In order to clarify this concept and make it measurable, there was extensive discussion with the RAP workers and RAP program administrators to identify the most common types of skills and personal attributes that RAP tries to help students develop. Ultimately, **five major skill sets and ten leadership traits were identified** (see Tables 3 and 4). RAP workers were then asked to identify in their services when they were trying to address a specific asset.

It is important to note that the program monitoring system collects *process data*, or information about how the program is delivered to its users. It does not collect *outcome data*, or information on whether the change that the program is trying to bring about in its users is achieved (Rossi et al., 2004). This would require assessing students directly which is not appropriate for routine daily program monitoring. RAP workers target these outcomes, but **this is not the same as showing that these outcomes have been achieved**. However, identifying specific assets that are the most relevant to the program and tracking how often and under what circumstances RAP workers are targeting these assets will **provide contextual information available when it comes to planning an outcome evaluation**.

It should also be noted when interpreting the results reported here that concepts like "communication skills" and "self-esteem" can be difficult to measure in a standardized manner, even with definitions provided. Especially when many of the assets involved are different but still conceptually related (e.g., "respect for others" and "empathy"). As part of the pilot process, there was much discussion around the difference between peripherally touching on an asset in a session and having that asset a clear priority. Therefore, the **data collected during the pilot process may not be as closely reflective of what will be collected in future datasets as a result of these discussions**.

Table 3. Skill sets targeted by RAP workers.

Skills Sets	
Communication	Communicating effectively with others (e.g., listening, paraphrasing, expressing self clearly)
Handling Conflict	Managing or resolving conflicts (e.g., using a win-win approach, negotiating, developing effective strategies for individual conflicts)
Healthy Personal Choices	Positive decisions about health/wellbeing, (e.g., personal hygiene, self-care, resilience to peer pressure)
Healthy Relationships	Developing/maintaining healthy interpersonal relationships (e.g., boundaries, recognizing abusive behaviour)
Positive School Environment	Promoting more positive and supportive school environment for other students (e.g., cultural competence, anti-bullying skills)

Table 4. Leadership traits targeted by RAP workers.

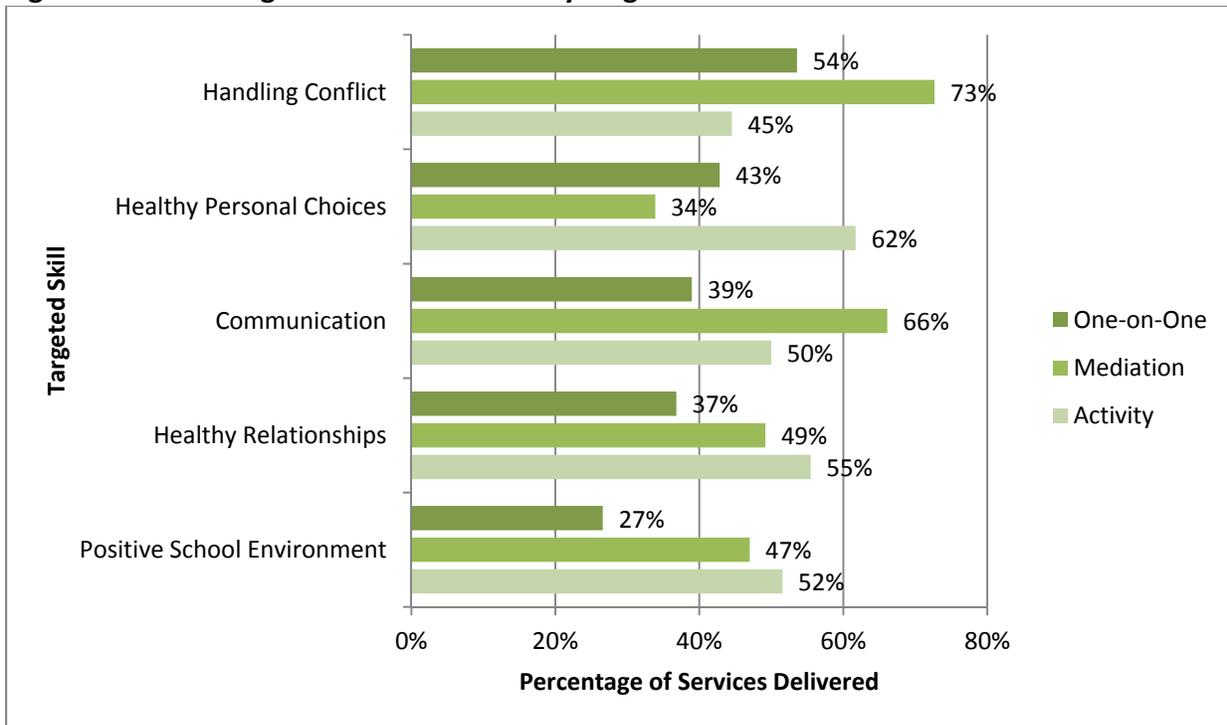
Leadership Traits	
Empowerment	Feeling capable, able to use their skills, and make decisions for themselves
Engagement	Being actively and enthusiastically involved in their environments
Respect for Others	Actively acknowledging the different needs of others and not behaving in ways that violate these needs
Responsibility	Willing to take action on behalf of themselves and others and to be accountable for the consequences of these actions
Self-Awareness	Having insight into their emotions and experiences and recognizing how these impact their behavior
Self-Esteem	Feeling generally good about themselves and having a positive self-concept
Sense of Belonging	Feeling welcomed and valued within their environments
Sense of Safety	Feeling physically, emotionally, or in any other way safe in their environments
Trust	Able to express confidence in or rely on other people
Understanding/Empathy	Able to recognize other people's needs and imagine different experiences from their own

1) Skill Sets

Specific skills sets were targeted in the majority of one-on-one sessions (93%) conflict mediations (99%), and activities (70%)

- There was a **high proportion of each skill set being targeted in every service type**, with some exceptions (e.g., "positive school environment" was relatively uncommon in one-on-one services; see Figure 16)
- A greater proportion of mediations focused on conflict handling and communication skills, while the one-on-one sessions had a more even distribution across all the skill sets
- It was very **common for more than one skill set to be targeted at a time** for one-on-one services (55%), mediation sessions (84%), and large- and small-group activities (62%). However, this may have been the result of RAP workers reporting all possible outcome targets involved rather than the ones which were the main focus of the session. As a result of the pilot process, RAP workers were asked to report **prioritized targets** in order to provide more precise data on what their specific goals are, so future datasets may generate less overlap in outcomes targeted

Figure 16. Percentage of all RAP services by targeted skill set.



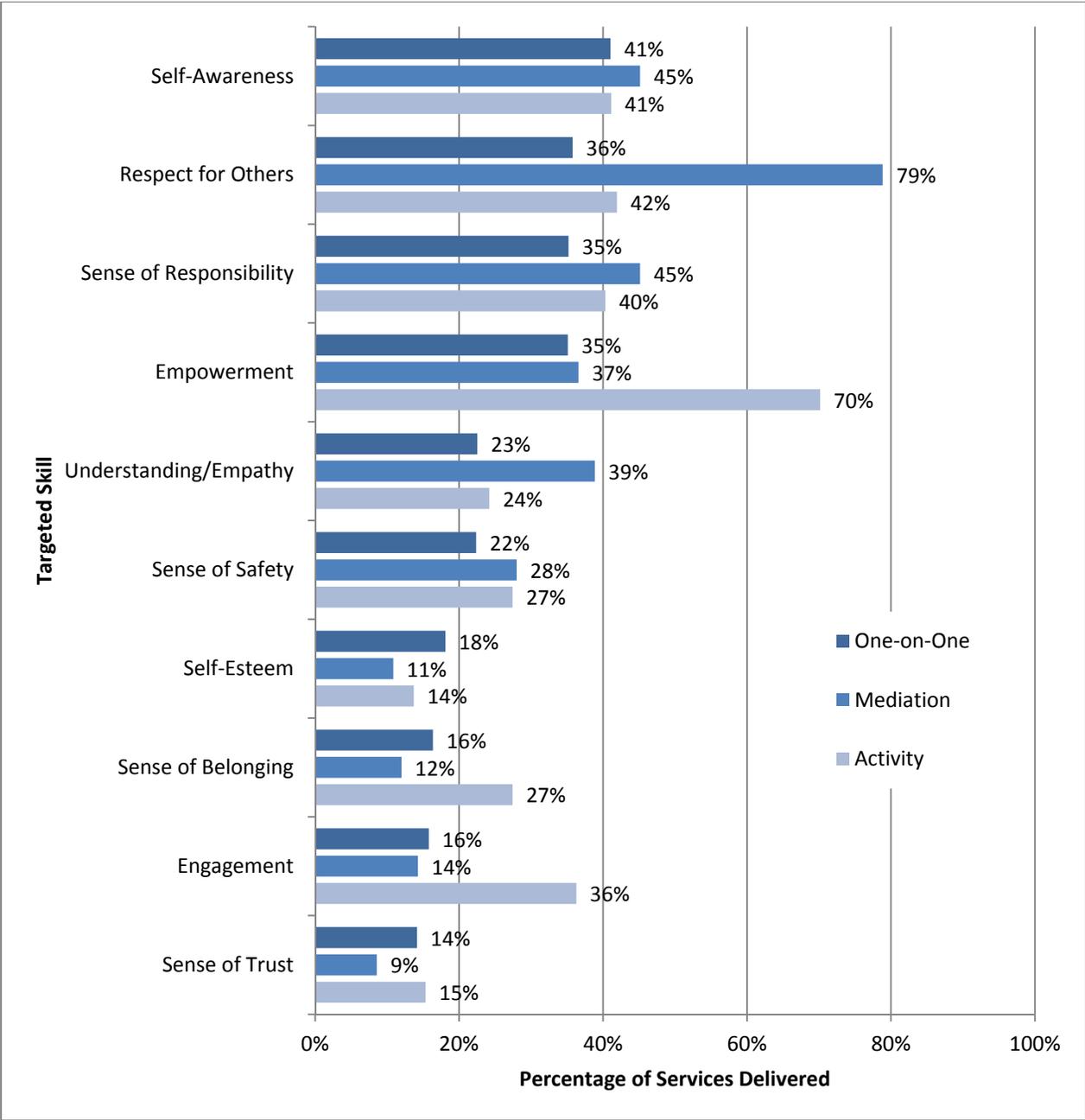
Note. Percentages based only on sessions in which skill sets were a targeted outcome (one-on-one: N=1312; mediation: N=183; activity: N=128). Percentages do not total to 100% because some cases involved multiple targets.

2) Leadership Traits

Leadership traits were also frequently targeted in one-on-one sessions (86%), conflict mediations (95%), and activities (67%)

- There was a fairly even distribution of trait targets for one-on-one support, likely because these sessions cover the widest range of topics and issues. No one trait stood out as being the most popular target, although **self-awareness** was relatively highly reported for all service types (in more than 40% of cases for each; see Figure 17)
- **Respect for others** was reported for the majority of mediations (79%) and **understanding/empathy** (39%) was a more frequent target in mediations than for any other service type
- **Empowerment** stood out for activities, being reported for most activities (70%) where asset-building was a goal. **Sense of belonging** (27%) and **engagement** (36%) were also proportionately more represented for activities compared to other services
- Once again, multiple trait targets were reported for over 60% of all three services, but it is unclear if this will be the case in future datasets when reporting is more focused on prioritized targets

Figure 17. Percentage of all RAP services by targeted leadership trait.



Note. Percentages based only on sessions in which leadership traits were a targeted outcome (one-on-one: N=1216; mediation: N=175; activity: N=124). Percentages do not total to 100% because some sessions/activities involved multiple targets.

3) Other Service Goals

Regarding the large- and small-group activities specifically, there were **sometimes other program goals** which being pursued besides asset-building. Although in the majority of cases, asset-building was a primary goal of the activity (72% of all activities reported), other goals included **raising program awareness** (32%), helping students **connect with the broader community** (18%), and giving students **leadership opportunities** (16%). (A third of the activities involved more than goal.)

The latter two goals in particular **allow students to put their skill sets and leadership traits into practice**, and are therefore also an essential program component. Raising program awareness ensures that students and other program partners are aware of the services RAP can provide and how to access them.

How Are RAP's Partners Involved?

Although there is only one RAP worker in each school, the program involves a great deal of collaboration with **many partners both inside and outside of the school**. These partnerships can take many forms, including receiving and providing referrals, direct collaboration during or after specific sessions, and helping to initiate and deliver events and activities.

RAP workers were asked to identify who their most common *and* important partners are. Some partners, like School Resource Officers or Aboriginal Elders or Rotarians, may only be directly involved in the program infrequently. However, it was considered important to identify when and how they were. As a result of this process, **fifteen key partners** were identified (see Table 5), and a further three partners were identified following analysis of trends in the "Other" category that was provided.

Some partners have only limited types of interaction with the program. For example, "Peer" and "Self" (i.e., the student receiving the service) are included as partners, but these groups only provide referrals to the program—they are not collaborators and no referrals are made to them. Other categories, such as Teacher or Student Services, are involved in many different ways, providing referrals as well as collaborating in the direct delivery of the services.

Some kinds of collaboration were not collected by the system as initially designed. At a small number of schools, there are additional forms of collaboration including **acting as a liaison** (connecting the student with another service provider but not actively participating in that service delivery) and **providing student information to authorized agencies** (e.g., attendance records). The next version of the data collection system will provide a means for tracking these types of services as well.

Table 5. Program partners identified by RAP workers.

RAP Partners	
Administration	Principals, vice and assistant principals, any member of school administration
Community-School Coordinator*	Special position in some schools
Aboriginal Elder*	An Elder or person in a comparable social position from any FNIM group
Other RAP Worker	Any other RAP worker, either currently at another school or who filled the position previously
Parent/Guardian	Biological, adoptive, step, and foster parents or anyone with legal custody
Peer	Other non-related student or other young person at any school (<i>for referrals to RAP only</i>)
Rotarians	Members of the Rotary Clubs of Saskatoon
Self	The student accessing the service (<i>for referrals to RAP only</i>)
School Division*	Staff of either the SPSD or GSCS
School Resource Officer (SRO)	Special position in some schools
Student Services	Guidance counselors, school social workers, school nurse or any person in a similar formal support position to students, not including RAP workers
Support Staff	Any non-teaching, non-administrative, non-student service staff, including secretaries, librarians, janitors, etc.
Teacher	Any teaching or in-class staff, including resource teachers and educational assistants
External Service Agencies	Organizations and agencies outside of the school, grouped by service area
Addictions & Mental Health Services	Mental health and addictions workers, any mental health or addictions agency or treatment centre
Family Services	Child protective services, foster care, family services agencies
Immigration Services*	Immigration support agencies (e.g., Open Doors Society)
Health/Medical Services	Hospitals and physicians, unless specifically related to addictions and mental health support
Justice Services	Court workers, probation officers, community youth workers, police officers, and any justice-related agency not including school-based SROs

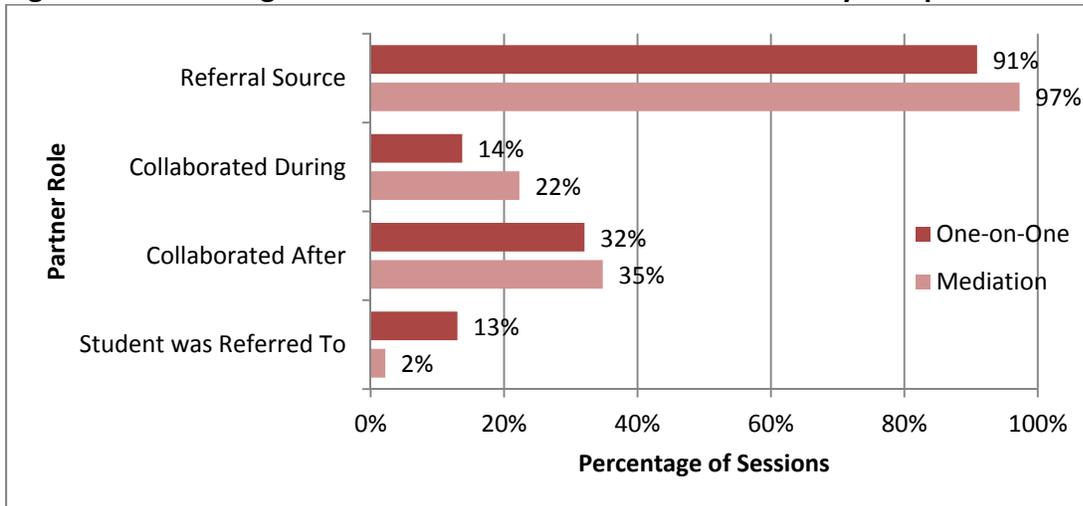
*Categories identified based on common "Other" responses and not part of the original data collection scheme.

1) Types of Collaboration

As indicated, there were several different ways in which partners were involved in RAP services.

- The **most common role was as a source of referrals**. Nearly all one-on-one support (91%) and conflict mediations (97%) occurred as a result of a referral from a partner, as opposed to being instigated by the RAP worker themselves.
- Otherwise, there were **some differences in partner roles by type of service**. Direct collaboration either during or following a service was slightly more common for mediations than one-on-one services. RAP workers also made proportionately more referrals as a result of one-on-one sessions than for mediations (see Figure 18)

Figure 18. Percentage of one-on-one sessions and mediations by RAP partner role.



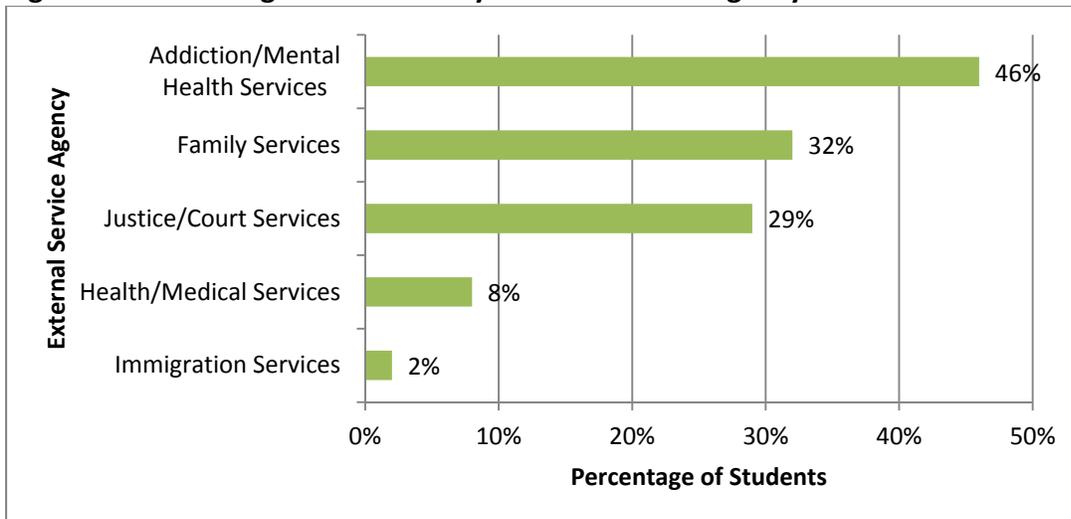
2) Services Independently Accessed by Students

Some students who go to their RAP worker are already involved with other service agencies independent of their engagement with RAP. Although RAP workers may or may not collaborate with these agencies directly, information on these partners provides some contextual information about the students who are accessing the program.

RAP workers were asked to record all of the external service agencies that they were aware of that each student was accessing. However, because students were not required to disclose this information, these data are incomplete and **likely underestimate the number of external services students are using**.

Based on the information that was available, a small but not insubstantial proportion of students (15%) were already accessing at least one external service provider

- Of these students, the **most common external service agencies being accessed were addiction/mental health services** (46%; see Figure 19)
- About a sixth of these students (16%) were accessing multiple services

Figure 19. Percentage of students by external service agency use.

Note. Percentages based only on students for whom external service agency providers were identified (N=126). Results do not total to 100% because some students accessed multiple external services.

3) Referrals To and From RAP

As shown above, RAP is a **largely referral-based service**, with over 90% of one-on-one support and conflict mediations taking place due to referrals.

- The most common referral source for one-on-one services was **self-referrals** (34%), with **referrals from administration** as the second most common source (23%)
- This pattern was reversed for conflict mediations, with administration providing the most (43%) and student self-referrals providing the second most (22%)
- Teachers, peers, and "no referrals" (i.e., initiated by the RAP workers themselves) were also common referrals sources, and a very small number of referrals came from a wide range of sources, including external service agencies (see Figure 20)

RAP workers **also provide referrals** themselves where students require additional support.

- Referrals are **more common following one-on-one services** than conflict mediations (see Figure 18). Only four mediations (all successful) involved referrals: three to administration and one to an anger management program.
- For one-on-one sessions, **most referrals made were to addiction and mental health services** (36%), though overall there was a wide range (see Figure 21)
- A small number of sessions resulted in multiple referrals (5%). These usually involved one referral to an external service agency and one in-school referral (administration or student services) or referrals to multiple external service agencies.
- The "Other" category included single referrals made to organizations such as Egadz, Sexual Assault Centre, SGI, and John Howard Society, as well as some which were unspecified

Figure 20. Percentage of one-on-one sessions and mediations by referral source.

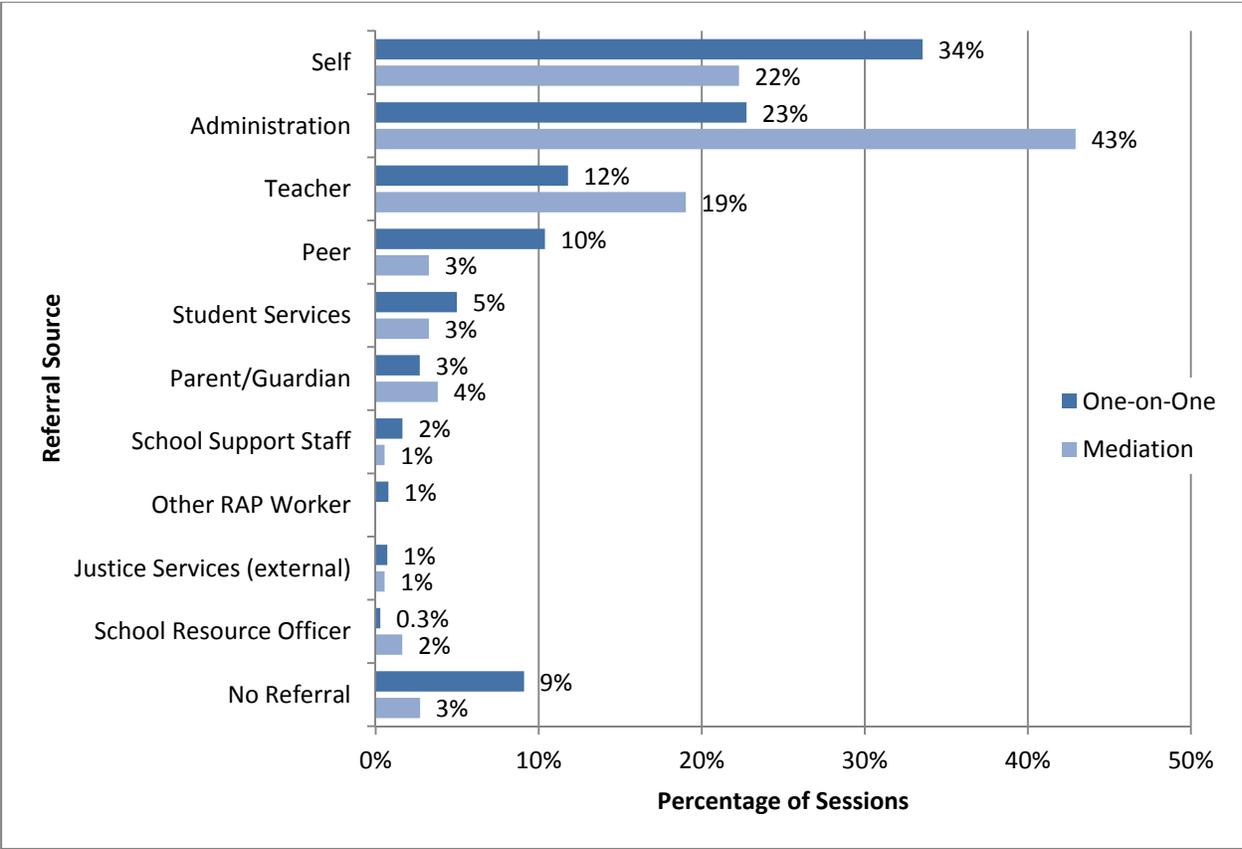
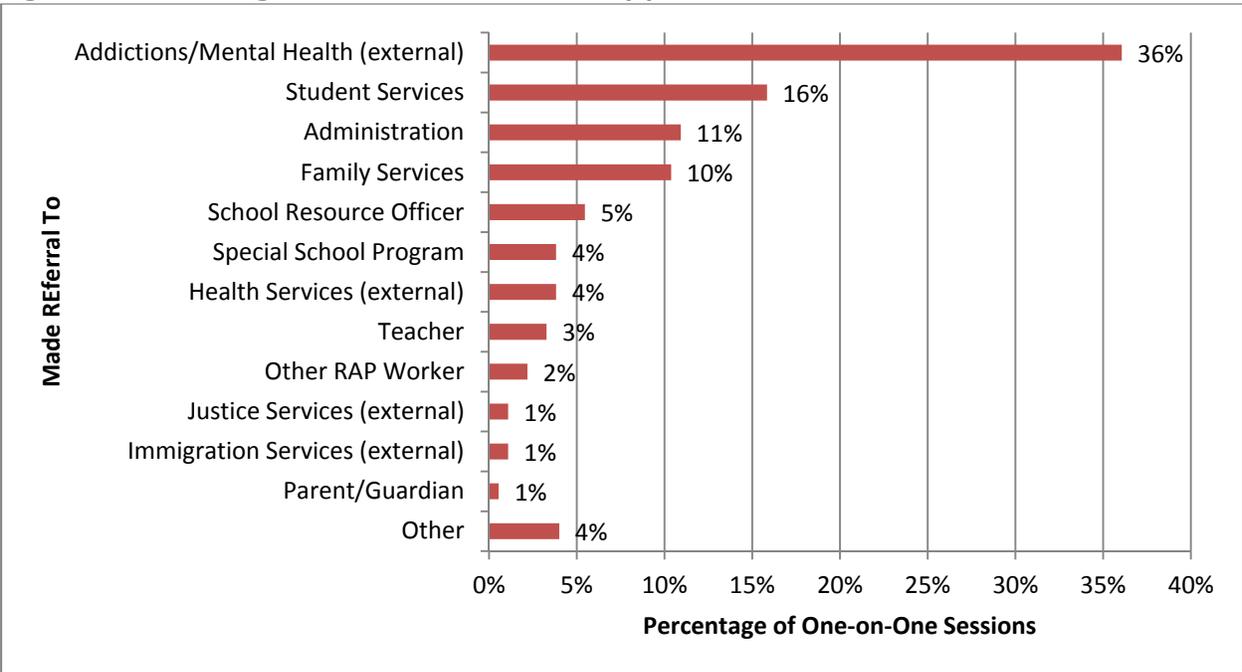


Figure 21. Percentage of one-on-one sessions by partners referred to.



Note. Percentages based only on sessions for which referrals were made (N=183). Results do not total to 100% because some sessions involved multiple referrals.

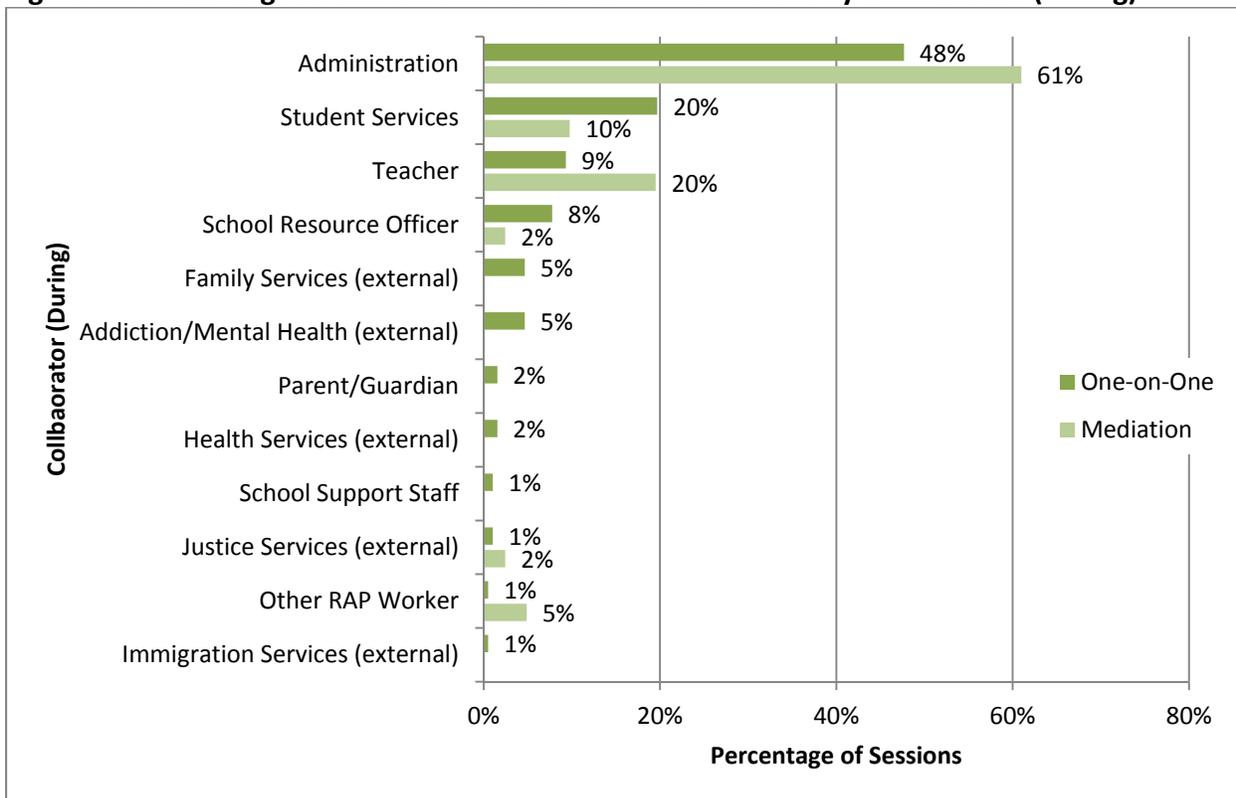
4) Collaborating During and After Sessions

Collaboration refers to providing direct assistance to the RAP worker in addressing a student's issue and can take place either during or after a given session.

- Collaboration was slightly **more common after rather than during** a session as well as **more commonly part of mediations than one-on-one services** (see Figure 18)
- The **most frequent collaborations were with administration**, either during or after the session for either service (see Figures 22 and 23)
- **Student services and teachers** were also frequent collaborators, and teacher collaborations were especially frequently reported *after* sessions

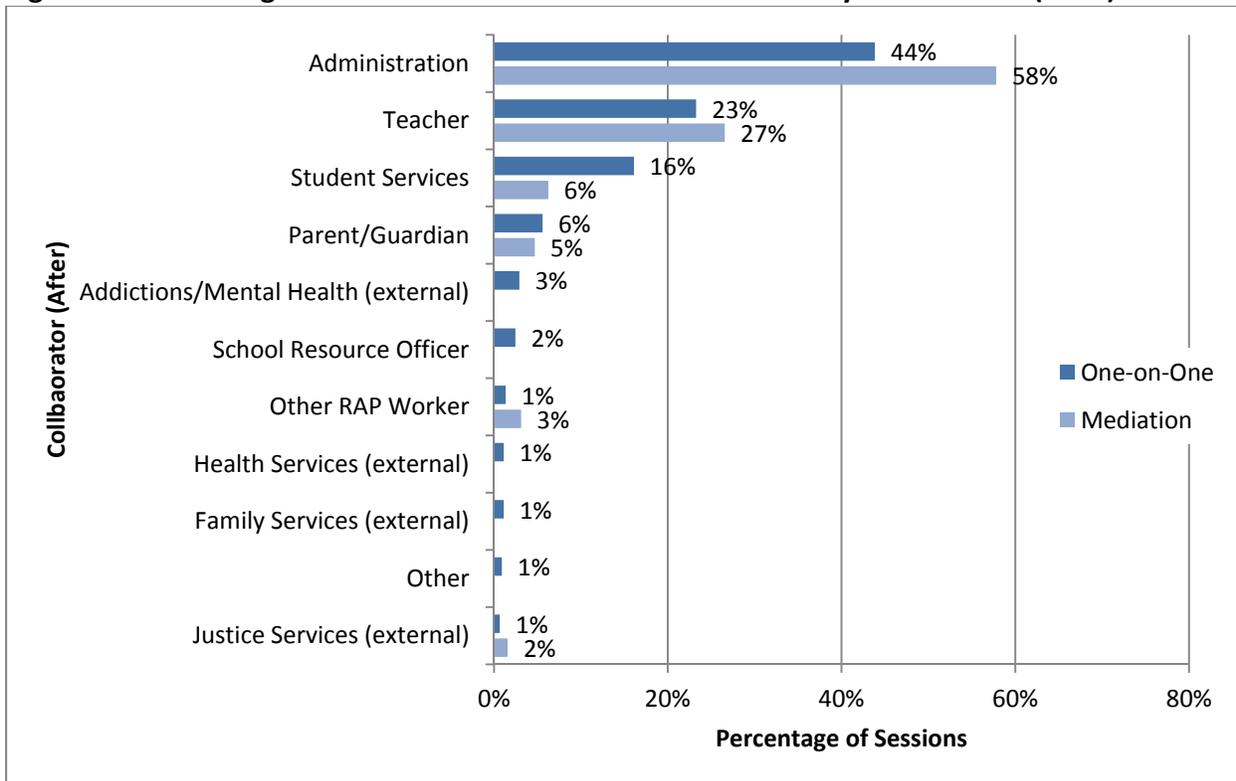
It is important to note that RAP workers could only identify one collaborator per session for these services, which means that some collaborators' involvement may not have been recorded and accurately. This will be changed in the next version of the database but at the present the pilot data **may be an underestimate of some collaborators' involvement**.

Figure 22. Percentage of one-on-one sessions and mediations by collaborator (during).



Note. Percentages based only on sessions for which collaborations were indicated (one-on-one: N=193; mediation: N=41).

Figure 23. Percentage of one-on-one sessions and mediations by collaborator (after).



Note. Percentages based only on sessions for which collaborations were indicated (one-on-one: N=447; mediation: N=64).

5) Activity-Specific Partner Involvement

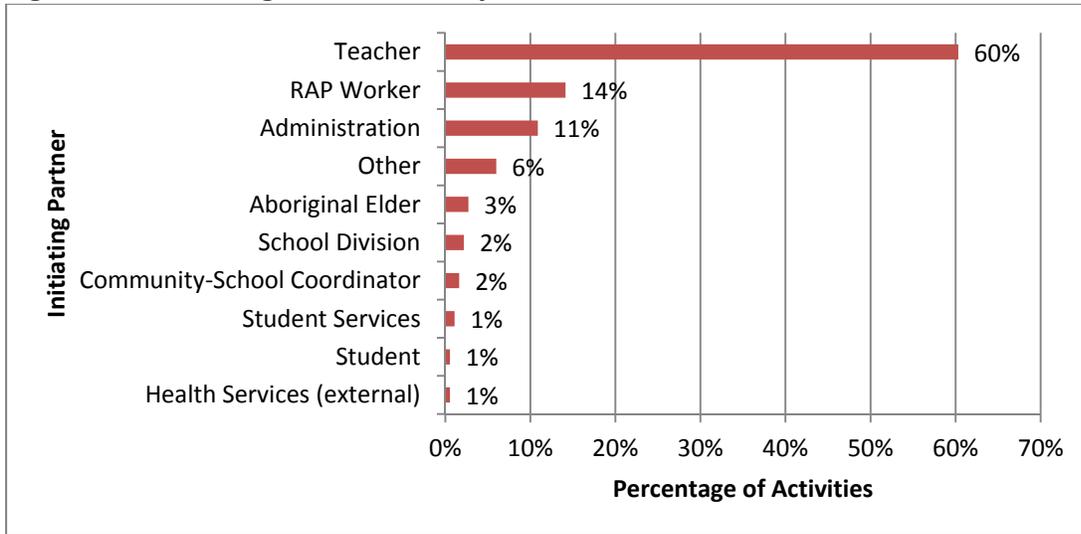
Partner involvement was recorded slightly differently for activities than for the other service types because of differences in the nature of the services, and is therefore reported separately.

There were two main aspects of partner involvement in large- and small-group activities: **initiating the activity** and **directly collaborating in its delivery**.⁴

- The **majority of activities were initiated by teachers** (60%). A small but substantial number initiated by RAP workers (14%) and school administration (11%) respectively.
- Overall, there was a wide range of partners were involved in initiating a small number of activities (see Figure 24). "Other" initiators included one or two activities initiated by other school staff, various external organizations (including one by the University of Saskatchewan), one by students, and three which were unspecified

⁴ RAP workers were also asked to report the relative level of collaboration (i.e., mostly partner, mostly RAP, or equal). However, problems with how these data were recorded made it not possible to report them here.

Figure 24. Percentage of activities by initiator.

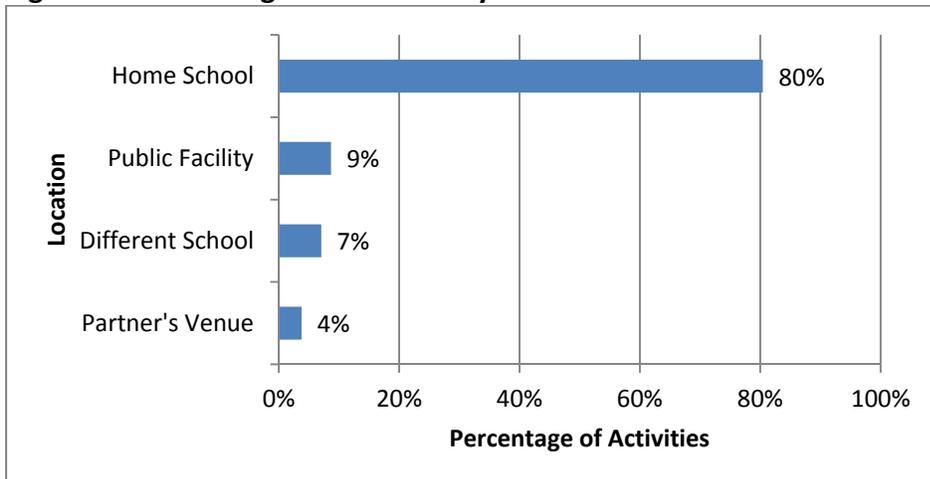


- Just over a third of activities involved some level of collaboration between the RAP worker and another program partner (71 or 39% of all activities). The **majority of those collaborations were with teachers (60%)**
- There were no other major collaborator categories, but some notable (if infrequent) collaborators included Aboriginal elders, local care homes for seniors, students, Rotarians, and representatives of the school divisions

A final element of partner involvement also includes **where the activity took place**, as the RAP program does not have independent facilities to host events and activities and therefore relies on partners inside and outside of the schools to support these activities.

- The majority of activities took place at the **RAP worker's home school (80%)**
- A small number took place at partners' venues, including other schools (7%) or non-school partner's venues (4%; e.g., local care homes)

Figure 25. Percentage of activities by location.



Final Comments and Acknowledgements

The development of the RAP program monitoring system has been a lengthy but informative process. It required everyone involved to think carefully about what the essential components of RAP are and how to measure them in a way that is meaningful and useful to the frontline staff, program administrators, and evaluation team. This process brought a new level of conceptual refinement to RAP, which will be beneficial in making decisions about if and how RAP should change and grow as a program. The highly collaborative nature of the process also means that the program growth will reflect a common vision of the program, rather than one person or stakeholder group's perspective (Johnson, Hinterlong, & Sherraden, 2001).

Balancing the numerous important goals of the program monitoring system was not always easy. The more complicated the system, the more of the program's own complexity it could capture. However, if it became too complicated, it would be difficult to enter data into it or retrieve useful information from it. The protection of student privacy also guided some considerations about how much and what type of information to collect, and in some instances sheer technological limitations prevailed. However, overall this system will produce a more comprehensive quantitative profile of RAP's daily operations than has been possible to date.

This process was greatly facilitated by the efforts of all of RAP's staff and partners. RAP's Executive Director and Board Members created a supportive atmosphere by facilitating the frontline staff and the evaluation team at every stage of the process. The RAP workers were fully engaged with the design and piloting process despite their already full workloads. Their insights into the daily workings of the program as well as their commitment to effective data collection were critical to the success of this project. RAP's partners in the Greater Saskatoon Catholic Schools and Saskatoon Public School Division also provided the essential school perspective on this project without which none of this would have been possible.

The risk of any program monitoring system is that the program will be reduced to whatever numbers are collected on it. Especially with a program as rich and diverse as RAP, no set of data, numeric or otherwise, can fully capture the entire identity and experience of the program (Carrilio, 2005). However, while the program monitoring data will always reflect a necessarily simplified view of RAP, this simplicity, tempered with a broad contextual understanding of the program and its on-going development, will allow for more straight-forward communication between staff, stakeholders, and funders about what the program is about and what it is doing.

Ideally, program monitoring is not about reducing a program to a set of numbers, but answering some very simple but essential questions, like "How many students use RAP each year?" and "What do RAP workers try to do for them?", in order create the opportunity to ask more complicated ones, such as "What kinds of experience do these students have?" and "What changes happen as a result of their involvement in RAP?" As program data accumulate, there will be more opportunities to answer some of these questions about RAP and what it has to offer.

Appendix A: Outline of Evaluation Procedure by Quarter

Summer 2012 – Knowledge Gathering

Activities:

- Conducted baseline RAP worker interviews (see Appendix B for interview protocol and Appendix C for key findings)
 - Analyzed for themes and comments relevant to program data collection
 - Identified key program delivery components (e.g., services, users, partners, outputs)
 - Identified strengths and short-comings of current data collection system
 - Identified needs and opportunities for modifying current system

Outputs:

- Refined previous program logic model and expanded on RAP service principles (P-I-R; Appendix D)
- Developed new data collection forms based on existing intake forms (Appendix E)
- Developed standardized definitions of all identified RAP program activities, partners, and target outcomes (Appendix F)

Fall 2012 – System Design and Consultation

Activities:

- Held two working group sessions with RAP workers and administrator (September and November)
 - Introduced new data collection forms and refined PLM
 - Checked in on implementation of the data collection forms
 - Collected feedback on the forms and the standardized definitions
 - Discussed options for digital databases to consolidate data
- Held a series of meetings with RAP and school division administrators
 - Shared developed tools and discussed plans for database development and data collection
 - Discussed privacy needs regarding the collecting and analysis of RAP program data
- Consulted with university-based technical and database development experts to identify strengths and limitations of using an Access-based database application as well as make preliminary inquiries into more sophisticated alternative (e.g., a web-based application with data hosted on a secure centralized server)

Outputs:

- Made adjustments to forms and expanded on definitions based on staff feedback as well as school division requests to further protect student privacy (i.e., separating student intake form from one-on-one services forms)
- Developed a strategy for data collection that was consistent with school divisions' standards for student privacy while still meeting RAP's current program monitoring needs (i.e., not collecting student ID numbers or attempting to link data longitudinally or across schools at

this stage but leaving the possibility open for the future if the simplified data collection system is successful)

- Identified an Access-based application as a feasible database option from a utility as well as privacy perspective at least for short-term data collection over the next few years

Winter 2012-13 – Initiation of Pilot Database

Activities:

- Designed Access-based database application tool based on the developed data collection forms and the feedback from RAP workers and school division administrators
- Implemented at all seven school sites for immediate use in data entry (February)
 - Provided in-person implementation support and database training
 - Created detailed help resources outlining all the essential database tasks, including how to input data, make corrections, and export and de-identify data
- Provided technical support and trouble-shooting on an as-needed basis and documented all issues raised

Outputs:

- Facilitated the smooth transition onto the new database system
- Planned additional refinements to the system based on RAP worker feedback and other concerns noted by the evaluator

Spring 2013 – Review and Assessment of Pilot Data

Activities:

- Provided on-going technical support and consultation to the RAP workers
- Collected preliminary test data to identify any problems in data entry and to plan analysis of complete dataset when available

Outputs:

- Identified some concerns with missing data and was able to rectify this in consultation with the RAP workers
- Generated data-cleaning and analysis plan

Summer 2013 – Data Analysis and System Refinement

Activities:

- Collected final complete pilot data from school sites
- Conducted follow-up interviews with RAP workers
- Analyzed and summarized data for presentation to the RAP Board

Outputs:

- Identified some concerns with missing data and was able to rectify this in consultation with the RAP workers

- Made final adjustments to hard copy forms and database tool in preparation for re-implementation in the new school year
- Generated data summary based on pilot data
 - Outlined what interpretations could and could not be drawn from the present dataset
 - Identified key findings from the process and made recommendations for further data collection needs

Appendix B: RAP Worker Baseline Interview Protocol

RAP workers were asked to respond to 31 questions in writing as a pre-interview survey, and were then followed up with in individual interviews. The questions were as follows:

- 1) Please describe your understanding of the purpose and objectives of RAP.
- 2) How does RAP fit into the overall operation of your school?
- 3) Please explain your interpretation of the three components that make up the RAP service delivery model (prevention, intervention and reconnection).
- 4) What is the role of the RAP worker?
- 5) How does the role of a RAP worker compare to other support workers in schools (social workers, counsellors, coordinators)?
- 6) Please describe your own professional background and experience (specific type and educational background, number of years).
- 7) Please describe your own history with RAP. (I.e., how long you've been with the program, how you got involved with it, what you've done with the program at your school)
- 8) Please describe any training or orientation you received when you became a RAP worker.
- 9) Who or what guides the activities you undertake as a RAP worker?
- 10) Who is on your RAP management committee and what role do they play in the operation of RAP at your school?
- 11) Who are the internal (school) partners to RAP and what role do they play at your school?
- 12) Who are the external (community) partners to RAP and what role do they play at your school?
- 13) As much as you can, please describe the history of RAP in your school.
- 14) For services that you offer primarily to one or two individuals at a time, what specific RAP services are offered in your school? Please list them in terms of prevention services, intervention services and reconnection services
- 15) For services that you offer primarily to groups of three or more individuals at a time, what specific RAP services are offered in your school? Please list them in terms of prevention services, intervention services and reconnection services

- 16) What proportion (%) of your time do you spend with each component of the RAP service delivery model? (I.e., prevention, intervention, and reconnection)
- 17) How do you manage the individual casework of participants? (I.e., how do you track individual repeat users?)
- 18) How do you determine the types of services to offer at your school?
- 19) How do you go about creating/adopting new services?
- 20) What services do you offer most?
- 21) What services attract the greatest level of participation?
- 22) What services or activities are most in-demand by participants?
- 23) What services or activities are most in-demand by school staff?
- 24) What are the challenges in delivering RAP, on an administrative, program, and participant level?
- 25) What is the intended target group (or groups) of RAP at your school?
- 26) Is there a difference between your target group and the participants you actually reach? Please explain.
- 27) How do you identify the needs of your target group?
- 28) How do you recruit members of the target group to participate in services delivered?
- 29) What process do use to gather and store data and other information on the activities and services provided through RAP?
- 30) What are the strengths and weaknesses of the current information collection process?
- 31) Do you gather information from participants concerning their satisfaction or opinion of RAP services and activities? If so, please explain.

Appendix C: Summary of Findings from RAP Worker Interviews

Approach: Initial interviews were conducted with all six currently active RAP workers to identify their regular program activities in detail as well as their perspectives and needs with regards to program-based data collection. A schedule of 31 interview questions were developed (see Appendix B) and administered to the RAP workers. The results of the interviews were summarized and analyzed qualitatively, looking for common themes as well as differences across each of the school sites and all comments relevant to program data collection needs.

Summary of Results:

1) Program Context:

- School contexts vary widely in terms of school population size; student demographic profile; school location; and concurrent programming opportunities (i.e., other relevant activities and programs available to the students in the school). While RAP's core program offerings are the same from school to school, these kinds of variations can have some impact on how the program is delivered. For example, some RAP workers may not offer a particular service that other RAP workers do because it is already being addressed by another service within the school.
- School size in particular has an important impact on how the program is delivered as well as needs around an effective program monitoring system. RAP workers serving larger school populations have more difficulty keeping up with data collection because of the higher volume as well as higher demands on their time for organizing and delivering services.
- There is considerable variation in workers' employment and educational backgrounds, but a great deal of consistency in the training they receive and their ability to deliver the necessary RAP services (e.g., Mediation Skills, RespectED, Substance Abuse Subtle Screening Inventory)
- All of the RAP workers were familiar with RAP's core service delivery principles of Prevention-Intervention-Reconnection (P-I-R) and had consistent definitions of what these principles are in the context of RAP, although there was some discussion around the conceptual boundaries of these principles (e.g., at what stage does something stop being prevention and start being intervention). All RAP workers identified spending most of their time on Intervention-type services, but stated that Prevention and Reconnection were important component which were incorporated into many of their services in different ways (e.g., helping a student deal with one problem could also help prevent similar problems from occurring in the future). In that way, P-I-R represented a framework of guiding principles rather than an exact service delivery model.
- There was also a unified view that the purpose of the program is to help students cope effectively with conflicts and stressors in their lives by helping them learn positive skills and traits and supporting them through their conflicts.

2) Program Delivery:

- Overall, there was a high degree of consistency in RAP workers reports on on the types of conflict they are presented with, the partners they work with inside and outside of the school, what services they deliver, and how the services are accessed.
- Main services offered included one-on-one support, conflict mediations, referrals to other service providers, presentation and workshops, small group programming and events. Small group programming and events were not offered at every school, however—it was dependent on the opportunities available to the RAP worker and the resources they had to organize such activities. Some RAP workers hoped to be able to provide more of this type of service in the future. One-on-one
- There was a need expressed for more standardized program materials (e.g., powerpoint presentations) that could be readily available to all RAP workers who did not always have the time to prepare their own materials.
- The target service population is largely the same from school to school (i.e., all students within the school), but there is some variation by school and by cohort in terms of perceived patterns in the how the program is accessed by male and female students and by students in different grades. Most RAP workers felt that the program tended to be accessed more by Grade 9 and 10 students, but that the older students were sometimes dealing with more serious issues. Some RAP workers felt that female students tended to access the program more, but others felt the representation was fairly even. Some differences were attributed to the school's own demographic profile—some schools are located in more affluent neighbourhoods or have higher proportions of recently-immigrated students, which RAP workers felt influenced the population of students they worked with at each school.
- RAP workers reported encountering a very wide range of conflicts, involving many different individuals (e.g., teachers, peers, parents, the school or community at large, dating/romantic partners) and many different types of conflict (e.g., fights between friends, bullying, harassment, physical violence). Peer-to-peer conflict and bullying were especially salient. A range of personal issues that did not necessarily involve multiple people in direct conflict were also identified (e.g., substance abuse, suicidality, personal worries about school or self).
- RAP workers identified a large number of partners within and outside of the school environment who contributed to program delivery in a number of ways. Partners included school administration, teachers, guidance counsellors, school nurses, addictions workers, youth workers, School Resource Officers, Saskatoon Police Service, Saskatoon Health Region, Rotarians, parents, and the students themselves.
- The primary role of program partners is referring students to the program. They also sometimes collaborate directly in the service delivery (e.g., a teacher participating in a conflict mediation session between students). RAP workers also made referrals to other services where needed.

3) Program Monitoring:

- Each RAP worker had created their own system for keeping track of case information before entering it into the online survey system, which all involved keeping their own separate notes, usually in a hardcopy format, and then entering them into the computer altogether throughout the year
- There was considerable variation in how the RAP workers used the existing program monitoring system, particularly in terms of confusion about how to enter each "incident", because some questions referred to the incident itself (e.g., what was the conflict about) and others referred to the students involved (e.g., grade level and gender, which were not always the same for each person involved). Some workers entered the same incident multiple times for each student involved, while others entered each incident only once, answering the "student" questions based on the student that brought the issue to them or some other method
- RAP workers also expressed concerns about not having clear standardized definitions of all the concepts being referred to in the questions (e.g., the incident types, what constitutes a "contact"); not being able to select multiple options in some cases, such as the incident type or how it was resolved; having some categories which overlapped with other (e.g., "breach of school conduct"); and not having enough options to express the complexities of the cases they were handling
- The strengths of the current system were that it was very fast and simple to use, outside of some confusion about how to classify incidents and record cases. RAP workers all expressed the importance of having a system that was fast and straight-forward and would not take away from the time they needed to serve the students' needs
- Some RAP workers expressed a desire for a case management system in addition to program monitoring, which would assist them in keeping track of individual students' cases, history, and needs, although they understood that this was not the purpose of the current project
- Few RAP workers were able to successfully administer the satisfaction survey to the students. Students refused or forgot to respond to them, responded to them in superficially positive ways, or the worker felt uncomfortable requesting the students to fill them in because of the risk of jeopardizing the counsellor-client relationship. It was the overwhelming preference that satisfaction data be collected by a third-party and not by the RAP workers themselves
- There was general support for the importance of data collection and some workers reported that they would like to be able to use their own data if it was presented in an organized and readable format

Appendix D: Refined RAP Program Theory and Logic Model

- RAP operates within the school environment to help students cope effectively and appropriately with conflict through a range of one-on-one, small group, and large group activities.
- RAP enhances the school environment by supporting students, addressing their conflict situations, and building their personal assets related to conflict management while allowing administrative, teaching, and other support staff to focus on academic areas.
- RAP provides alternative means to administrative or criminal justice sanctions for serious conflicts and encourages students to remain engaged in the school environment while managing their conflicts.
- RAP's goals and activities are guided by three core principles: Prevention, Intervention, and Reconnection:

I) PREVENTION: Helping students cope with conflict situations before they occur or escalate and develop and maintain healthy relationships by:

- helping students develop positive personal attributes
- teaching students skills and knowledge in conflict resolution and healthy behaviour
- giving students opportunities to practice these skills
- promoting a positive school environment

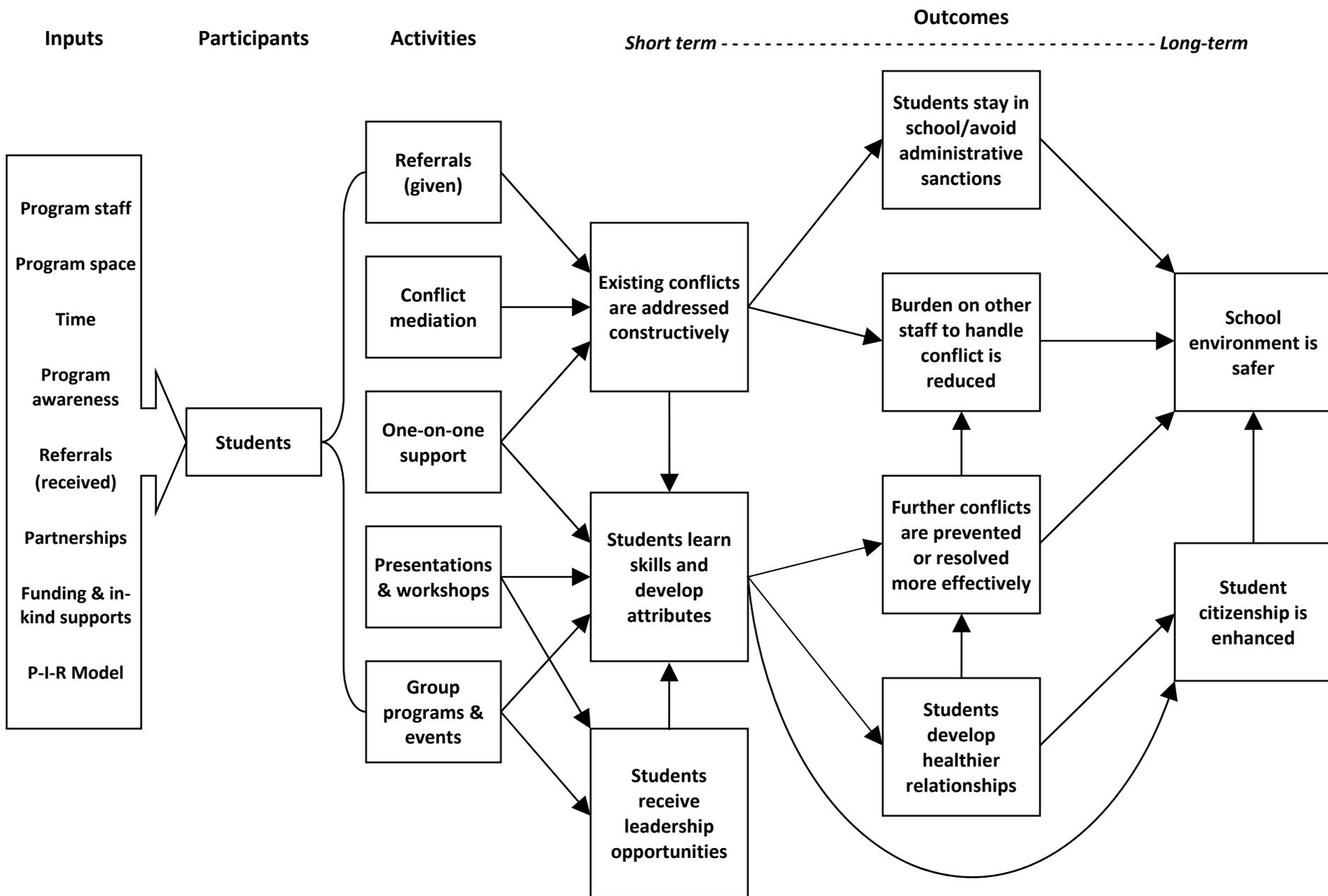
II) INTERVENTION: Helping students work through existing conflict situations in constructive ways and providing an alternative to administrative suspension or criminal justice involvement by:

- supporting students individually as they cope with conflicts
- facilitating mediations between conflicting parties
- providing students with referrals to additional sources of support

III) RECONNECTION: Helping students heal, repair harm, and rebuild and restore relationships following a conflict as well as promoting positive engagement between students, the school, and the broader community by:

- supporting new and returning students as they integrate into the school environment
- focusing on repairing relationships through better conflict management
- providing students with opportunities to engage with their school and the community

RESTORATIVE ACTION PROGRAM: PROGRAM LOGIC MODEL



Appendix E: Program Monitoring Data Collection Tools (Pilot Version)

Four primary forms were developed: Intake, One-on-One, Mediation, and Activity. A fifth form for "Supplemental Services" was also created for any service which did not fit the main categories, but ultimately this was not used by any RAP worker during the pilot year.

FAMILY NAME _____ GIVEN NAME: _____ ID: _____



Intake Form

Date: DD / MM / YY

STUDENT INFORMATION

Gender: M F O	Age:	Grade: 9 10 11 12 and/or SP
Ethnicity:	<input type="checkbox"/> New Canadian	<input type="checkbox"/> Aboriginal
Received Service from External Agencies? Y N ⇒ If Yes,		
<input type="checkbox"/> Addictions and Mental Health	<input type="checkbox"/> Health	<input type="checkbox"/> Other:
<input type="checkbox"/> Family Services	<input type="checkbox"/> Justice	

NOTES

Worker: _____

School: Be BJM BR EDF MR TD WM

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FAMILY NAME _____ GIVEN NAME: _____ ID: _____



Intake Form

Date: DD / MM / YY

STUDENT INFORMATION

Gender: M F O	Age:	Grade: 9 10 11 12 and/or SP
Ethnicity:	<input type="checkbox"/> New Canadian	<input type="checkbox"/> Aboriginal
Received Service from External Agencies? Y N ⇒ If Yes,		
<input type="checkbox"/> Addictions and Mental Health	<input type="checkbox"/> Health	<input type="checkbox"/> Other:
<input type="checkbox"/> Family Services	<input type="checkbox"/> Justice	

NOTES

Worker: _____

School: Be BJM BR EDF MR TD WM

FAMILY NAME _____ GIVEN NAME: _____ ID: _____



One-on-One Session Form

Date: DD / MM / YY

ONE-ON-ONE SESSION INFORMATION				
<input type="checkbox"/> First Visit	<input type="checkbox"/> Follow-up	<input type="checkbox"/> Regular Check-in	<input type="checkbox"/> Prevention	<input type="checkbox"/> Reconnection
Referred By? Y N ⇒ If Yes, Administration External Agency (<i>circle: addictions & mental health, family services, health, justice, other:</i>) Other RAP Worker Parent/Guardian Peer Self SRO Student Services Support Staff Teacher Other:				
Conflict With: Administrator Dating Partner Environment (<i>circle: community, school, justice system</i>) Family Peer School Staff Self Teacher				
Conflict Type: Abuse/Neglect Basic Needs Bullying (<i>circle: cyber, physical, relational, verbal</i>) Discrimination (<i>circle: homophobia, racism, sexism, transphobia</i>) General Interpersonal Harassment Intrapersonal Physical Violence Self-Care Issues Substance Abuse Suicidality/Self-Harm Theft Vandalism Other:				
Collaboration to Deliver Session? Y N ⇒ If Yes, Administration External Agency (<i>circle: addictions & mental health, family services, health, justice, other:</i>) Other RAP Worker SRO Student Services Teacher Other:				

SESSION ACTIVITIES				
Outcomes/Assets: ___ Communication ___ Handling Conflict ___ Healthy Personal Choices	Skills and Knowledge ___ Healthy Relationships ___ Positive School Environment ___ N/A	Leadership Traits ___ Belonging ___ Empowerment ___ Engagement	___ Respect for Others ___ Self-Awareness ___ Self-Esteem ___ Sense of Responsibility	___ Sense of Safety ___ Trust ___ Understanding/Empathy ___ N/A

SESSION NOTES STUDENT ACTION PLAN RAP WORKER ACTION PLAN PROGRESS SINCE PREVIOUS SESSION	
	(If Applicable) Date of Previous Session: DD / MM / YY

Collaboration as a Result of Session? Y N ⇒ If Yes, Administration External Agency (<i>circle: addictions & mental health, family services, health, justice, other:</i>) Other RAP Worker SRO Student Services Teacher Other:				
Provided Referral To? Y N ⇒ If Yes, Administration External Agency (<i>circle: addictions & mental health, family services, health, justice, other:</i>) Other RAP Worker SRO Student Services Teacher Other:				
<input type="checkbox"/> Conflict Resolved	<input type="checkbox"/> Mediation	Date: DD / MM / YY	<input type="checkbox"/> Follow-Up	Date: DD / MM / YY

Worker:

School: Be BJM BR EDF MR TD WM



Mediation Session Form

Students: _____

STUDENT INFORMATION			PC	AG	FT	STUDENT INFORMATION			PC	AG	FT
1) Name:			Y N	Y N	Y N	4) Name:			Y N	Y N	Y N
ID:						ID:					
2) Name:			Y N	Y N	Y N	5) Name:			Y N	Y N	Y N
ID:						ID:					
3) Name:			Y N	Y N	Y N	6) Name:			Y N	Y N	Y N
ID:						ID:					

MEDIATION SESSION INFORMATION	
Referred By? Y N ⇒ If Yes, Administration External Agency (<i>circle: addictions & mental health, family services, health, justice, other:</i>) Other RAP Worker Parent/Guardian Peer Self SRO Student Services Support Staff Teacher Other:	
Conflict With: Administrator Dating Partner Environment (<i>circle: community, school, justice system</i>) Family Peer School Staff Self Teacher	
Conflict Type: Abuse/Neglect Basic Needs Bullying (<i>circle: cyber, physical, relational, verbal</i>) Discrimination (<i>circle: homophobia, racism, sexism, transphobia</i>) General Interpersonal Harassment Intrapersonal Physical Violence Self-Care Issues Substance Abuse Suicidality/Self-Harm Theft Vandalism Other:	
Collaboration to Deliver Session? Y N ⇒ If Yes, Administration External Agency (<i>circle: addictions & mental health, family services, health, justice, other:</i>) Other RAP Worker SRO Student Services Teacher Other:	

SESSION ACTIVITIES			
Outcomes/Assets: <input type="checkbox"/> Communication <input type="checkbox"/> Handling Conflict <input type="checkbox"/> Healthy Personal Choices	Skills and Knowledge <input type="checkbox"/> Healthy Relationships <input type="checkbox"/> Positive School Environment <input type="checkbox"/> N/A	Leadership Traits <input type="checkbox"/> Belonging <input type="checkbox"/> Empowerment <input type="checkbox"/> Engagement	<input type="checkbox"/> Respect for Others <input type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Esteem <input type="checkbox"/> Sense of Responsibility <input type="checkbox"/> Sense of Safety <input type="checkbox"/> Trust <input type="checkbox"/> Understanding/Empathy <input type="checkbox"/> N/A

SESSION NOTES	

Collaboration as a Result of Session? Y N ⇒ If Yes, Administration External Agency (<i>circle: addictions & mental health, family services, health, justice, other:</i>) Other RAP Worker SRO Student Services Teacher Other:
Provided Referral? Y N ⇒ If Yes, Administration External Agency (<i>circle: addictions & mental health, family services, health, justice, other:</i>) Other RAP Worker SRO Student Services Teacher Other:
<input type="checkbox"/> Conflict Resolved

Worker:

School: Be BJM BR EDF MR TD WM



Activity Information Form

Date: DD / MM / YY

Name/Topic:

Activity Type: Event Group Programming Presentation Workshop Other:

Participant Information

Participants: _____ **Target Audience:** _____

General Audience (Check all that Apply):
 Students (M F O) (Elem 9 10 11 12 and/or SP) Parents Staff Other:

Activity Information

Primary Purpose:
 Asset Building Connecting Students with Community Group Providing Leadership Opportunity
 Raising Program Awareness Other:

If Asset Building, which assets were built?

Skills and Knowledge	Leadership Traits
<input type="checkbox"/> Communication	<input type="checkbox"/> Belonging
<input type="checkbox"/> Handling Conflict	<input type="checkbox"/> Empowerment
<input type="checkbox"/> Healthy Personal Choices	<input type="checkbox"/> Engagement
<input type="checkbox"/> Healthy Relationships	<input type="checkbox"/> Respect for Others
<input type="checkbox"/> Positive School Environment	<input type="checkbox"/> Self-Awareness
	<input type="checkbox"/> Self-Esteem
	<input type="checkbox"/> Sense of Responsibility
	<input type="checkbox"/> Sense of Safety
	<input type="checkbox"/> Trust
	<input type="checkbox"/> Understanding/Empathy

Activity Initiator:
 Administration External Agency (*circle: addictions & mental health, family services, health, justice, other:*)
 Other RAP Worker Rotarians SRO Student Services Teacher Other:

Partners/Collaborators Involved? Y N ⇒ **If Yes,**

Collaborators:
 Administration External Agency (*circle: addictions & mental health, family services, health, justice, other:*)
 Other RAP Worker Rotarians SRO Student Services Teacher Other:

Level of collaboration?
 Primarily RAP Equal RAP and Partner Primarily Partner

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

DESCRIPTION	
LESSONS LEARNED	
ADDITIONAL NOTES	

Worker: _____

School: Be BJM BR EDF MR TD WM



Supplemental Service Form

Date: DD / MM / YY

GENERAL INFORMATION

Students:	# _____	General description: (e.g., grade, gender, needs)
Other partners:	# _____	General description: (e.g., role, relationship to RAP)
Primary RAP principle addressed:	<input type="checkbox"/> Prevention <input type="checkbox"/> Intervention <input type="checkbox"/> Reconnection <input type="checkbox"/> N/A	
Frequency of delivery (e.g., daily, annually, once):		

DETAILS

Provide a brief description of the service (e.g., what it involves, why it's offered) without identifying any specific recipients:

Worker: _____

School: Be BJM BR EDF MR TD WM

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Supplemental Service Form

Date: DD / MM / YY

GENERAL INFORMATION

Students:	# _____	General description: (e.g., grade, gender, needs)
Other partners:	# _____	General description: (e.g., role, relationship to RAP)
Primary RAP principle addressed:	<input type="checkbox"/> Prevention <input type="checkbox"/> Intervention <input type="checkbox"/> Reconnection <input type="checkbox"/> N/A	
Frequency of delivery (e.g., daily, annually, once):		

DETAILS

Provide a brief description of the service (e.g., what it involves, why it's offered) without identifying any specific recipients:

Worker: _____

School: Be BJM BR EDF MR TD WM

Appendix F: Glossary of Key Program Concepts and Terms

Terms marked with [†] have been identified as unnecessary and will be removed from subsequent versions of the program monitoring system. Terms marked with [*] did *not* appear on the pilot tools, were identified for inclusion in future iterations based on the results of the pilot.

Student-Specific Categories

Gender	Student's identified gender (male, female, or other for students who do not identify as male or female)
Grade	Student's current grade level (9 to 12 or not applicable)
Age	Student's age in years
Special Program	Student is enrolled in an alternative/non-mainstream class (e.g., Bridges, EAL)
Ethnicity†	Student's identified ethnic/cultural heritage, if known
New Canadian	Student was born outside of Canada and has lived in Canada for 4 years or less
Aboriginal/FNIM	Student identifies as First nations, Inuit, or Métis
Regular Check-In*	Student has regularly-scheduled sessions throughout the year

One-on-One Session-Specific Categories

First Time	Session is the student's first visit to a RAP worker (excluding participation in group programming, class presentations, or school events)
Follow-Up†	Session is a direct follow-up from a previous session on the same issue (will be adapted so that the RAP worker can indicate every instance in which a student returns to discuss the same issue without creating a new and otherwise identical case)
Regular Check-In†	Session is part of the student's regularly-scheduled meetings with RAP worker
Prevention	Session occurred because the student was identified as potentially needing help rather than because of a specific incident that had already occurred
Reconnection	Session occurred to provide the student with support for returning to their school after an extended absence
Brief-Related Contact	Following the session, the RAP worker had a brief interaction with the student which involved checking in on or following up after the issue covered in the session

Mediation-Specific Categories

# Students	The total number of students involved in the session
PC	"Pre-conference"; Student participated in a pre-conference one-on-one session
AG	"Agreement"; Student reached an agreement as part of the mediation process
FT	"Follow-through"; student followed through on their agreement

Activity-Specific Categories

Name/Topic	Name of the event/program or the specific topic of the presentation/workshop
General audience	Characteristics of the entire audience for the activity
Target audience	The intended audience of the activity (if different from the general audience)
Initiator	Person or group who requested or instigated the activity

Collaborators	Person or group co-involved in designing or implementing the activity (not just overseeing, but actively engaged)
Level of collaboration[†]	Relative amount of involvement between the RAP worker and any collaborators
Activity Type	Format of the offered activity (chosen from list)
Event	Large-scale one-time, annual, or semi-annual events open to a large number of individuals (e.g., whole school, community) and involving a range of sub-activities. E.g., Leadership Days, field trips, pow-wows, conferences
Small Group Programming	Delivered to small, specific groups; centering around particular topics or experiences; may be regularly scheduled (e.g., weekly, monthly). E.g., Girls Group, 180° Group, Leadership camps, Pretty N' Pampered program, No More Drama, working with sports teams, etc.
Presentations	Primarily non-interactive information sessions delivered to specific groups (e.g., classes, teacher meetings, parent groups).
Workshop	Primarily interactive information sessions delivered to specific groups (e.g., classes, teacher meetings, parent groups).
Primary Purpose	The main goal of the activity
Asset building	Helping students build skill sets and increase their knowledge in specific topic areas and/or enhance their personal attributes
Connecting students with community	Providing a connection/reconnection opportunity to build relationships between the students and members of the community
Providing leadership opportunity	Giving students a chance to demonstrate their skills and personal attributes (distinct from teaching them or helping enhance these areas)
Raising program awareness	Informing people about the existence of the program, what services it provides and why, how to access the program, and encouraging them to use the program
Location	Primary location where the activity/event occurred
Home school	The RAP worker's current school/associated facilities
Different school	Any school which is not the RAP worker's own school
Partner's venue	Any facility or space provided by the partner (unless it is another school – then select "Different school")
Public facility	Any public facility or space

Multi-Service Categories

Conflict Partner	The person/group the student is in conflict with
Administrator	Principals, vice and assistant principals, or any other members of school administration
Dating Partner	Person with whom the student is engaged in a romantic and/or sexual relationship
Environment (Community, School or Justice)	Conflicts not involving specific others but generally impacting the school or community environment or contravening the criminal code
Family	Family members of any generation, immediate or extended, including biological, adoptive, step, and foster family members
Peer	Other non-related student or other young person at any school
School Staff	Any non-teacher, non-administrator school staff person, including support staff, SROs, and student services

Self	Students are experiencing conflict with themselves or personal conflicts which do not involve anyone else directly
Teacher	Any teaching or in-class staff, including resource teachers and educational assistants
Conflict Type	The issue or reason for the conflict
Abuse/Neglect	Physical, sexual, emotional, verbal harm, or failure to provide care from person in position of power (e.g., teacher, family member, dating partner)
Basic Needs	Lack of access to fulfillment of basic physical necessities (i.e., adequate or consistent food, shelter, clothing)
Bullying	Pattern of behaviour intended to exclude, humiliate, shame, intimidate, or produce fear/unhappiness. Includes cyber (internet/social media-based), physical (physical contact), relational (scapegoating, mobbing, ostracism), and verbal tactics (gossiping, teasing, insults, threats).
Discrimination	Harassing, hostile, or discriminatory behaviour targeting actual or perceived social identity/ group status (homophobia, racism, and sexism)
Emotional Needs	Personal emotional struggles (e.g., loneliness, jealousy) which are not clinical mental health issues
General interpersonal	General conflicts which do not fit specific pattern of behaviour or area of particular (e.g., friends fighting over a personal possession)
Harassment	Repetitive unwanted/intrusive behaviours (physical, verbal, or sexual) which are not part of bullying or discrimination pattern
Physical Violence	Physically violent contact (not a part of bullying or harassment pattern)
Self-care Issues	Lack of personal hygiene or healthy lifestyle practice (not including substance abuse, suicidality, or self harm)
Substance Abuse	Harmful or inappropriate use of controlled substance (e.g., illegal or prescription drugs, alcohol, smoking); may involve addiction
Suicidality/Self-harm	Signs of risk for suicide or engaging in actions to intentionally cause physical harm to self
Theft	Intentionally taking property without permission of owner (not part of bullying pattern)
Vandalism	Intentional damaging or defacing property (not part of bullying pattern)
Law/Justice*	Any act/conflict which entails involvement with the criminal justice system, not including theft and vandalism
School/Academic*	Difficulties or concerns with school work, wants to drop out
Work/Employment*	Difficulties or concerns with employment situation
Mental Health*	Any clinically-diagnosed mental health concern not including addiction/substance abuse or suicidality/self-harm
Medical*	Physical medical concerns (e.g., illness, injury) which are not specifically mental health-related
Skill Set	Area of skills or knowledge that the RAP working is targeting for improvement
Communication	Communicating effectively with others (e.g., listening, paraphrasing, expressing self clearly)
Handling Conflict	Managing or resolving conflicts (e.g., using a win-win approach, negotiating, developing effective strategies for individual conflicts)
Healthy Personal Choices	Positive decisions about health/wellbeing, (e.g., personal hygiene, self-care, resilience to peer pressure)
Healthy	Developing/maintaining healthy interpersonal relationships (e.g., boundaries,

Relationships	recognizing abusive behaviour)
Positive School Environment	Promoting more positive and supportive school environment for other students (e.g., cultural competence, anti-bullying skills)
Leadership Trait	Positive characteristic that the RAP working is targeting for improvement
Empowerment	Feeling capable, able to use their skills, and make decisions for themselves
Engagement	Being actively and enthusiastically involved in their environments
Respect for Others	Actively acknowledging the different needs of others and not behaving in ways that violate these needs
Responsibility	Willing to take action on behalf of themselves and others and to be accountable for the consequences of these actions
Self-Awareness	Having insight into their emotions and experiences and recognizing how these impact their behavior
Self-Esteem	Feeling generally good about themselves and having a positive self-concept
Sense of Belonging	Feeling welcomed and valued within their environments
Sense of Safety	Feeling physically, emotionally, or in any other way safe in their environments
Trust	Able to express confidence in or rely on other people
Understanding/Empathy	Able to recognize other people's needs and imagine different experiences from their own
Program Partner	Person or group who contributes to RAP program delivery in any manner (e.g., collaboration, referrals, additional services provided to students)
Administration	Principals, vice and assistant principals, any member of school administration
Community-School Coordinator*	Special position in some schools
Aboriginal Elder*	An Elder or person in a comparable social position from any FNIM group
Other RAP Worker	Any other RAP worker, either currently at another school or who filled the position previously
Parent/Guardian	Biological, adoptive, step, and foster parents or anyone with legal custody
Peer	Other non-related student or other young person at any school (for referrals to RAP only)
Rotarians	Members of the Rotary Clubs of Saskatoon
Self	The student accessing the service (for referrals to RAP only)
School Division*	Staff of either the SPSP or GSCS
School Resource Officer (SRO)	Special position in some schools
Student Services	Guidance counselors, school social workers, school nurse or any person in a similar formal support position to students, not including RAP workers
Support Staff	Any non-teaching, non-administrative, non-student service staff, including secretaries, librarians, janitors, etc.
Teacher	Any teaching or in-class staff, including resource teachers and educational assistants
External Service Agencies	Organizations and agencies outside of the school, grouped by service area
Addictions & Mental Health Services	Mental health and addictions workers, any mental health or addictions agency or treatment centre
Family Services	Child protective services, foster care, family services agencies
Immigration	Immigration support agencies (e.g., Open Doors Society)

Services*	
Health/Medical Services	Hospitals and physicians, unless specifically related to addictions and mental health support
Justice Services	Court workers, probation officers, community youth workers, police officers, and any justice-related agency not including school-based SROs