



A Program of the Saskatoon Rotary Clubs

INFORMATION PACKAGE

August 2014

Table of Contents

Introduction	3
The RAP Model	4
Preparation	5
Building the Business Case	6
Developing Community Support	7
Stakeholder Forum	9
Communication	9
Implementation	10
Service Delivery Model	10
Overview of a RAP Worker	14
Delivery Site	14
Staffing Models	15
Delivery Partnerships	15
Evaluation	16
Data Collection	16
Governance	17
Financial Management	18
Lessons Learned	18
Staffing Model: One RAP Worker - One School	18
RAP Worker's Employer	19
Partnerships	19
Program Evaluation	19
Stay the Course	20
Disclaimer	21
Acknowledgements	21
Appendix One: Stages of Planning	22
Appendix Two: RAP Partners	23
Appendix Three: 40 Developmental Assets for Adolescents	24
Appendix Four: Impact of Development Assets	28
Appendix Five: Multi-faceted Opportunities to Develop Student Assets	29
Appendix Six: RAP Worker Position Description	30
Appendix Seven: RAP Logic Model	31
Appendix Eight: RAP Mediation Referral Data Collection Process	32
Appendix Nine: Resources Available through the Saskatoon RAP	33
Appendix Ten: Saskatoon RAP Governance Overview	34

Introduction

The Restorative Action Program (RAP) is transforming the cycle of bullying, conflict and crime affecting today's youth into opportunities for positive change, learning and personal growth. It is an innovative, community driven program that provides conflict resolution, leadership, relationship and life skills and developmental assets to help young people become healthy and responsible citizens. RAP supports and responds to the needs of all youth so they can live in a safer community.

The entire community is a stakeholder. Everyone has a stake in this endeavour.

Saskatoon Rotary Club and Mount Royal Collegiate became partners when school leaders realized the punitive system of resolving discipline issues wasn't working and Rotary was observing increasing youth issues in the community. Both parties agreed there must be a better way to help youth deal with their issues and manage conflict. The partnership has matured over the years and the Restorative Action Program has evolved through trial and error.

Since the pilot project started at Mount Royal Collegiate in 2003, Saskatoon Rotary Club has held the view that helping our youth develop the skills required to live effectively in today's society is a community issue. It is everyone's responsibility to ensure our youth grow up in a safe and caring community.

When people understand their strengths, work in a collaborative manner and join together to address community issues, momentous change occurs.

RAP has been developed by Saskatoon Rotary Clubs in partnership with Saskatoon Public School Division, Greater Saskatoon Catholic School Division, City of Saskatoon, Saskatoon Police Service, Government of Saskatchewan and various businesses, corporations and foundations.

The Program is built on a foundation of community partnership. This foundation comes from the strength of the community, the people and the relationships that have been created over many years.

The RAP Model

RAP is a school-based initiative which uses a social development approach to address issues of conflict (including bullying and violence), enhance citizenship and contribute to a safe and caring community. The Program is guided by three core principles: prevention, intervention and reconnection.

The Program is a non-punitive, restorative means of dealing with conflict with proactive and preventive asset development. This asset building forms the framework for RAP's



preventive activities helping youth become caring, responsible and productive adults.

RAP enhances the school community by supporting students, addressing conflict and building personal assets which allow administrators, teachers and support staff more time to focus on academia. RAP provides an alternative to administrative or criminal justice sanctions and encourages students to remain

engaged in the school environment while managing their conflicts.

All experiences are opportunities for learning and growth. RAP recognizes that academic difficulties and relationship breakdowns with peers, family and teachers often result in students losing faith in themselves to achieve perceived expectations. The related behaviours can include withdrawal or lashing out in a disruptive or violent manner. These youth need help and support.

Critical to the Program's success is a professionally trained RAP Worker located in the school. RAP Workers create a safe and trusting environment which allows students to share their issues and participate in a process to resolve them. The Worker also builds capacity in students by teaching conflict resolution strategies, providing mediation and follow-up, giving classroom presentations and conducting student leadership programs.

The basic value of RAP is that every student is important.

Schools provide a dedicated office space for the Worker that is private and safe with a welcoming atmosphere for youth. The Worker also moves throughout the school getting to know the students and building trusting and friendly relationships.

The full power of RAP is achieved when the Worker gains the trust and confidence of the students.

Although most services are provided directly by the RAP Worker some are delivered in collaboration with community partners such as the Red Cross, Saskatoon Police Service and Saskatoon Tribal Council.

RAP Workers develop relationships with community partners such as addiction services, health and justice. These relationships provide RAP Workers a network of resources where they can refer youth needing specialized services. A well developed network also

allows community service providers to access the skills and knowledge of RAP Workers.

Preparation

Preparation requires research and planning. A critical first step is clearly understanding the issue of concern in the community. It is further considered by the degree of impact it is having on the community and what will happen if no intervention is taken.

The RAP experience would suggest that understanding the issue is necessary for evaluation and accountability. The logic behind this thinking is as follows:

- If you do not understand the issue, it is difficult to understand what is wrong with the current state;
- If you don't know what is wrong with the current state, then it is difficult to assess what needs to change to make things right;
- If you don't know what needs to change to make things right, then it is difficult to pinpoint the desired results and
- If you do not clearly define the desired results, how will you measure success?

Many projects move directly towards developing and implementing an action plan once the issue has been defined. Make sure you take the time to consider accountability, evaluation and measuring success before finalizing the business case.

As important as resource planning is to attracting funding partners, you must demonstrate that all stages of planning (Reference Appendix One) have been thoughtfully considered, designed and documented.

Building the Business Case

The following steps provide some guidance for moving from an expressed concern in the community to creating and implementing a business case focused on achieving desired change and ultimately demonstrable success.

An engaged community is the foundation of sustainability.

- (a) Define the issue - this definition must be one the community can relate to and should establish the basis of public discussion and engagement. In some cases, this step may be a summary of information gathered from the other steps.
- (b) Determine the scope - the more limited the scope of the issue, the easier it is for people to relate to it, understand it and focus on solutions. Try to focus on people who are most affected by this issue (children, youth, teens, parents, families, specific neighbourhood, segment of population).
- (c) Identify why the issue is important - what is happening in your community that is providing the sense of urgency to address this issue? What is the long-term outcome if this issue is allowed to continue unresolved? The intent here is to provide the sense of urgency to address this issue and to build the foundation for a case for action.
- (d) List the stakeholders - people and organizations directly and indirectly affected, policy makers, advocates, people eager for an opportunity to help.
- (e) Review the current services - list the current services being provided related to the issue and who provides them. Also, list service providers who respond to situations on a crisis versus proactive basis. Both categories of service providers will have a great deal of insight into what is happening now, why it has grown to current levels and how to turn things around. These providers will probably have data that will assist in defining the status quo and can be used as a benchmark for future evaluation.
- (f) Describe what is happening in other communities based on available research and collective knowledge. Contact a number of communities and inquire if they have experienced similar issues and how they addressed them. A few suggested questions:
 - Are there any policies or initiatives in existence in their community?
 - What programs or services exist in their community to address this issue and who delivers them?
 - Are there any data or benchmarks used to monitor the situation?
- (g) Seek to identify what is/are the root causes such as awareness, accessibility, funding, waste of resources, coordination, lack of priority setting, communication, etc. It is particularly useful to attempt to identify what is/are the root cause(s) of each of these

action areas. What are the driving forces causing this issue to occur and/or grow?
Action plans directed towards symptoms will not be cost effective in the long run.

- (h) Articulate what needs to change to resolve the issue. It is important, at this point, not to jump into what to do or how to do it. Discussion should focus on why the change is needed and what that change will look like. This step can be useful in developing accountability and a vision of the future. Those who accept ownership and leadership for any action must be willing to be held accountable for achieving the results defined here.
- (i) Determine whether it is all worth it? In order to gather resource partners, it is imperative to demonstrate the expected return for resources invested. Order of magnitude estimates for resource inputs (including volunteer time) should be compared against the expected return, such as: reduction in current resource inputs, improve physical and mental health of residents, improve opportunities for target group, improve image of community, etc. All resource partners will want to see this return before making a commitment.

The business case will need a sustainable resource plan that projects predictable and dependable resource streams for the Program. Community support and commitment are integral for documenting and realizing the resource plan.

While the resource plan is only part of the business case, it is the numerical story of the RAP's activities and outcomes. It will play a significant role in determining accountability by comparing planned and actual results.

Developing Community Support

The Restorative Action Program is recognized by the community as a necessary and successful service for our young people. It is through partnerships and commitment that RAP is able to make a difference in our community every day. (Reference Appendix Two for list of RAP partners.)

RAP partners with school divisions, local and provincial governments, Saskatoon Police Service, all five Saskatoon Rotary Clubs, community organizations, businesses, foundations and citizens.

*RAP's strength is
its partnerships*

These community partnerships support the governance, leadership, budget and delivery of RAP. Some partners contribute financially, some facilitate delivery and others fill a variety of roles for the Program. Each partner brings a unique and valued contribution and collaboratively we create RAP synergy.

Saskatoon Rotary Club was RAP's inaugural community partner. Today, all of the five Saskatoon Rotary Clubs work together to ensure the Program's sustainability.

Rotary is a community organization that decided to work with young people and reached out and invited other interested community members who share this vision. It has become the glue that unites the partners using a shared leadership, shared ownership, shared accountability model. All voices are heard and all continue to be meaningfully engaged and working together to meet the agreed upon goals.

Rotarians bring their leadership and professional expertise to RAP and serve on all major committees. A conservative estimate of Rotary's in-kind donation for RAP operations is \$200,000 annually. Community members also donate a significant amount of leadership and professional services to RAP.

The partnership with the school boards is unique and complex. A Memorandum of Understanding was signed to ensure the terms of the partnership were documented and agreed upon by all parties. The MOU is reviewed every two years to ensure the terms continue to meet the needs of RAP and its partners.

The partners also play a role in educating the public. Citizens need to be aware of RAP to consider making a tax deductible contribution.

Community support has been providing RAP services for young people since 2003 and is helping RAP reach its objective to serve every high school and collegiate in Saskatoon.

Connecting with the community requires:

- inviting people and stakeholders to participate in the needs assessment, planning and/or community decision making
- having information readily available to all who are interested,
- the proposed process of change be as transparent as possible,
- results to be reported regularly,
- successes are shared and celebrated, and
- community members and stakeholders are engaging in critical review and revisions to the plan.

It takes time to develop relationships. The RAP partnership continues to evolve as more organizations learn about the Program and its value to the community. RAP leverages its partnerships and contacts to seek new partners and meet the growing need for community support.

The financial and in-kind support of corporate partners has helped to secure the talents of Donny Parenteau and Michelle Dubois in offering RAP the use of their popular song, *Imagine a World*. This song addresses the issue of bullying and speaks to its existence in almost every aspect of the school environment. The message is strong and provides a solution similar to RAP.

Stakeholder Forum

With the business case information in hand, it is generally fruitful to undertake a stakeholder forum with the goal of establishing consensus on an agenda for change.

The agenda for change should be assembled from the answers to typical action oriented questions for addressing the issue:

- What will be accomplished (results to be achieved)?
- Who are the beneficiaries and target population(s)?
- When is the change to occur?
- Where will the change efforts be targeted?
- How will we achieve change (broad concept level)?
- How to measure results from change efforts?
- Is it worth it?

However, change will only proceed if somebody steps up and takes ownership of the issue and commits to a leadership role. So the questions from this point forward are:

- Is there sufficient commitment from within the community to get engaged and make the required commitment?
- Is there a champion to lead the way?

Communication

Communication is important for maintaining stakeholder commitment. It requires a frequency and structure that allows stakeholders the opportunity to understand what is happening with RAP and the outcomes from this community investment.

It is recommended that communication professionals be engaged early in the process, participate in planning and be part of the ongoing governance. This experience will be valuable for gathering information, creating key messages and targeting communications to appropriate stakeholders.

An audience that is interested and committed to serve the community is more likely to engage in decision making and take an active part in implementation actions. This critical step will be the difference between generally sharing information with everyone in the community versus building interest and commitment from targeted groups.

The glue that holds all of this together is continuous, timely and professional communications. This cannot be overstated.

All funders, partners and volunteers will have high expectations for the use of their resources. They will want assurances that resources are used effectively and the services generate an important value-added outcome for citizens. They will want an Annual Report of Program financials, activities and outcomes.

RAP communication activities include:

- A Partnership Committee comprised of all the funding partners has representation on the Board of Directors.
- Hosts an Annual General Meeting with an Annual Report.
- RAP Evaluations are circulated.
- The Communications Committee is charged with ensuring the public is informed. The Committee's plan includes Quarterly Newsletters, Public Service Announcements, Website and other tools.
- RAP Workers inform the students on Program progress and hold student forums gaining further insight for RAP.
- Key stakeholders meet once a year for "brain session" where the vision and future endeavours are discussed.

Implementation

Once the planning and partners are in place, implementation is the next step. A pilot project provides the opportunity to test the Program in operation and adjust as necessary.

A basic measurement to determine implementation success is the number of self-referrals and referrals of peers to the RAP Worker. When RAP is introduced to a school community most referrals come from the administration and teaching staff. Our experience shows that as time continues, more and more students seek out the guidance of the Worker on their own.

Service Delivery Model

RAP's service delivery model has been derived from our partnership with Peer Mediation And Skills Training (PMAST) in Calgary, Alberta. The service delivery model focuses on three core components: prevention, intervention and reconnection (commonly called PIR).

The 40 Developmental Asset Model started by the Search Institute is at the centre of the PIR Service Delivery Model. (Reference Appendix Three) The model supports RAP's desire to be proactive in finding solutions to the issues troubling today's youth. Integrated with the PIR service delivery model, RAP deals directly with bullying, relationship breakdown, violence, crime and mental health issues affecting youth.

Through RAP, youth are supported by learning and practicing essential life skills as this supports the achievement of developmental assets. Search Institute studies have shown that when youth have more developmental assets, they are more likely to be leaders, health conscious and do well in school. When young people have a low amount of assets, they are more likely to use drugs, become involved in violence or participate in underage drinking. (Reference Appendix Four) The more developmental assets a youth has, the more likely he or she will succeed in many aspects of life. RAP targets 15 developmental assets.

PIR Model

Prevention

The prevention component creates opportunities for change, learning and growth. We believe the more prevention contacts RAP provides to youth through training, leadership opportunities and skill building, the less conflict they will have in the school community. Contacts and relationship with youth before case involvement is a very important part of RAP and has resulted in the prevention of many serious incidents.

RAP's prevention component provides youth with skills to resolve conflict on their own, make good decisions and prevent bullying. It means the RAP Worker will perform less interventions and/or reconnections and leads to youth who are healthier both mentally and socially. The largest part of the RAP Worker's time is spent providing prevention services, followed by intervention and finally reconnection.

***MORE CONTACT = LESS CONFLICT
LESS CONFLICT = HEALTHIER YOUTH***

Preventive services are delivered before a major crisis or conflict occurs with the aim of preventing conflicts from occurring or from escalating in severity. These activities are mainly educational in nature, creating awareness about the Program and providing information and skills to students on a variety of topics related to conflict management. Formal preventive services can include school and classroom presentations on topics of bullying, harassment and relationship issues or leadership training opportunities where students are encouraged to learn healthy life skills. Prevention presentations can be scheduled at the request of teachers who have identified a specific issue as being relevant to their students.

Less formal aspects of prevention include building an environment of trust in which students feel comfortable approaching the RAP Worker on their own to seek assistance

before an incident erupts. RAP Workers create this environment by doing outreach, building relationships with students, communicating with other staff members about which students may need help and taking part in various aspects of school life such as assisting with sports teams to make themselves widely available to students.

Intervention

RAP interventions offer an alternative to suspensions and other disciplinary measures. The most common intervention offered by the RAP Worker is mediation.

Mediation is a restorative justice service provided by the Worker to deal with conflict, bullying, violence, harassment, relationship breakdown and crime in schools. Any personal or interpersonal conflict that students experience can be addressed by a RAP Worker, including conflicts with peers, teachers, family, self, the community and the criminal justice system. The interventions will sometimes incorporate external assistance when the issue is complex.

Referrals for intervention services can come from teachers, administration, other school staff, students themselves and their peers.

Intervention services are delivered once an incident has occurred or escalated past the point where students can resolve it on their own. The goal is resolving the conflict without resorting to administrative outcomes such as suspensions. Mediation encourages understanding, empathy and mutual respect resulting in positive benefits for all. Through mediation youth are given the opportunity to take responsibility for their actions. The need for punitive solutions to bullying and conflict are often unnecessary for youths who receive this intervention. RAP's ability to build and repair relationships has been credited by school administrations as being an instrumental part of keeping youth in school.

Through interventions youth receive assistance, services, support and access to resources to deal with their issues. The interventions build developmental assets in youth and fill a gap in the school system as students learn and integrate skills in conflict resolution and mediation and develop healthier personal relationships.

Reconnection

RAP fosters the reconnection of youth with their school, their families and their communities. RAP Workers work in partnership with school administration, school staff, and student services in assisting youth to reconnect into their school after suspension or other disciplinary measures. The Worker also assist youth in receiving knowledge and abilities to ensure their transitional readiness from high school to the work force or post secondary education is successful.

Reconnection services are delivered after an incident has occurred and has been resolved with the aim of helping students re-integrate with their social support systems and alter past patterns of conflict. These services are particularly relevant following a suspension or prolonged school absence or for students who have had trouble fitting into the school environment. Reconnection services are highly individualized depending on each student's case, but frequently require multiple follow-ups and efforts to re-establish relationships. Depending on the student, the focus may be on reconnecting the student with their school environment, peers, family or the larger community (youth workers, addictions services).

RAP works with the Saskatoon Police Service (SPS) to help reconnect youth at risk or on the periphery of criminal activity back into the school community. SPS promotes RAP's mediation services to repair harm and relationships rather than formal sanctions.

Supporting the readiness of youth to enter the workforce or post secondary education is an important part of reconnection. The RAP Worker works with career prep teachers and apprenticeship programs to design presentations and training to facilitate the transition of students into the workforce or post-secondary education.

The Worker also supports the readiness of students going on to post secondary education by providing conflict management training. This core component of RAP often has the additional benefit of connecting and reconnecting students to the larger community. Some reconnection services operate more broadly such as volunteering and leadership opportunities in the community. The aim of these services is fostering connections for the students outside the school environment.

Leadership

The RAP Worker organizes leadership opportunities throughout the year to support the link between the Program's values and the school's culture. The support of school personnel is integral for the success of these opportunities.

Leadership opportunities are led by the RAP Worker and engage groups ranging from a select number of youth, to an entire grade or the entire school.

Activities promote teamwork and personal growth and include offsite camps, presentations and skill training.

All leadership opportunities focus on the students developing empathy, respect for self and the community and fostering healthy relationships. They teach youth how to make safe and responsible choices and champion a culture of non-violence, unity and charitable service.

Leadership is a core component of the RAP delivery model.

As well, RAP Workers co-ordinate a variety of opportunities to build developmental assets in students. (Reference Appendix Five) Each Worker organizes and delivers these opportunities to best meet the needs of their school environment.

Overview of a RAP Worker

RAP Workers come from a wide variety of educational backgrounds including social work, criminal justice, psychology, social science, education, human services and youth and restorative justice work. The RAP Worker must be a self starter with relevant experience facilitating groups and training, have excellent organizational and networking skills and a minimum of two years experience in a related field. The Worker will also have expertise in working with youth and upon hiring become accredited in conflict mediation.

RAP Workers provide services both during and outside school hours. The Worker builds relationships throughout the school with students, staff and community partners such as addiction services, youth workers and health practitioners.

RAP Workers operate within the schools and are part of the school culture yet not part of either the school administration or teaching staff. Workers build relationships with all members of the school community and network and liaise with other agencies and stakeholders to promote and meet Program needs.

The RAP Worker reports to the school Principal and the Executive Director of RAP.

For a RAP Worker position description, reference Appendix Six.

Delivery Site

Dedicated office space at the school location is an important element for Program delivery. The RAP Worker creates an office space that is safe and supportive for students. Office space should be allocated such that students perceive the Worker as being separate from the school administration and teaching staff.



As stated in the *Government of Saskatchewan's Action Plan to Address Bullying and Cyberbullying*, "Children and youth need a place to report bullying incidents where action can be taken quickly." The RAP Worker should be located in an area that is accessible, private, safe and welcoming to youth.

The school also provides programming space and support for activities such as school-wide and classroom presentations. Some programming happens off-site such as day camps or community events.

Staffing Models

We have experimented with a variety of staffing models over the past 10 years.

One RAP Worker - One School

RAP operates most effectively with one Worker in each school. Youth need support at the time they are experiencing bullying or conflict, not when a trained professional returns to the school. The goal is integrating the RAP Worker within the school community.



One RAP Worker - Two Schools

Not all schools are the same size and Saskatoon schools vary from 400 to 1400 students. It is less cost effective having one RAP Worker in a 400 student school compared to one Worker in a school of 850 students or more. The best ratio of students to Worker has yet to be determined. We conducted a three year trial where one Worker was responsible for two schools. This model has not been as successful especially in terms of the Worker being able to provide the same availability to the students in each school.

Alternative Staffing Model: One RAP Worker - One School with Two Portfolios

In our attempt to fund RAP cost effectively, we are exploring new staffing models. We are currently considering the concept of having one staff person be responsible for two separate portfolios simultaneously in the one school. These two separate portfolios would need to be compatible with the RAP Worker's skill set and allow the Worker to deliver either service as needed. This model would have the RAP Worker in the school full time and available when needed by the students.

Delivery Partnerships

Program delivery partnerships are essential to access and serve the student population.

RAP service delivery relies on the cooperation and support of administration, teachers, support staff and community service providers. Strong partnerships with good communication facilitate service integration for the youth through referrals and information sharing.

Delivery partners provide programming space and support, community services, cultural mediation, training and facilitation.

Evaluation

Evaluation requires systematically collecting information to increase our understanding of the Program, further develop it and inform decision making about the future. It is necessary for accountability as well as promoting growth.

While qualitative data is important, statistical data validates RAP activities, relevance and necessity to stakeholders. Partners and stakeholders evaluate their support by knowing the number of services provided, the amount of resources expended and the outcomes achieved.

The evaluation process has been highly collaborative, integrating input from Program administrators, Workers, partners, school administration, teachers and students. Some benefits of the evaluation process include the refinement and standardization of the Program's operational goals and model, the enhanced sense of ownership for stakeholders and the collection of detailed and systematic data about its operation. This data provides the foundation for making informed decisions about RAP's future, identifying service gaps and areas for improvement and establishing benchmarks for what successful delivery will look like across implementation sites.

RAP has always viewed the collection and interpretation of relevant data as critical to the Program's success. Although our initial collections supported the position that RAP was meeting expectations, we lacked a third party validation.

While much can be measured, there are RAP impacts that cannot be quantified. For example, the ripple effect on the student population from improving individual citizenry or improved academic performance are difficult to measure. Qualitative data is valid and should be used to support and explain quantitative information.

Thus far, the evaluation of RAP has focused on assessing implementation, determining the Program's intended operational model and confirming consistent implementation at each delivery site. The next stage of the evaluation will focus on assessing whether RAP is achieving its intended outcomes with the students and the school environment.

Data Collection

In 2011 RAP engaged the University of Saskatchewan Centre for Forensic Behavioural Science and Justice Studies to develop a program monitoring system to provide information on program activities and client characteristics. Following an Evaluability Assessment Study in 2011, it was decided to develop an enhanced data collection system which can provide more accurate and detailed information.

The RAP Board formed a partnership with the Centre for Forensic Behavioural Science and Justice Studies to begin integrating evaluative principles and practices into the

Program's operation (Reference Appendix Seven). To date, this has entailed the assessment of the Program's evaluability and the development of a performance monitoring system to track the Program's day-to-day operations.

The core of RAP's performance monitoring is a customized computer-based system database. Each RAP Worker tracks their daily activities using standardized data entry forms. (Reference Appendix Eight) From this input, they generate de-identified summary reports of their workload as well as their own interactions with individual students to assist them with their work.

The collection and evaluation of data is critical to RAP's success.

Highlights from the RAP monitoring system include:

- Total number of students involved and relevant demographic characteristics (e.g. grade, gender)
- Specific services received per student (e.g. one-on-one sessions, mediations)
- Frequency and nature of conflicts and problems being addressed, who the RAP Workers collaborate with to deliver the Program, where referrals come from, the outcomes Workers are trying to achieve, additional/supplemental services, prevention activities, etc.

This system provides real-time feedback for the RAP Worker and Program administrators. The collected data can be compared across sites and years to track trends and changes in Program delivery. It also helps contextualize the Program's role within the school system.

The RAP Board of Directors has approved the continuation of the contract with the University of Saskatchewan for the next three years. The collection tools will be evaluated so we can continue to improve all relevant data needed to validate the Program's outcomes.

Governance

RAP is a community partnership program, which is reflected in its governance. (Reference Appendix Ten) Community partners and stakeholders are represented on the Board of Directors and the Partnership Committee.

When RAP started, it was operated under Saskatoon Rotary Club Projects Inc which operates as an independent fiscal agent of Rotary Club of Saskatoon. As the project evolved into a full Program and the partnership completed the stages of planning

(Reference Appendix One), it was decided the best governance model was to create a new organization involving all five Saskatoon Rotary Clubs.

In 2011, the Saskatoon Restorative Action Program registered as a non-corporation provincially and obtained federal charitable registration.

The governance model for RAP has created an organization independent of Rotary despite it being the lead partner. It was determined this model would best represent and respect the community partnership of shared leadership, shared ownership and shared accountability.

Financial Management

RAP solicits and administers its own finances. While originally finances were managed through Rotary Trust, legal registration now allows RAP to manage its own funds.

The RAP financial plan is to engage financial and in-kind support from throughout the community: governments, businesses, foundations, school boards, community organizations and individual donors. Big or small, all contributions are appreciated and important to RAP's sustainability.

In addition to Rotary's in-kind contributions, its monetary objective is to cover all common costs (administration, communication, etc) so monies received from grants, fund raising and donations are 100% directed towards the costs of delivering RAP.

Fee for service revenue is earned through the delivery of Basic Conflict Management Training services to external organizations. RAP has generated \$9,000 in revenues in the first year and our objective is to generate \$80,000 annually from this service. As a registered charitable organization, RAP is able to deliver services related to its business as long as the funds generated are used in the operation of its primary function.

For ease of administration and in the best interests of all, RAP Workers' salaries are paid by the school board and RAP's portion is reimbursed by the Program.

RAP's charitable status allows tax deductible receipts for donations.

Lessons Learned

Staffing Model: One RAP Worker - One School

RAP operates most effectively with one RAP Worker in each school. Actually it is most effective when the one RAP Worker becomes embedded in the school. By this we mean students perceive the RAP Worker to be separate from the school administration and

teaching staff. The full power of RAP is achieved when the RAP Workers gains the students' trust and confidence.

While the One RAP Worker - Two Schools model is still an alternative, limited Worker availability for students is a problem.

RAP Worker's Employer

Co-ordinating a community governance model for RAP required deciding what organization, RAP or the school, would employ the Worker.

In making the decision, factors such as performance management, job classification, union requirements, liability, salary/employee administration and Program control were given careful consideration. The decision for the host school to pay the Worker was made and any concerns were quickly alleviated.

The worker salaries are reimbursed to the school from RAP.

Partnerships

It's all about working together, sharing resources and expertise, having common objectives and mutual respect. We must remember that all we do and all that it costs is helping young people in our community grow and mature into happy and responsible citizens.

The community has come together to support young people and accept responsibility for their well being and development. Although government partnership is part of the equation to sustain such an endeavour as RAP, the community must provide the leadership and impetus on a day-to-day basis.



Program Evaluation

RAP has continued to evolve since its inception in 2003. An evaluation of the initial three year pilot project was conducted in 2006 and found evidence of widespread theoretical and anecdotal support but quantitative empirical research on the efficacy of the Program had yet to be established.

RAP has always viewed the collection and interpretation of relevant data as critical to its success. Although our initial collections supported the position that RAP was meeting expectations, our vision and the needs of our youth, we lacked a third party validation. We believe this externally sourced evaluation monitoring program is important in demonstrating to RAP stakeholders what we are doing is important and we are accomplishing our objectives.

Stay the Course

When developing a program such as RAP, it is important not to get discouraged by negativism and road blocks that must be overcome. The Saskatoon Restorative Action Program didn't just happen. The 10-year road travelled has had many successes, but for every success there has been at least the same number of set backs.

In the beginning we were told the problem of youth in the schools was a "school problem." Don't expect "me" to contribute more money to solve their problems as "I already pay enough now in taxes." You'll never raise the funds needed. You'll never get all the schools, governments and business community putting their money together to be managed by Rotary. Service clubs, business and corporations are good at contributing money for constructing new buildings and supporting dinners and special events, but not for addressing on going community social problems.

We were told we were working with the wrong age group of youth and that we should solve the problems at an earlier age. But it was Mount Royal Collegiate who asked for our help. Of course we were told the government should pay the costs. However, in 2006 the Saskatoon Community Foundation gave us a grant to conduct a global search to identify other restorative justice styled programs working specifically with youth. We did find some very interesting programs but we also found that nearly all programs were being operated top down (government operated) and all were striving to get the community involved. Also the cost of a government operated program was significantly greater than the model we had been fostering.

*Believe any problem
has a solution.
Stay the course.*

Attitudes of negativity and skepticism have been present and we continue to work despite them. We didn't have the magic answers how we were going to "change situations". No guarantees. All we knew was that we were involved in one huge problem solving exercise. As we continued to move forward and successes have mounted we have been able to attract more and more positive minded community leaders who have risen to the challenge.

So the lesson learned is believe what you are doing is important. Learn to separate negativism from constructive criticism.

Disclaimer

The content of this information package reflects the 10 year journey experienced by Saskatoon Restorative Action Program Inc. It is a journey that began in Saskatoon and has evolved over time in Saskatoon. There are no guarantees that a similar journey will yield the same results in your community. Each community has its own unique circumstances, distinct culture and cherished set of values. An action plan must be created and nurtured in that unique environment.

The suggestions contained in this package are based on lessons learned, successes achieved and some actions we still aspire to implement.

Acknowledgements

Thank you to everyone who shared their time and talents to help create the RAP Information Package.

- Restorative Action Board of Directors: Betty Ann Arscott, Bill Baker, Jack Brodsky, Carol Cisecki, Dave Derksen, Paul Gauthier, Scott Gay, Clare Heagy, Heike Heimann, Michael LeClaire, Murray McArthur, Murray Scharf, Don Somers, Clive Weighill and Peter Whitenect.
- Winston Blake, RAP Executive Director
- Saskatoon RAP Workers: Darren Bohmann, Jill Flath, Shauna Kennon, Megan Mitchell, Carter Munday, Dean Rutten and Stephanie Vause.
- Government of Saskatchewan Ministries of Education and Justice

Appendix One: Stages of Planning

Planning Stage	Description	Documentation
Strategic	Where are you going? Why? How/where do we fit into the broader community plan to improve quality of life for everyone?	<ul style="list-style-type: none"> • Vision Statement • Mission Statement • Community Values • Corporate Mandate
Results	Doing the right thing. Defining the intended results and/or impact on specified people, places or things. These results must be clear and measurable and within your control to change.	<ul style="list-style-type: none"> • Issue definition • Impact Statement <i>What will change?</i> • Defined outcomes - effectiveness indicators • Business Model
Organizational	Dividing the workload into manageable work units, each assigned a specific role or function necessary to achieve the overall mission or purpose. As many governance resources are provided through volunteers, a profile of board and executive volunteers should be provided to demonstrate competency.	<ul style="list-style-type: none"> • Organization Plan • Terms of Reference • Organization Charts • Governance Model
Action	Doing things right! Define the services to be provided that, if used, will lead to the desired results. Articulate the nature and sequencing of tasks which produce the services.	<ul style="list-style-type: none"> • Defined outputs • Program plan and services offered - efficiency indicators
Resource	Determine the quantity, quality and mix of resources to carry out identified tasks in the most efficient manner.	<ul style="list-style-type: none"> • Capital Budget • Operating Budget • Staff budget • Donor/volunteer recognition
Financial	Identify and pursue multiple sources of revenue and other resources. Formalize arrangements to the greatest extent possible. Formalize arrangements with staff, partners, landlords, owners of intellectual property (including your own Board of Directors) in order to ensure clarity of terms and protect interests of all parties. Undertake risk assessment (especially third party risk) and seek services of insurance broker.	<ul style="list-style-type: none"> • Employment contracts • Partnership Agreements • Fee-For-Service Policy • Licensing Agreement

Appendix Two: RAP Partners

The following list is RAP partners as of May, 2014. The partnership list is updated regularly in the Funding Partners section of the RAP website at: www.rapsaskatoon.org.

Affinity Credit Union
City of Saskatoon
Commissionaires, North Saskatchewan Division
Community Initiatives Fund
David Paslawski
Dispute Resolution Office
Greater Saskatoon Catholic Schools
Government of Saskatchewan
Investors Group
Jack and Shirley Brodsky RAP Fund
PotashCorp
Prairieaction Foundation
Raymond James Ltd
Saskatchewan Red Cross
Saskatoon Blades
Saskatoon Community Foundation
Saskatoon Firefighters - Local 80
Saskatoon Media Group
Saskatoon Open Door Society
Saskatoon Police Service
Saskatoon Public Schools
Saskatoon Rotary Clubs
Saskatoon Tribal Council
SaskTel, I Am Stronger
Scotiabank
Sherwood Chevrolet
Star Phoenix
University of Saskatchewan
Vaughn Wyant Automotive Group

Appendix Three: 40 Developmental Assets for Adolescents

Search Institute has identified the following building blocks of healthy development—known as Developmental Assets—that help young children grow up healthy, caring, and responsible.

This particular list is intended for adolescents (age 12-18).

The 15 developmental assets Saskatoon RAP targets are **highlighted in red**.

External Assets



SUPPORT

1. **Family Support** | Family life provides high levels of love and support.
2. **Positive Family Communication** | Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other Adult Relationships** | Young person receives support from three or more nonparent adults.
4. **Caring Neighborhood** | Young person experiences caring neighbors.
5. **Caring School Climate** | School provides a caring, encouraging environment.
6. **Parent Involvement in Schooling** | Parent(s) are actively involved in helping the child succeed in school.



EMPOWERMENT

7. **Community Values Youth** | Young person perceives that adults in the community value youth.
8. **Youth as Resources** | Young people are given useful roles in the community.
9. **Service to Others** | Young person serves in the community one hour or more per week.
10. **Safety** | Young person feels safe at home, school, and in the neighborhood.

External Assets



BOUNDARIES AND EXPECTATIONS

11. **Family Boundaries** | Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries** | School provides clear rules and consequences.
13. **Neighborhood Boundaries** | Neighbors take responsibility for monitoring young people's behavior.
14. **Adult Role Models** | Parent(s) and other adults model positive, responsible behavior.
15. **Positive Peer Influence** | Young person's best friends model responsible behavior.
16. **High Expectations** | Both parent(s) and teachers encourage the young person to do well.



CONSTRUCTIVE USE OF TIME

17. **Creative Activities** | Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth Programs** | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
19. **Religious Community** | Young person spends one hour or more per week in activities in a religious institution.
20. **Time at Home** | Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets



COMMITMENT TO LEARNING

- 21. **Achievement Motivation** | Young person is motivated to do well in school.
- 22. **School Engagement** | Young person is actively engaged in learning.
- 23. **Homework** | Young person reports doing at least one hour of homework every school day.
- 24. **Bonding to School** | Young person cares about her or his school.
- 25. **Reading for Pleasure** | Young person reads for pleasure three or more hours per week.



POSITIVE VALUES

- 26. **Caring** | Young Person places high value on helping other people.
- 27. **Equality and Social Justice** | Young person places high value on promoting equality and reducing hunger and poverty.
- 28. **Integrity** | Young person acts on convictions and stands up for her or his beliefs.
- 29. **Honesty** | Young person "tells the truth even when it is not easy."
- 30. **Responsibility** | Young person accepts and takes personal responsibility.
- 31. **Restraint** | Young person believes it is important not to be sexually active or to use alcohol or other drugs.



SOCIAL COMPETENCIES

- 32. **Planning and Decision Making** | Young person knows how to plan ahead and make choices.
- 33. **Interpersonal Competence** | Young person has empathy, sensitivity, and friendship skills.
- 34. **Cultural Competence** | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. **Resistance Skills** | Young person can resist negative peer pressure and dangerous situations.
- 36. **Peaceful Conflict Resolution** | Young person seeks to resolve conflict non-violently.

Internal Assets



POSITIVE IDENTITY

- 37. **Personal Power** | Young person feels he or she has control over "things that happen to me."
- 38. **Self-Esteem** | Young person reports having a high self-esteem.
- 39. **Sense of Purpose** | Young person reports that "my life has a purpose."
- 40. **Positive View of Personal Future** | Young person is optimistic about her or his personal future.

This list is an educational tool. It is not intended to be nor is it appropriate as a scientific measure of the developmental assets of individuals.

Copyright © 1997, 2007 by Search Institute. All rights reserved. This chart may be reproduced for educational, non-commercial use only (with this copyright line). No other use is permitted without prior permission from Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 800-888-7828. [See Search Institute's Permissions Guidelines and Request Form](#). The following are registered trademarks of Search Institute: Search Institute®, Developmental Assets® and Healthy Communities • Healthy Youth®.

Appendix Four: Impact of Development Assets

Table 1
Impact of Developmental Assets on Negative Behaviour

Negative Behaviour	0-10 Assets	11-20 Assets	21-30 Assets	31-40 Assets
Problem Alcohol Use	45%	26%	11%	3%
Violence (bullying & other)	62%	38%	18%	6%
Illicit Drug Use	38%	18%	6%	1%
Sexual Activity	34%	23%	11%	3%

Table 2
Impact of Developmental Assets on Positive Behaviour

Positive Behaviour	0-10 Assets	11-20 Assets	21-30 Assets	31-40 Assets
Exhibits Leadership	48%	66%	78%	87%
Maintain Good Health	27%	48%	69%	88%
Values Diversity	39%	60%	76%	89%
Succeeds in School	9%	19%	34%	54%

Appendix Five: Multi-faceted Opportunities to Develop Student Assets

There are a number of resources that can be used to help young people develop their assets. Each school uses a mix of resources that best meets the community's needs.

Basic Conflict Management Training (BMCT)

Explores the nature of conflict and assists students in developing communication skills and strategies to work through conflict.

Girl's Group

RAP Workers bring girls together to discuss and learn about relational bullying, conflict, power, empathy, communications skills, self-image, and peer/media pressures among other topics.

RespectED Training

RAP Workers train students in the Canadian Red Cross RespectED violence and abuse prevention training program. These youth make bullying and violence prevention presentations at schools and in the community. Respect ED supports our principle that ultimately youth need to be the agents of change among their peers and in the community. RAP Workers also present this training jointly with the SPS and students.

Chick Flick Lunch Hours

This lunch hour event allows youth the opportunity to preview movies and engage in discussions about healthy relationships.

Elementary School Outreach

RAP Workers provide outreach to elementary schools connected to their host school. Workers also responded to requests for mediation and presentations from these schools.

Digital Citizenship

We have a close relationship with the Saskatoon Police Service, and Sasktel's *I am Stronger* program. In coordination with our partners, we conduct presentations on internet safety and the appropriate use of technology.

Presentations to School Staff and Parents

Presentations promote awareness of the Program to school staff and parents.

Appendix Six: RAP Worker Position Description

Position: Restorative Action Program Worker

Immediate Supervisor: Principal

Core Function:

Coordinate and deliver the Restorative Action Program by working closely with students, school staff, parents, community members, and the Program steering committee. The Restorative Action Program provides youth in conflict with training, assistance, support, and services in developing life skills related to conflict resolution, self-awareness, and respect for others and the community.

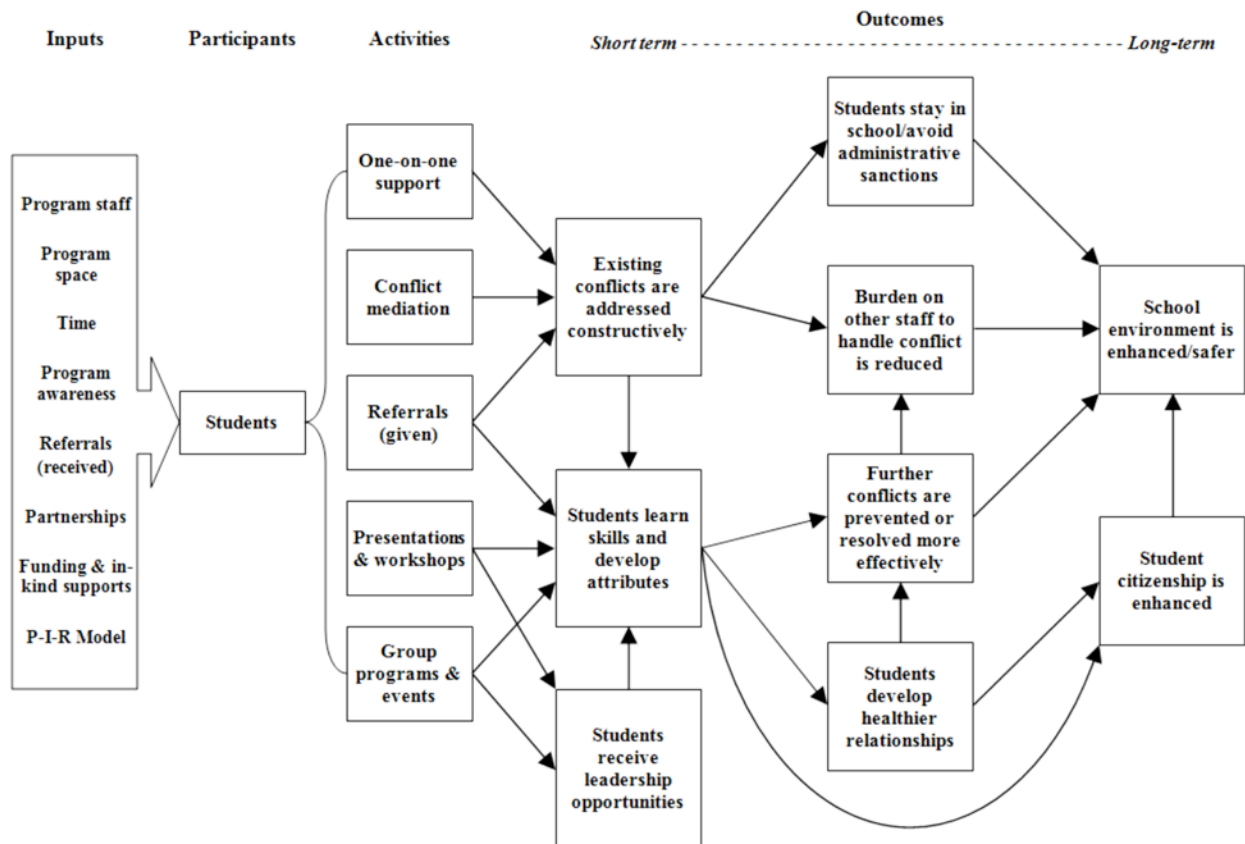
Duties and Responsibilities:

1. Provide training on conflict resolution, violence, and bullying prevention techniques.
2. Understand complex issues, identify, assess, and implement student supports and effective follow up.
3. Design and implement prevention education to students in handling their own conflict (i.e. bullying prevention, conflict management, suicide prevention, stress management, anger management, and communication skills).
4. Inter-professional collaboration with school and community based professionals.
5. Provide support and referrals to appropriate resources such as Student Services, Mental Health services, or addiction counseling.
6. Provide interventions such as student coaching, mediation and other restorative techniques to resolve conflict.
7. Align supports and services to fulfill school priorities. Abide by ethical codes of conduct such as privacy, confidentiality, and other ethical guidelines that direct decision making.
8. Provide information to the school and school community about the Restorative Action Program through facilitation and presentations.
9. Organizing and conducting mediations, community conferences, and peace circles.
10. Youth leadership and citizenship development.
11. Partnership programs with other schools and community mobilization through outreach.
12. Provide assistance to area elementary schools when requested and agreed to by the Principal and area Superintendent.
13. Performs such other tasks as may be required to meet organizational deadlines and objectives.

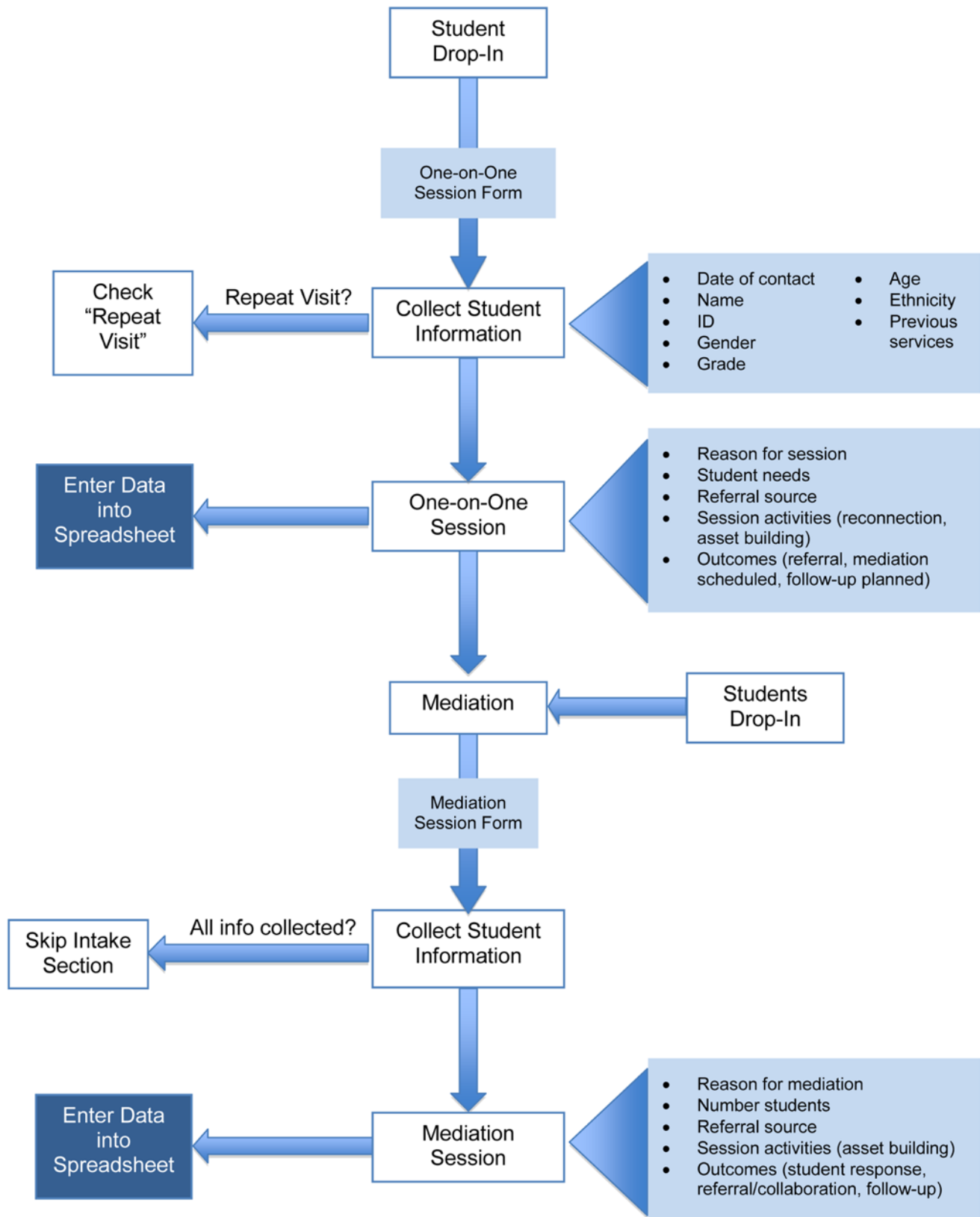
Qualifications:

1. University degree, preferably in social work, human justice, education, or a related area of study. An equivalent combination of education and experience may be considered.
2. Experience working with communities towards setting and achieving goals.
3. Knowledge of First Nations, Métis and other ethnic cultures.
4. Demonstrated experience with conflict resolution and mediation in an organization setting.
5. Experience dealing with conflict, violence, abuse, suicide, crisis, addictions, mental health issues, and threat assessment (threat to self and others).
6. Excellent written and verbal communication skills.
7. Effective interpersonal and organizational skills.
8. Experience organizing and delivering training programs for youth, school, and community.
9. A valid driver's license and reliable transportation.
10. Other training such as suicide intervention, mediation training and threat assessment would be an asset.

Appendix Seven: RAP Logic Model



Appendix Eight: RAP Mediation Referral Data Collection Process



Appendix Nine: Resources Available through the Saskatoon RAP

Basic Conflict Management Training - Fee for Service

Employers also experience conflict, harassment and bullying within their organization and want to address these problems through awareness and training that will assist people to understand and cope with these situations. As the community became aware of RAP, they asked if RAP could offer training for their workplace.

RAP is now offering BCMT training to employers on a fee-for-service basis. Our fee structure is \$150 per seat for a three-hour session with a minimum 20 seats and a maximum of 30 seats.

The BCMT'S success in the community is creating requests for practical training sessions, such as role-playing, to assist BCMT trainees in converting theory into practice. We have also been asked for "train-the-trainer" programs to allow organizations and employers to provide similar training experiences.

Data Collection Tool

RAP has always viewed the collection and interpretation of relevant data as critical to the its success. Our engagement with the University of Saskatchewan Centre for Forensic Behavioural Science and Justice Studies resulted in the development of a RAP monitoring and reporting system that provides accurate, detailed and consistent information on program activities and client characteristics. This evaluation monitoring tool is important in demonstrating to RAP stakeholders that what we are doing is important and we are accomplishing our objectives.

While the Saskatoon RAP Inc is willing to offer this evaluation monitoring tool with other service providers, this arrangement will be subject to costs and a negotiated licensing arrangement.

PIR Model

RAP's standard service delivery model has been derived from our partnership with Peer Mediation And Skills Training in Calgary, Alberta and focuses on three core components: prevention, intervention and reconnection (PIR). The PIR delivery model supports RAP's belief that training, services and opportunities should be available to all youth not only those youth identified as being at risk.

We are willing to share the PIR delivery model and mentor its implementation with other communities.

Appendix Ten: Saskatoon RAP Governance Overview



