Date	February 10, 2026
To	Board of Trustees
From	Superintendent of Schools
Subject	Phase I Evaluation Report: School Resource Officer (SRO) Program
Originator	Kathy Muhlethaler, Assistant Superintendent Instructional and Strategic Division Supports
Resource Staff	Danette Andersen, Bryan Evans, Erin Faught, Zaki Hirabe, Nancy Petersen, Christine Simmons, Soleil Surette, Annette Wentworth, Lisa Wright
Reference	School Resource Officer Program Evaluation Framework

ISSUE

To explore the effectiveness of the reintroduction of the School Resource Officer (SRO) Program, the Division developed an SRO Program Evaluation Framework. The focus of the Phase 1 Evaluation was to evaluate the program's implementation processes; specifically, explore how the activities to support school readiness, preparation, onboarding and welcoming of SROs into the initial six schools aligned with the intent of the program. The following report highlights the Phase 1 Evaluation.

KEY POINTS

- The primary goal of the SRO Program in the Division is to provide quality dedicated service to students, schools and the community that positively and equitably impacts the safety, well-being and development of youth in the education system. The program can be broken down into three interrelated domains:
    1. Relationships, Trust and Belonging
    2. Connection to Supports, Conflict Resolution and De-escalation
    3. Diversion and Incident Response, including Emergency Preparedness
- The primary function of the SRO Program is to assist school administration in supporting a safe and caring place of learning for students and staff; the program also includes a part time mental health therapist
- The work to reintroduce the SRO Program has been intentional and responsive to feedback from community, staff, students and families
- To explore the effectiveness of the reintroduction of the program, an evaluation framework was developed. The framework was designed around two distinct phases of evaluation:
    ○ The Phase 1 Evaluation is to evaluate the program's implementation processes; specifically, to explore how the activities to support school readiness, preparation, onboarding and welcoming of SROs into the initial six schools aligned with the intent of the program.

- ○ The Phase 2 Evaluation will continue to assess the implementation of the SRO Program with a focus around the experience of the members of the school community and the program's impact on safety and belonging.
- Schools are reflective of the societal context of the broader community, including the actions, behaviours and situations that impact safety
- School safety is a shared responsibility amongst all members of the school community and is grounded in a continuum of proactive to responsive strategies, including wrap-around supports and services
- The SRO Program is one strategy of many actions taken within a school community to support safety
- The work to inform and engage students, staff and families about the SRO Program and prepare to welcome the SRO is a critical step to introducing this multidisciplinary, proactive school-based program into the school community
- Collaboration, relationships, responsiveness and ongoing reflection are critical attributes of the partnership between Edmonton Police Service and the Division in respect to implementing the SRO Program
- Learnings from the reintroduction into the initial six schools and the Phase 1 Evaluation work informed the onboarding of additional schools in the 2025-26 school year

BACKGROUND

Safety is a key component of a school community. Safety is multifaceted and within a school can include feelings of physical, emotional, psychological and academic safety. Interconnected to safety is the sense of belonging. Belonging includes feeling welcomed, understood, valued and connected within the school community. Under Section 33 (1)(d) of the *Education Act,* the Division has the responsibility to ensure that each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

For students, the sense of belonging and safety are built on the foundation of a positive school culture, effective operations, meaningful family and community relationships, active engagement and a supportive learning environment. These pieces fit together to create a space where every student feels valued, supported and ready to learn. This work is a shared responsibility with all members of the school community having a voice and a role to play as they collectively work towards every student experiencing a sense of belonging and safety.

There are many actions that are taken within schools to support belonging and safety. One of these may be the role of a School Resource Officer as a member of the school community. The following timeline provides an overview of the history of the SRO Program in the Division, the decision to pause the SRO Program and the reintroduction of the SRO Program in February of 2025.

Timeline	Action
1979 - 2020	● In 1979, the Edmonton Police Service (EPS), Edmonton Public School Board (EPSB) and Edmonton Catholic School District (ECSD) embarked on a

	collaborative partnership placing four constables in Edmonton high schools on a cost-shared basis.
	 ● In 1997, EPS, EPSB and ECSD undertook a formal evaluation of the SRO Program to measure program outcomes including:
	  ○ Higher levels of safety among students
	  ○ Fewer problems within the school
	  ○ Higher levels of crime reporting
	  ○ More positive attitudes toward police
	 ● As of 2020, there were SROs in 11 EPSB high schools, one K-12 school, seven junior high schools, plus one Grades 7-12 school that shared an SRO equally with another school. In addition, Institutional Services Schools (Aspen Program) had a full-time Youth Intervention Officer.

June 2020 - June 2023	● June 9, 2020: A Request for Information was brought forward by Trustee Stirling requesting information regarding the SRO Program. ● June 23, 2020: The Board voted unanimously to conduct an independent review of the SRO Program. ● Fall 2020: The Division formally announced the suspension of the SRO Program. ● September 8, 2020: A report responding to the June 23, 2020, Request for Information was brought to the public Board. ● September 7, 2021: A motion was carried to revise CHA.BP Board Delegation of Authority to return decisions regarding policing, security or paramilitary organizations to the Board's authority. ● June 14, 2023: The Division publicly shared the Wortley study, The Experiences of Racialized and Marginalized Populations with the School Resource Officer (SRO) Program at Edmonton Public Schools.

October - November 2023	● Four social innovation labs were held with students, parents, staff and community members. The purpose of these labs was to explore the question, "*How might we create school communities that feel safe for everyone*?"
	 ● 228 students, staff, community members and partners (including agencies who work with youth and families, academics and representation from Edmonton Police Service) participated in the four social innovation labs.
	  ○ The participating students represented a diverse range of identities and lived experiences.
	 ● Voices from the labs confirmed the importance of safety among Division students, surfaced the complexity and challenges related to school safety and explored opportunities going forward. Key concepts from this work include, but are not limited to:
	  ○ Safety and belonging are interconnected

	○ Students see value in access to wrap-around supports within their school community ○ There is not a single approach or solution to school safety; a holistic response that considers the diversity and complexity of students across the school community is critical ○ Through the exploration of the complexity of school safety, there was student voice supporting SROs in schools and student voice not in support of having SROs in schools ○ There was an openness to a model of SRO Programming grounded in relationships, communication, restorative practices, including wrap-around supports (mental health, access to social workers) ○ Students want to be part of the solution ● A report summarizing this work was provided to both administration and the Board of Trustees. This report was shared as part of the April 30, 2024, Board report package
January 29 and 30, 2024	● To enhance the Board of Trustees' understanding of school safety, focus groups were held with school leaders and Trustees. There were two rounds of conversation: ○ One with a group of school leaders whose school had previously had a SRO; and, ○ One with a group of school leaders where no SRO had previously been a member of the school community. ● Key themes surfaced in these conversations include, but are not limited to: ○ The current complexity of safety within a school community ○ The critical connection between belonging and safety ○ The importance of relationships within the concept of safety ○ The evolution of the role of the school leader away from teaching and learning to that of a manager of social complexity and front line responder to threatening situations ○ Principals spoke candidly about the presence of societal violence within the school community and its increasing complexity, level of risk and frequency 　■ Examples shared by school leaders include: weapons, threats from the community, online risks to students, sexual assaults, drugs, gangs, radicalization, online exploitation and human trafficking ○ The value of proactive, supportive wrap-around supports (mental health, school nutrition, success coaches) ○ The importance of a formalized relationship with police as one means of supporting school safety

February - March 2024	● As part of the annual Division Feedback Survey a unique set of questions around school safety were included. Feedback from these questions was provided to the Board of Trustees in a report as another source of information regarding the concept of safety for students, staff and families.
April 30, 2024	● On April 30, 2024, the Board approved a motion for the Division to explore Edmonton Police Service having a formal role in Division schools to enhance student and staff safety. ● The Board also approved a motion reverting authority back to the Superintendent for decisions, contracts or agreements with or related to policing, security or paramilitary organizations. ● During the April 30, 2024, public Board meeting, the Superintendent committed to evaluating the reintroduction of the SRO Program and ongoing monitoring of program effectiveness. ● Several members of the public spoke at this public Board meeting around the topic of school safety, with specific feedback related to SROs.

May - August 2024	● Leadership from Edmonton Police Service and the Division met to discuss next steps in reestablishing a collaborative working relationship in support of safety within school communities
	● These discussions led to a commitment to work together to explore the reintroduction of the SRO Program in a small group of Division schools
	● To support this work, a working group made up of Division staff (including high school principals and Central leaders) and Edmonton Police Service Youth Integrated Services members was formed to work over the summer; their work included examining community voice from the April 30 public Board meeting
	● To support this summer work, administration reviewed the speaker's comments from the April 30, 2024, public Board meeting and themed their feedback. This surfaced the following themes:
	    ○ Transparency and clarity about the purpose of the SRO Program and how it is implemented
	    ○ Transparency and clarity about the SRO hiring process
	    ○ The concept of SROs being in full uniform in the school community
	    ○ Need for enhanced training regarding trauma-informed practices, strength-based approaches, resilience, mental health and addictions
	    ○ Monitoring and evaluation for continuous improvement
	    ○ Monitoring and oversight of the SRO program
	    ○ Impact of SROs on marginalized populations (e.g., Indigenous youth, 2SLGBTQIA+ community, racialized students)

	○ Wrap-around supports (i.e., inclusion of the SRO as part of a multidisciplinary team that includes mental health workers, social workers) ○ Root causes of a lack of safety in schools ● The examination involved looking at each theme and determining possible actions that would address concerns when conceptualizing the role of a SRO in Division schools. ○ This work resulted in strategies or actions to address eight of the nine themes identified from speakers at the April 30 public Board meeting. The only area that remained unchanged was that police would continue to wear their uniform and carry their weapon when working in the school community. ● The group work was also informed by feedback from the social innovation labs held in fall 2023 and the principal focus groups from early 2024; additionally, the work explored other SRO program models in Canada, developed a shared vision for the reintroduction of the program and surfaced factors that would be important to assess school community readiness for a SRO.

July 2024 - February 2025	● The Division continued to work in partnership with Edmonton Police Service to support the reintroduction of the SRO Program in six Division high schools. This work included:
	    ○ Developing a shared understanding of the intent of the SRO Program and the role of an SRO in a school community.
	    ○ Developing a plan to support awareness and welcoming of a SRO into the six Division high schools that would receive a SRO in February 2025: Jasper Place, M. E. LaZerte, Ross Sheppard, Eastglen, Harry Ainlay and Queen Elizabeth schools.
	    ○ Schools developed plans that took into consideration the voices and perspectives of all their students, with consideration to a range of lived experiences and possible previous interactions with police.
	    ○ Establishing a model of collaboration and communication between the Division and Edmonton Police Service to support the ongoing implementation and monitoring of the SRO Program.
	        ■ This included a community of practice with Division school leaders and staff from Edmonton Police Service and key leaders from both partners who communicate on an ongoing basis to support the program.
	    ○ Collaborating around the process to interview and identify officers for the SRO Program, with consideration to the fit between the SRO and the school community.

	○ The Division worked internally to conceptualize and resource a half-time mental health therapist as a member of each school community to work alongside the SRO, supporting a wrap-around approach as part of the SRO Program.
	
	○ Developing a training, professional learning and orientation program for SROs, mental health therapists and school leadership teams. This professional learning occurred prior to SROs joining school communities in February 2025 and covered a broad range of topics. Examples of these topics include:
	
	    ■ Diversity and belonging
	    ■ Child/youth development and social/emotional learning
	    ■ Restorative practices
	    ■ Applying Law/Policy
	    ■ Neurodiversity
	    ■ Application of alternative measures
	    ■ Digital safety
	    ■ Mental health and well-being
	    ■ First point of intervention (e.g., Zebra Child and Youth Advocacy Centre)
	    ■ *Freedom of Information and Protection of Privacy Act* (now *Protection Of Privacy Act* and *Access to Information Act*) and confidentiality
	
	○ Developing materials to support communicating with staff, students and families of the six schools prior to the school community welcoming a SRO.
	
	○ Developing a Memorandum of Understanding and an evaluation framework to assess the effectiveness of the reintroduction of the SRO Program in Division schools.

February 3, 2025	● SROs were welcomed into the six Division schools on February 3, 2025.
February 11, 2025	● Administration brought a report overviewing the SRO Program Evaluation Framework to the February 11, 2025 public Board meeting. ● The framework highlighted a two phase approach to the evaluation: ○ Phase 1 Evaluation will evaluate the program's implementation processes; specifically, to explore how the activities to support school readiness, preparation, onboarding and welcoming of SROs into the initial six schools aligned with the intent of the program. ○ Phase 2 Evaluation will continue to assess the implementation of the SRO Program with a focus around the experience of the members of the school community. The evaluation will focus on

	short-term outcomes related to the SRO Program's contribution to supporting belonging and safety in schools among students, families and staff. ● The SRO Program Evaluation Framework was developed in collaboration with Edmonton Police Service along with feedback from the principals of the six participating schools.

Spring 2025 - now	● Staff from Central worked with leadership from the six schools to support the Phase 1 Evaluation, including the following activities:
	  ○ Students, staff and families of the six schools were invited to complete a short anonymous survey related to the SRO Program's introduction
	  ○ Students and staff had the opportunity to participate in a focus group to explore further the welcoming and introduction of the SRO Program
	  ○ Focus groups were also held with the SROs, mental health therapists, Division leaders and Edmonton Police Service leadership
	● The findings from the Phase 1 Evaluation were used as they emerged to inform the ongoing implementation of the SRO Program and the onboarding of additional schools in fall 2025 and February 2026.
	  ○ To date, this feedback has helped to inform training, strategies to support school readiness and SRO hiring processes.

CURRENT SITUATION

The SRO Program is a collaborative partnership designed to positively impact the safety, well-being and development of youth in the education system. Based on the work to support the reintroduction into the first group of six schools and emerging perceptions from those school communities, the presence of a SRO, as a member of the school community has a meaningful impact for students, staff and families' sense of safety and belonging in school. Building upon the approach to reintroduce the program into the first group of six schools and Phase 1 Evaluation findings, the Division and Edmonton Police Service collaborated to support the ongoing reintroduction of the program into additional Division schools.

School community readiness is a critical factor in this work. When readying their school communities to reintroduce the SRO Program, school administrators develop a plan that addresses the following:

● Reflecting upon how having a SRO would build on and contribute to a culture of belonging and safety
● Developing a communication and engagement plan that includes students, staff, families and community partners
● Establishing processes to support a proactive, collaborative, multidisciplinary approach to school safety between the SRO and other school supports and community partners

In the fall of 2025, seven additional Division high schools welcomed a full-time SRO into their school community along with a half-time mental health therapist. In February 2026, seven more schools came onboard, including six junior high schools that will each have a half time SRO and a half-time mental health therapist within the school community. For all of these schools, the SRO Program includes the role of a mental health therapist within the school community, reinforcing the proactive, wrap-around approach to school safety that is foundational to the intent of the SRO Program.

Fall 2025 Phase 2 schools include:	**Winter 2026 Phase 3 schools include:**
● Dr. Anne Andersen ● Elder Dr. Francis Whiskeyjack ● J. Percy Page ● Lillian Osborne ● McNally ● Strathcona ● W.P. Wagner	● Kate Chegwin/T.D. Baker ● Londonderry/Dickinsfield ● Rosslyn/Spruce Avenue ● Victoria

The Phase 2 Evaluation will occur throughout the 2025-26 school year as administration continues to assess the expanded implementation of the SRO Program by exploring the program's impact on belonging and safety within a school community.

To understand how the program is doing in relation to its primary goal and function, the Phase 2 Evaluation will measure progress on a range of relevant short-term intended outcomes. These intended outcomes will be measured through a variety of data collection tools including surveys, focus groups and administrative data.

The Phase 2 Evaluation will include exploring the program's primary goal and function, which can be broken down into three interrelated domains that are foundation to the proactive intent of the program:
1. Relationships, Trust and Belonging
2. Connection to Supports, Conflict Resolution and De-escalation
3. Diversion and Incident Response, including Emergency Preparedness

Beyond the Phase 1 Evaluation, the Division commits to listening and learning from the voices of students, families and staff, in our shared responsibility for safe and caring learning environments that enhance a sense of belonging for all. The SRO Program serves as one resource within this work and will continue to be evaluated on an ongoing basis to support its effective and responsive implementation.

ATTACHMENTS and APPENDICES
ATTACHMENT I   Phase I Evaluation Report

KM:np

Phase 1 Evaluation Report
School Resource Officer Program
February 2026

EDMONTON PUBLIC SCHOOLS

Introduction

Edmonton Public Schools' Commitment to Safety for All

Each and every day the Division works to provide safe, welcoming, respectful and inclusive working and learning spaces for staff and students. This work is grounded in responsibilities outlined in the *Education Act, Section 33(1)(d),* and Board Policy HF.BP Safe, Caring and Respectful Learning Environments and the Division's Strategic Plan.

In December 2024, the Division introduced the concept of a framework, Building a Culture of Belonging and Safety: A Shared Responsibility, to support schools in taking actions that further enhance belonging and safety. The framework is a resource that identifies a range of strategies, including the School Resource Officer (SRO) Program, which contribute to a culture of belonging and safety within a school community.

Edmonton Police Service have shared that, "The SRO Program is a partnership designed to positively impact the safety, well-being and development of youth within the education system. The primary function of the SRO Program is to assist school administration in supporting a safe and caring learning environment for students and staff." They further believe that through a multidisciplinary approach, SROs are committed to building relationships and fostering partnerships among the service, the school and the community to ensure safe environments where all students experience a sense of belonging and ultimately, success in school.

The SRO Program was put on hold in 2020 after the Board of Trustees requested an independent review. The study, *The Experiences of Racialized and Marginalized Populations with the School Resource Officer (SRO) Program at Edmonton Public Schools,* was released in June 2023. This extensive multi-method evaluation surfaced the opportunity to learn more about the complexities of school safety.

Since then, the Division has worked to listen, review research and gather additional feedback from families, students, community and Division staff around the concept of safety. To support this deeper understanding, in October and November of 2023, the Division hosted a series of social innovation labs to explore: *How might we create school communities that feel safe for everyone?* Staff, students, families, members of the community and partners, including Edmonton Police Service, were invited to participate in these conversations.

This graphic, actively captured during the social innovation labs, demonstrates the complex landscape of what it means to create school communities that feel safe for everyone. It highlights that there are many roles in and around the school community that have a responsibility towards creating a safe school environment, that safety is experienced in diverse ways and that centring the voices of students is critical to a supportive path forward.

Source: Listening Report (Detailed Version) Edmonton Public School Board: School Safety Workshops (October & November 2023)

Additionally, in January 2024, the Board of Trustees participated in focus groups with school leaders to enhance their understanding of school safety. There were two rounds of conversation:

- One with a group of school leaders whose school had previously had a SRO, and
- One with a group of school leaders whose school had not previously had a SRO.

These open and transparent conversations with principals surfaced the complexity and intensity of the work school leaders navigate daily to support safety within their school communities.

Additionally, the 2023-24 Division Feedback Survey included a unique set of questions around school safety. Feedback from these questions was provided to the Board of Trustees in a report as another source of information regarding the concept of safety for students, staff and families.

A report summarizing all of this work was brought forward at the April 30, 2024, Board meeting.

Through this feedback the voices of students, staff and families have reinforced that school safety is a multifaceted, complex concept. The work to support school safety is a shared responsibility between all members of the school community - students, staff and families and is most responsive when carried out through a proactive multidisciplinary approach.

The Reintroduction of SROs at Edmonton Public Schools

Feedback from the social innovation labs, findings from the study of the SRO Program, principal focus groups and Division Feedback Survey data helped to provide the Board of Trustees with a comprehensive overview of belonging and safety within school communities. The SRO Program was brought forward for further discussion at a public Board Meeting on April 30, 2024. At this meeting, the Board of Trustees passed two motions:

1) *That given the completion of the review and input received, the Board is open to Edmonton Police Service having a formal role in Division schools to enhance student and staff safety, and;*

2) *That the Board amend CHA.BP Board Delegation of Authority by deleting section 2(c) which currently has paramilitary organizations, thereby resulting in this authority reverting back to the Superintendent.*

Following the April 30 public Board meeting, administration initiated work to explore and develop a renewed relationship with Edmonton Police Service related to the role of police in schools. The reintroduction of the SRO Program was designed with consideration to feedback from students, staff, families, school leadership and members of the community specific to police in schools and the broader concepts of school safety and belonging.

The Division comprehensively reviewed the feedback from speakers at the April 30 public Board meeting. Through this review, the following nine themes emerged. Many of these themes were also heard throughout other means of engagement related to school safety and were foundational to discussions with Edmonton Police Service as a part of the work to explore what the SRO Program could look like when reintroduced in Division schools.

- Transparency and clarity about the purpose of the SRO Program and how it is implemented
- Transparency and clarity about the SRO hiring process
- The concept of SROs being in full uniform in the school community
- Need for enhanced training regarding trauma-informed practices, strength-based approaches, resilience, mental health and addictions

- Monitoring and evaluation for continuous improvement
- Monitoring and oversight of the SRO program
- Impact of SROs on marginalized populations (Indigenous youth, 2SLGBTQIA+ community, racialized students)
- Wrap-around supports (i.e., inclusion of the SRO as part of a multidisciplinary team that includes such roles as mental health workers or social workers)
- Root causes of a lack of safety in schools

A working group made up of Division staff (including high school principals and central leaders) and Edmonton Police Service Youth Integrated Services members was formed to work over the summer of 2024 to explore the reintroduction of the SRO Program in Division schools; their work included examining community voices and feedback related to school safety. This examination involved looking at each of the nine themes and determining possible actions that would address concerns when conceptualizing the role of a SRO in Division schools. Through this work, the following actions were developed to support a shared understanding of the SRO Program and the reintroduction of SROs into schools:

- **A comprehensive communication plan:** Prior to SROs starting their work in the school, the Division supported transparent and open communication with staff, families and students about the SRO Program and the opportunity to welcome a SRO into their school community. Schools will continue to provide students, staff and families with opportunities to engage around the SRO Program to support ongoing implementation.
- **Enhanced orientation and training**: A comprehensive training and orientation schedule was created to support shared understanding related to program implementation, congruence of practice and to build relationships between SROs and their school teams. School teams, mental health therapists and SROs participated alongside each other in this training.
- **A Community of Practice**: To support the ongoing implementation of the SRO Program, a Community of Practice was established. The Community of Practice is made up of school leaders and Division and Edmonton Police Service's leadership responsible for the SRO Program. The Community of Practice is intended to address communication, congruence of practice and responsiveness of the model to support student and staff belonging, safety and well-being within school communities.

These three components worked together to support:

- Continuous feedback, transparency and reflection regarding the SRO Program
- Consistency in the ongoing implementation of the SRO Program across Division schools
- Fostering trusting relationships and a shared understanding amongst all members of the school community around the program's intent

The Division also initiated work on an evaluation framework focused on assessing the effectiveness of the actions taken to support the reintroduction of the SRO Program in Division schools.

As partners, the Division and Edmonton Police Service recognize the importance of supporting Edmonton's youth on their path to adulthood and a life of dignity, fulfillment, empathy and possibility. The SRO partnership is based on the principle that collaboration is a key component to creating welcoming, caring, respectful and safe learning and working environments that honour diversity and nurture a sense of belonging for all.

The following report represents findings from the Phase 1 Evaluation. Data collection occurred between February 2025 and June 2025.

Phase 1 Evaluation

Background

The SRO Program Evaluation Framework was introduced at the February 11, 2025, public Board meeting and highlighted a two phase evaluation plan, with the purpose of the Phase 1 Evaluation being to, *"evaluate the program's implementation processes; specifically, it will explore how the activities to support school readiness, preparation, onboarding and welcoming of SROs into the initial six schools have aligned with the intent of the program."* The Phase 2 Evaluation focuses on short-term outcomes related to the SRO Program's contribution to supporting belonging and safety in schools among students, families and staff.

The Phase 1 Evaluation aimed to explore the extent to which activities supported school readiness, preparation, onboarding and welcoming of SROs into an initial six schools aligned with the intent of the program. Survey and focus group data for the Phase 1 Evaluation were collected in May and June 2024, approximately three months after SROs were reintroduced into the six high schools, providing an early feedback mechanism in understanding how the work was progressing.

Methods

An important step prior to the start of the evaluation is to confirm the actions taken reflect those set out in the initial evaluation plan to ensure alignment. The SRO Program Evaluation Framework included a broad list of anticipated planned actions that would support the reintroduction of the SRO Program (see chart below). Before engaging with students, staff or families around the evaluation, work was done to confirm that the planned reintroduction activities matched the actions taken.

Upon completion of this preliminary work, the Phase 1 Evaluation was centred around an anonymous survey and further supported through focus groups or interviews, as outlined in Appendix A. The survey included questions about how often respondents had interacted with the SRO at their school, what kind of interactions they had and their familiarity with the SRO Program. It also included questions related to initial perceptions and/or feelings of safety, belonging and well-being intended to collect benchmark data to help inform the Phase 2 Evaluation. Beyond responding to the survey questions, students and staff also had the opportunity to express interest to participate in a voluntary focus group. The feedback from the survey and focus group conversations reflects an initial understanding of the SRO Program, as participants shared their perspectives based on the first few months of having this program in their school community. The Phase 2 Evaluation will serve as an opportunity to see how members of the school community experience the program after an extended period of time.

Results

What were the key actions that supported the reintroduction of the SRO Program?

To support the evaluation, the following table overviewing key actions undertaken prior to SROs joining school communities, was developed. These actions demonstrate alignment with the intent of the program and the Evaluation Framework.

Actions Completed

Actions	Activities Completed
Exploring reintroduction of the SRO Program	- April 2024: The Board approved a motion for the Division to explore Edmonton Police Service having a formal role in Division schools to enhance student and staff safety. - May-June 2024: Leadership from Edmonton Police Service and the Division met to discuss next steps in reestablishing a collaborative working relationship in support of safety within school communities. - Summer 2024: A working group made up of Division staff (including high school principals and Central leaders) and Edmonton Police Service Youth Integrated Services members was formed to work over the summer to explore the reintroduction of the SRO Program in Division schools. - Their work included reviewing and theming community voice from the April 30 public Board meeting; exploring other SRO Program models in Canada; and reviewing the feedback from the social innovation labs (fall 2023) and the principal focus groups (winter 2024) to develop a shared vision for the reintroduction of the program and surfaced factors that would be important to reintroducing the SRO Program into a school community. - The Division worked internally to conceptualize and resource a half-time mental health therapist as a member of each school community to work alongside the SRO, supporting a wrap-around approach.
Develop processes to support the reintroduction of the SRO Program in school communities	- The Division continued to work in partnership with Edmonton Police Service to support the reintroduction of the SRO Program in six Division high schools in February 2025 Jasper Place, M. E. LaZerte, Ross Sheppard, Eastglen, Harry Ainlay and Queen Elizabeth schools. This work included: - Developing a shared understanding of the intent of the SRO Program and the role of a SRO in a school community. - Principals working with members of their school communities to support awareness of the program. - Principals, engaging with students, staff and families, to help develop the school's plan to welcome a SRO. - Collaborating around the process to interview and identify officers for the SRO Program. - Developing a Memorandum of Understanding. - Prior to the start of the SRO Program at the six schools, school leaders participated in meetings and reviewed materials about the SRO Program to support: - Consistent implementation of the program. - Provide clarity of roles and responsibilities within the program (i.e., the SRO, school leadership and the mental health therapist). - Confirm expectations regarding logistics like office space, technology etc.

	○ Familiarize themself with protocols related to access to information in alignment with privacy legislation.
	● School leaders continued to engage and communicate with members of the school community around the SRO Program as they prepared to reintroduce the program. These plans included both formal and informal activities and had strategies specific to students, staff and families. Examples of these activities included, but are not limited to:
	  ○ Introducing the SRO at a whole school assembly.
	  ○ Taking the SRO around to every class to introduce them to students.
	  ○ Organizing a welcome lunch with members of student leadership teams and other student advisory groups or clubs.
	  ○ The SRO attending a school council meeting to meet parents.
	  ○ The SRO attending extracurricular events to connect with students and the community.
	● School leaders and members of their teams participated in orientation and training prior to the SRO joining their school community (see below for more information).

Communication plan	To support transparency, awareness and congruence of information related to the reintroduction of the SRO Program across the six schools, communication staff were assigned to support this work. They helped to develop the following communication materials: ● A slide deck to support presentations with staff and parents (such as, school council meeting or a meeting specific to the SRO Program); school community partners were often present for these presentations. ● Parent letters to support communication with families of the school community. ● SchoolZone posts to support ongoing communication. School level actions supporting communication: ● Schools worked with various student groups to support awareness of the program and gain student voice to help inform a plan to welcome the SRO (examples include, but are not limited to: Indigenous student voice, Black Student Association, Muslim Student Association, Gay Straight Alliance, Student Leadership Groups, Principal Advisory Group, etc.). ● Engaged with members of the school community who reflect the diversity of the school's population in conversations that invited their perspectives related to the welcoming of a SRO and mental health therapist. ○ Examples of the types of activities that schools used to support awareness and communication include assemblies, classroom visits or a Q&A with school leadership. ● Throughout the time period of fall 2024 and the welcoming of a SRO in February 2025, schools maintained ongoing communication and updates with school staff.

	○ Staff members whose role would require them to work regularly with a SRO were included in planning, orientation and training. ● Principals also met with members of their school community who had questions or concerns prior to the start of the SRO Program. These conversations provided further insight and enabled school leaders to be responsive.
Orientation and training	Prior to the SRO Program being reintroduced in the six schools there was an orientation and training schedule for SRO and school teams for one week in January. This schedule was an extension of the internal training Edmonton Police Service provides for its members or SROs. Participants included: ○ School teams (principals, assistant principals, Student Services, other school-based partners) ○ SROs ○ Mental health therapists ○ Edmonton Police Service leadership ○ Division leadership The content identified for this orientation and training was informed by community feedback, research related to belonging, safety and well-being in schools and topics reflective of the needs and complexity of students within a school community. Examples of these topics include: ○ Diversity and belonging ○ Child/youth development and social/emotional learning ○ Restorative practices ○ Applying Law/Policy ○ Neurodiversity ○ Application of alternative measures ○ Digital safety ○ Mental health and well-being ○ First point of intervention (e.g., Zebra Child and Youth Advocacy Centre) ○ *Freedom of Information and Protection of Privacy Act* (now *Protection Of Privacy Act* and *Access to Information Act*) and confidentiality A complete list of session titles can be found here. Throughout this week, there was also time built in for the schools and SROs to come together as a multidisciplinary team to support building relationships, time to connect and an opportunity to develop a collaborative wrap-around approach that was reflective of each school community.

Establish and implement the Community of Practice	As part of establishing a model of collaboration and communication to support the ongoing implementation and monitoring of the SRO Program, the Division and Edmonton Police Service worked together to establish a Community of

	Practice. The Community of Practice is intended to address communication, congruence of practice and responsiveness of the model to support student and staff safety within school communities. The Community of Practice is made up of school leaders and Division and Edmonton Police Service leadership responsible for the SRO Program. The initial work of the Community of Practice helped to prepare and inform the reintroduction of the SRO Program, as members came together throughout the fall of 2024. From January to June 2025, there were three Community of Practice meetings held. At these Community of Practice meetings, topics varied and were responsive to feedback from participants. This included opportunities for schools to share their lived experiences and observations regarding the reintroduction of the SRO Program, as SROs were now active members of the school community.
Develop an Evaluation Framework	During the April 30, 2024, public Board meeting, the Superintendent committed to evaluating the reintroduction of the SRO Program and ongoing monitoring of program effectiveness. ● Administration brought to the February 11, 2025, public Board meeting a report overviewing the SRO Program Evaluation Framework. ● The Evaluation Framework was developed in collaboration with Edmonton Police Service along with feedback from the principals of the six participating schools. When developing the framework, it was critical to address the following: ● Gathering both quantitative and qualitative data ● Providing the opportunity for participation from students, staff and families ● Ensuring marginalized voices and diverse identities are represented ● Removing potential barriers to participation, and ● Creating a safe space for open and honest feedback, with consideration for anonymous and voluntary participation.

Did the SRO Program Implementation Achieve its Intended Outcomes?

The next step in the evaluation was to identify if the implementation actions impacted the four overarching outcome results identified in the Evaluation Framework:

- **Outcome 1:** SROs, school leadership and staff, students, families and community partners have a clear understanding of the role of the SRO in schools.
- **Outcome 2:** SROs and relevant school staff deepen their knowledge and skills to support student belonging and safety through selected professional learning opportunities.

- **Outcome 3:** The Community of Practice supports relationship building, collaboration and problem solving between the Division and Edmonton Police Service as well as congruence of practice across the schools in alignment with the intent of the model.
- **Outcome 4:** Students, families, staff and community partners perceive they have ongoing opportunities to provide feedback, including a clear and accessible process for reporting concerns.

Outcome 1: SROs, school leadership and staff, students, families and community partners have a clear understanding of the role of the SRO in schools.
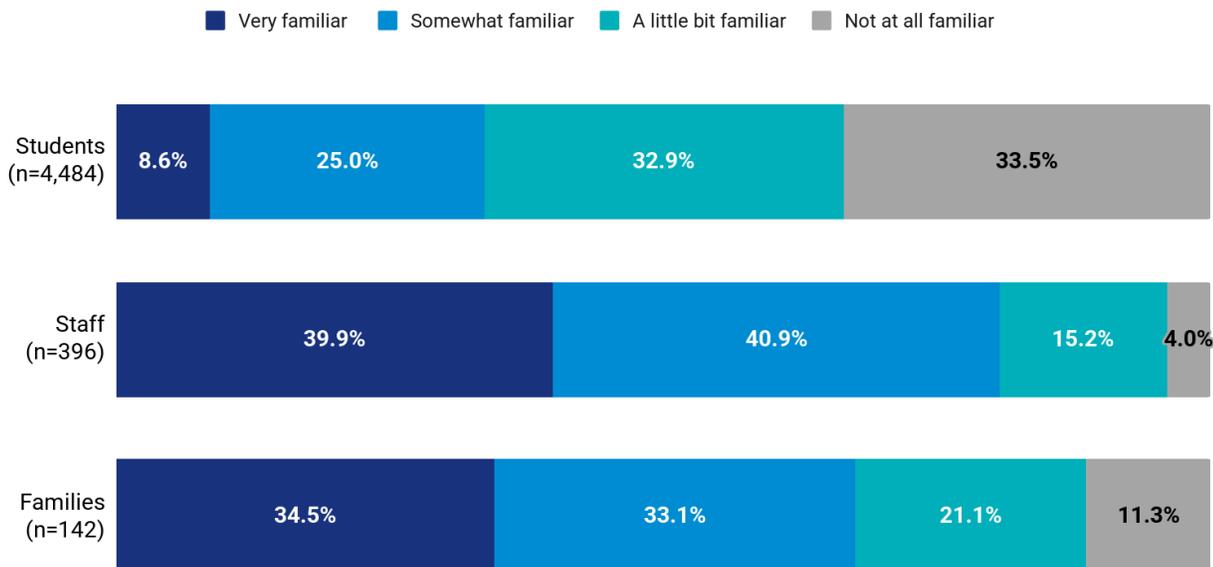
To measure the effectiveness of the SRO Program's reintroduction, we need to assess how well students, staff and families understand the SRO's role in school communities. The evaluation explores the effectiveness of communication during the implementation phase by measuring student, staff and family's self-perceived familiarity with the program, the frequency and types of interactions stakeholders experienced and how they felt about having an SRO in their school.

Familiarity with SRO Program

To support the reintroduction of the SRO Program in their school community, school leaders engaged in a variety of collaborative and reflective conversations with various stakeholders to build an awareness and a common understanding of the SRO Program. Schools also spent a significant amount of time introducing the SRO to members of their school community through assemblies and class visits, which was confirmed by student focus group feedback. Student awareness of the program was also driven organically through student-led initiatives. As part of the measurement for Outcome 1, Figure 1 below details how students, staff and families perceive their familiarity with the SRO Program based on a question from the evaluation survey.

Figure. 1: Responses from Staff, Students and Families about familiarity with the SRO Program

When it comes to the SRO program at my school, I am:

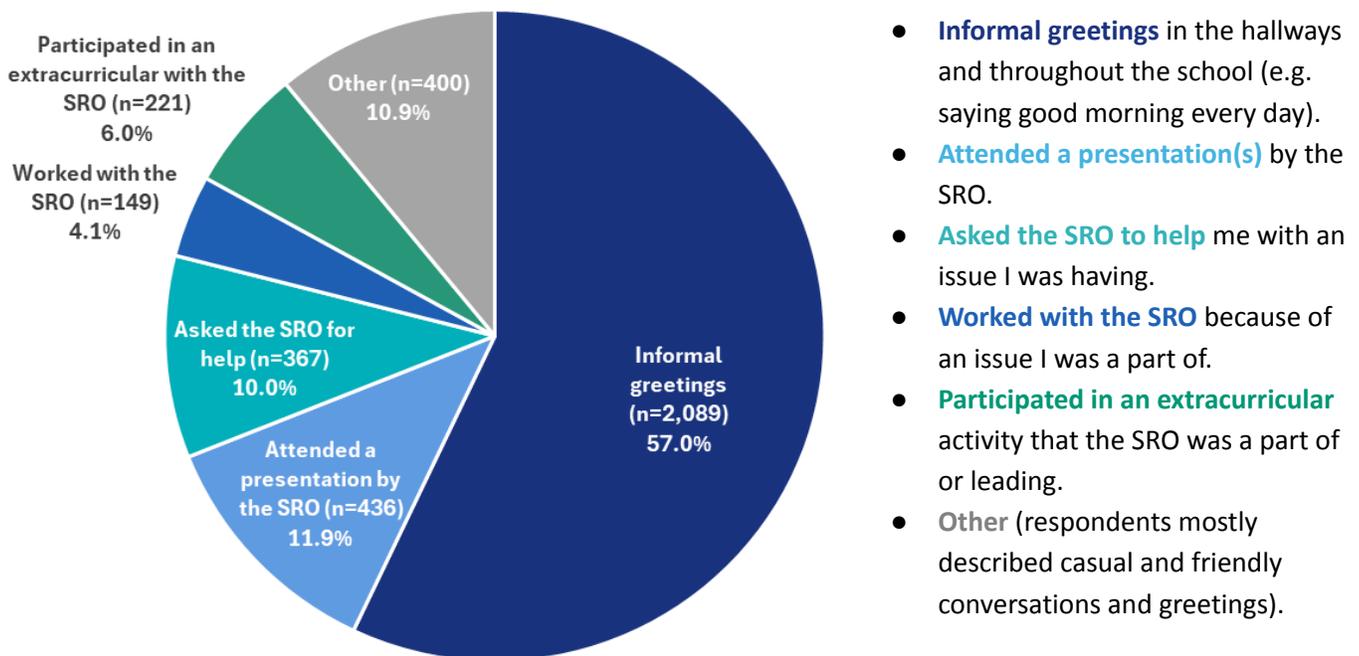|	Very familiar	Somewhat familiar	A little bit familiar	Not at all familiar
Students (n=4,484)	8.6%	25.0%	32.9%	33.5%
Staff (n=396)	39.9%	40.9%	15.2%	4.0%
Families (n=142)	34.5%	33.1%	21.1%	11.3%

At the time of the survey, the SROs had been integrated into the school community for approximately three months. Figure 1 demonstrates that of all stakeholder groups engaged, staff had the greatest level of familiarity with the SRO Program. Because the SRO is considered to be a member of the school's multidisciplinary team, it is appropriate to see that the majority of staff **(96.0 per cent)** reported at minimum "a little bit" of familiarity with the program. Two-thirds **(66.5 per cent)** of students and the majority **(88.7 per cent)** of families who completed the survey indicated that they were at a minimum 'a little bit' familiar with the SRO Program.

This concept was further explored through the staff and student focus groups. Students who volunteered to participate in the focus groups tended to have more familiarity and/or more substantial interactions with the SRO than the average student survey respondent; however, even these students were sometimes not fully aware of the intent of the program within their school community based on the short period of time it had been in place. Generally, they did appreciate the sense of safety they felt the SRO's presence brought and perceived that it allowed teachers and administration to focus on the work of teaching and learning. The survey and focus group data suggests there is opportunity for ongoing communication especially with students regarding the presence and role of the SRO at their school. Feedback indicated that it is also anticipated that over time more students will become familiar with the SRO as a member of their school community.

SRO Interactions with Students

Figure 2 provides an overview of the various types of interactions students indicated they have had with the SRO over these first few months of the program being in their school.

Figure 2: Students: What kind of interaction(s) have you had with the SRO? Please select all that apply.

- **Informal greetings** in the hallways and throughout the school (e.g. saying good morning every day).
- **Attended a presentation(s)** by the SRO.
- **Asked the SRO to help** me with an issue I was having.
- **Worked with the SRO** because of an issue I was a part of.
- **Participated in an extracurricular** activity that the SRO was a part of or leading.
- **Other** (respondents mostly described casual and friendly conversations and greetings).

In the survey, students were also asked about the frequency and type of interactions they have had with the SRO. Figure 2 indicates that of the students who reported that they had interacted with the SRO, almost 60 per cent reported these interactions were informal greetings, indicating the importance of even casual encounters. Students who reported more frequent interactions with their SRO also identified themselves as having a greater familiarity with

the SRO Program (see Appendix B, Figure B1). More detailed information about interactions with the SRO by staff and families are outlined in Appendix B (Figure B2 and B3).

> **"[They don't] feel like an authoritative figure, [they] just feel like someone you can go talk to about your life without the pressure of knowing that it's gonna go to someone higher up in the school."**
>
> -Student, SRO Student Survey

Overall, qualitative information about these interactions (Figure 2) reflected that students appreciated the approachable, friendly and visible presence of the SRO. These interactions not only contributed to a feeling of safety but also supported a sense of welcoming within the school. The SROs appreciated opportunities to connect with students as part of the introduction process. The evaluation surfaced that these informal interactions and casual relationship-building opportunities were considered to be foundational to the fit of the program in the eyes of students.

Interactions with SROs for Key School Staff

The reintroduction of the SRO Program intentionally incorporated a multidisciplinary component. As part of the implementation, each school was also assigned a half time mental health therapist who works closely with both Student Services and the SRO as part of a wrap-around approach to supporting students. Mental health therapist feedback in the evaluation emphasized the importance of having a clear understanding of the differing roles of members on the school's multidisciplinary team in providing supports to students. This feedback reinforces the importance of the work to prepare a school community for the SRO Program and the need for ongoing communication within the school community.

> **"I am leaning on the mental health therapist and the mental health therapist leans on me. Together, we are able to provide more whole support to students. If I start taking on the mental health work, it starts to get murky and my training and capacity is different. This allows us to use the best of our skills and training to support students. Central to all of this work is student choice. Students have autonomy and control the dynamic and the level of engagement or the amount of sharing they want to do."**
>
> -SRO Interview

The evaluation surfaced that through ongoing collaboration (orientation, training and the Community of Practice), school leadership, SROs and Edmonton Police Service's SRO leadership have been able to refine, confirm and continuously assess mutual understanding of their roles within the SRO Program. As well, schools have daily communication processes in place with the SROs to support their work. This clarity is important because as soon as SROs started in schools, demands for their time in the school and surrounding community were immediately noticed. A clear understanding of the SRO's role in a school helps to manage these demands and expectations.

Word Cloud Visualization

In the survey, students, staff and families were invited to describe, using just one or two words, how having a SRO in their school community made them feel. Responses were primarily positive across all three groups of stakeholders, with "**safe**" being the most frequently shared word. The results are illustrated in Figures 2, 3 and 4.

We used a word cloud to visualize the frequency and range of responses. Words with the highest frequency are represented in the figures with a larger font. Words that appear less frequently are represented in the figures with a smaller font.

- Word frequency ranged from appearing once to appearing 157 times.

Figure 3: Students (n=414[1], 80 unique words, 514 total words)

Words were also colour coded as follows:

- Positive sentiment words coloured in **blues** and **greens.**
- Neutral/indifferent type of words in **yellow.**
- Words expressing a sentiment of concern in **orange**.
- A number of comments were also off topic to the question and were assigned the term 'off-topic' and the colour **gray**.
- The word clouds were created using wordclouds.com.

[1] Representing a random selection of 10 per cent of the total student responses for the question, all staff and family responses were included.

14

Figure 4: Staff (n=390, 112 unique words, 522 total words)

Figure 5: Family (n=123, 62 unique words, 168 total words)

Outcome 2: SROs and relevant school staff deepen their knowledge and skills to support student belonging and safety through selected professional learning opportunities.

Between January 20-24, 2025, school administrators and student services staff (including such roles as school administrators, counsellors, success coaches) mental health therapists and SROs were brought together for orientation and training that covered a broad range of topics and included key themes identified by various stakeholders as important for officers working with youth in a school setting. These sessions were delivered by subject matter experts from the Division, Edmonton Police Service and external partners. As well as the professional learning sessions, school teams and their SRO had daily dedicated time to work together to build connections and relationships, and to develop a multidisciplinary plan to support students.

The following is a list of sessions delivered during the January 2025 training:

| Edmonton Public Schools (EPSB) Led Sessions	
● Addressing Mental Health and Well-Being ● Applying Law/Policy ● Building Relationships with Indigenous Communities ● Building Trusting Relationships (Sexual Orientation Gender Identity and Expression) ● Ensuring Digital Safety ● *Freedom of Information and Protection of Privacy Act*	● School Technology/Systems ● Supporting Diversity and Creating Cultures of Belonging ● Understanding Neurodiversity ● Student Conduct and Restorative Practices Support led by Division Support Services ● Using Trauma-informed Practice

(now *Protection Of Privacy Act* and *Access to Information Act*) and confidentiality
- Emergency Preparedness (school-based plans)

Edmonton Police Service Led Sessions	External Agency Led Sessions
• Applying Alternative Measures (DIVERSIONfirst, Y-FIVE-0 Safety, Restorative Measures) • Supporting Young People (YPACT, Inset) • Supporting Young People with Substance Use (signs, symptoms and supports) • School Safety (SRO Unit)	• Understanding Restorative Practice • Advocating for Youth and Serving as the First Point of Intervention (CARRT and Zebra supports for at-risk youth) • Understanding Child/Youth Development and Psychology; Social Emotional Learning • Violence Threat Risk Assessment Training (VTRA)

After completing the January 2025 orientation and training, participants completed an exit survey that provided feedback around the value of this week of learning and connection. The majority of participants found the process helpful in preparing them for the reintroduction of the SRO Program into the school community. The opportunity to support relationship building among their school-based team was most valued by participants, followed by building a common understanding of the work of the SROs across all Division schools as well as the SRO Unit (see Figure 6).

Figure 6: Feedback from participants in the professional learning series (n=30) ; To what extent did:
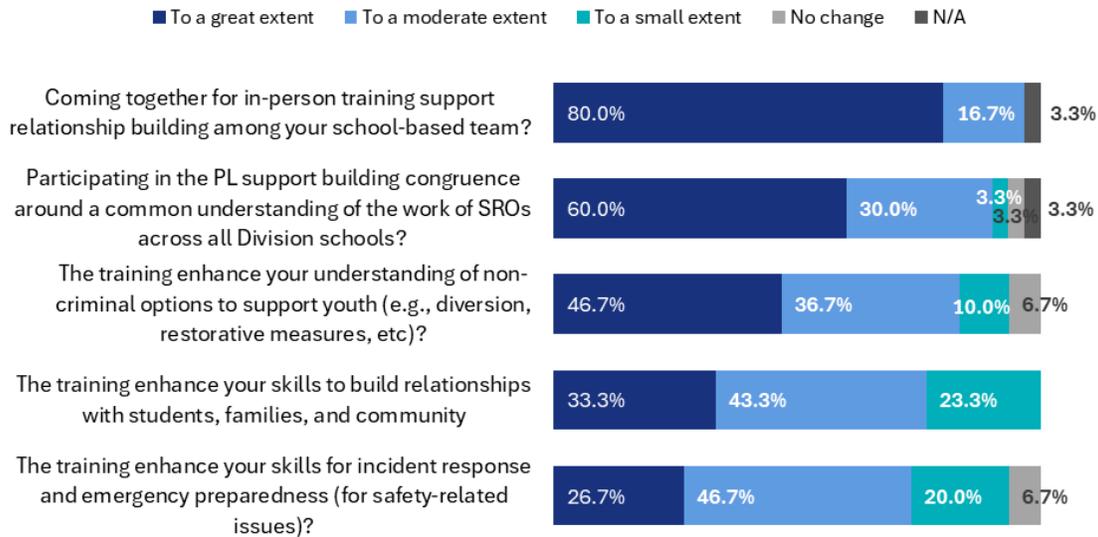
> *"Great opportunity to build with our teams. Great to know that there are many restorative options available for students."*
>
> -School Staff, Orientation and training feedback

> *"It was great to go through this training alongside staff members so that everyone was on the same page and good discussion[s] were being had."*
>
> -SRO, Orientation and training feedback

Orientation and training participants were also asked about key takeaways, which topics were most impactful and if their understanding of the role of the SRO Program changed. Overall, there was no significant consensus on the most impactful learning sessions. The sessions were viewed as providing timely refreshers or useful new information. Several comments indicated appreciation for the time to come together.

Participants in the orientation and training came with a range of previous familiarity and experience with having a SRO. Some school staff had exposure to a SRO under the former model, while other school staff had no previous experience working in a school with the program. All participants valued the opportunity to learn about the current SRO Program and build out a shared understanding of its intent. Additionally, participants appreciated gaining insight into how the SRO program will enhance support for students through its proactive and multidisciplinary approach.

See Appendix C for more detailed survey responses regarding orientation and training.

Outcome 3: The Community of Practice supports relationship building, collaboration and problem solving between the Division and Edmonton Police Service as well as congruence of practice across the schools in alignment with the intent of the model.

Principals and Edmonton Police Service staff committed to regularly attending a Community of Practice led by the Division lead coordinator to reinforce ongoing collaboration and idea sharing between the two organizations and across schools. The Community of Practice provided the opportunity to connect and dialogue around:

- the roles and responsibilities of the SROs and mental health therapists
- responsibility related to supporting and supervising SROs,
- observations and reflections related to the reintroduction process,
- share and refine strategies to support ongoing communication,
- review and discussion of key components of the program,
- learning about additional supports, and
- sharing school experiences.

The ongoing opportunity for these collaborative and reflective conversations helped to build and continuously reinforce a congruence of practice across the schools.

Building off of relationships formed during the orientation and training sessions, Community of Practice participants were appreciative of the ongoing time set aside to connect, share experiences and learn from one another. Edmonton Police Service SRO leadership described the Community of Practice with principals as a critical mechanism to hearing principal voice and better understand the school perspective to help inform the ongoing work, roles, training, etc. in support of the SRO Program. The value of the Community of Practice was confirmed through focus group, interview

and survey data from school leaders, SROs, Edmonton Police Service and Division leadership.

Outcome 4: Students, families, staff and community partners perceive they have ongoing opportunities to provide feedback, including a clear and accessible process for reporting concerns.

The Phase 1 Evaluation survey served as one mechanism for students, staff and families to provide feedback regarding the SRO Program based on the first three months of the program being active in the school community. Students, families and staff were invited to provide feedback through a survey, and students and staff had additional opportunities for feedback through focus groups. Also, every school has their own processes and opportunities for receiving ongoing feedback. School councils are one example of a forum for families to discuss the operations of their child's school, while student leadership and/or advisory groups are a channel in high schools for student feedback. Members of the school community are also able to communicate directly with school administration, or families are able to call a Division central support unit (Division Support Services) with concerns, questions and/or feedback.

Feedback from the Phase 1 Evaluation, based on the first few months of the program being active in the six schools, helped to inform future orientation and training, hiring practices, the addition of new schools in the 2025-26 school year and the ongoing implementation of the program. The Phase 2 Evaluation will explore how the program is experienced within a school community.

Conclusion - Phase 1: Implementation of the reintroduction of the SRO Program

Overall, the Phase 1 Evaluation has demonstrated that the actions taken to support the reintroduction of the SRO Program in six schools were effective. Findings from the evaluation confirm that these actions supported members of the school communities to:
- Be ready for the return of the SRO Program
- Welcome the SRO into the school community

Additionally the findings demonstrated that actions and processes have been taken to support building and maintaining a collaborative relationship with Edmonton Police Service.

The evaluation found that the majority of students, staff and families perceive themselves as having at least some awareness of the program. Feedback from SROs indicated an appreciation for how welcoming their school community was and how smoothly the reintroduction process went. Staff from both Edmonton Police Service and the Division were appreciative of the ongoing opportunities to collaborate and communicate with each other and perceived these opportunities as invaluable, highlighting the importance of both the pre-implementation orientation and training and the ongoing Community of Practice.

The findings provide evidence that the implementation of the reintroduction of the program was conducted as intended. The results draw attention to the importance of being transparent and communicative within a school community prior to commencing the SRO Program. Feedback from participants also surfaced the importance of ongoing communication regarding the role of the SRO in the school as the program continues to expand and evolve.

The Phase 2 Evaluation will explore outcomes related to the SRO Program's contribution to supporting belonging, safety and well-being within a school community for students, families and staff.

Going Forward

Insights from the Phase 1 Evaluation informed a proactive and responsive approach to advancing the program. These learnings were integrated into processes supporting the onboarding of additional schools in fall 2025 and February 2026.

The Division's commitment to ongoing evaluation and monitoring, through actions like the Phase 2 Evaluation, the SRO Community of Practice and school level feedback offers opportunities to continue to listen and learn, including gaining insights around the following:

- Perceptions of safety, belonging and well-being for students, staff and families
- Examining a range of information to better understand the role of the SRO in respect to enhanced access to wrap-around supports, restorative practices, incident prevention and school safety
- Effective and ongoing communication and collaboration to support the partnership between the Division and Edmonton Police Service

Beyond the Phase 2 Evaluation, the Division will continue to monitor and report on the outcomes of the SRO Program to support its effective and responsive implementation.

As the work to empower students to live a life of dignity, fulfilment, empathy and possibility continues, the voices of participants from the social innovation labs resonate and continue to serve as a guiding touchstone to both the importance of this work and the manner in which it must be undertaken.
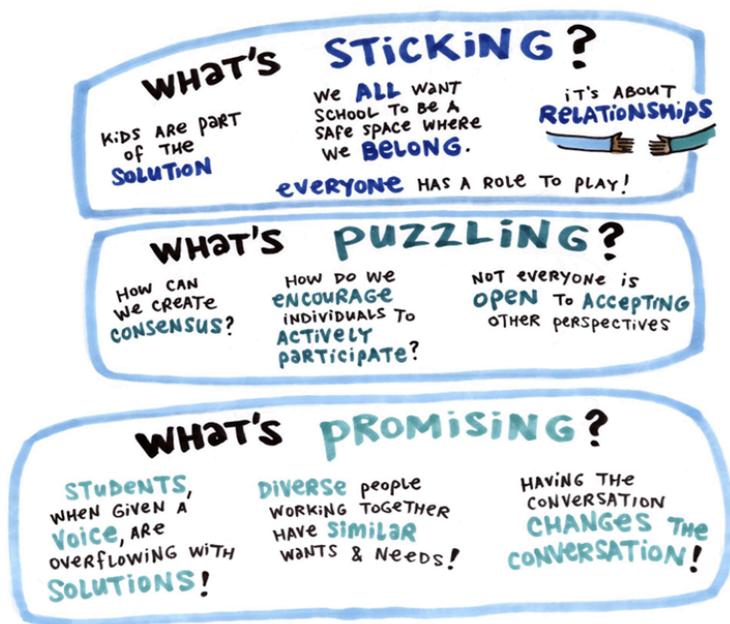
Edmonton Public Schools' commitment to belonging and safety extends to every single student, staff member, and family member who is a part of a school community.

This collective effort ensures that belonging and safety remain the strong foundation upon which all student success is built.

Source: Listening Report (Detailed Version) Edmonton Public School Board: School Safety Workshops (October & November 2023)

Appendix A: Data Collection and Analysis Methods

Surveys

Staff who participated in the Professional Learning series were provided with exit surveys to share their perspective on the training.

Overall program surveys were developed for students, staff and families who were part of school communities that onboarded a SRO in February 2025. QuestionPro was used to ensure that no Google information related to a potential student account or contact information would be gathered as part of the process. The survey was anonymous to provide a safe mechanism for open and honest feedback. The surveys were open between April 23 and June 2, 2025, with the exception of the family survey, which was open until June 27 to allow more time for completion.

The student survey and staff survey link was provided to the Principal of each school to distribute to their staff. Staff provided time in class for students who chose to participate in the survey. Staff were able to complete the survey at their own convenience. The family survey was advertised through SchoolZone and at school council meetings.

Focus Groups

Focus group questions covered a range of topics, including, but not limited to, thoughts and feelings about the reintroduction of the program, how the reintroduction went, how connecting and collaborating were going, any perceived changes at the schools since the reintroduction, any challenges or barriers to the work and any advice going forward for the program.

Student and Staff Focus Groups

Recruitment for the focus groups was intended to be as unbiased and equally available to all potential participants as possible. For both the student and staff surveys, information about potential focus group participation was provided as exit information after the survey was completed and submitted. If respondents were interested in participating in a focus group, they could follow a supplementary link to find a sign-up sheet where contact information could be included. In consultation with QuestionPro, it was confirmed that there is no mechanism to determine who may have clicked on the link from their original survey and as such, identifiable information cannot be linked to the initial anonymous survey. Anyone who expressed interest in the focus group was invited to participate, contingent on either completed parent/guardian consent forms or individual consent forms for participants over 18. Focus groups were held at school for participating students and either at the Centre for Education or at the school site for staff, depending on their preference. Supervisors from Strategic Division Supports facilitated the focus groups using a developed script. Additional staff from Strategic Division Supports were present to act as notetakers.

Principal, SRO, SRO Leadership, Mental Health Therapist and Program Lead Focus Groups/Interviews

Principals, relevant Edmonton Police Service staff and the program leads were invited to participate in focus groups as well. These were facilitated by Central leadership staff at the Centre for Education. As well, over the course of the first couple of months of the reintroduction, the program lead conducted site visits and interviews with the SROs at their schools and an interview with the SRO Program leadership regarding the pre-implementation training.

Outcomes	Tools Used
SROs, school leadership and staff, students, families and community partners have a clear understanding of the role of the SRO in schools.	- Surveys (April 23 - June 2, 2025) - Student Survey (4,508 responses) - Staff Survey (408 responses) - Family Survey (143 responses) - Focus Groups - Student Focus Groups (35 participants) - Staff Focus Groups (30 participants) - Principal Focus Group (5 participants) - SRO and Sargent Focus Groups (9 participants)
SROs and relevant school staff deepen their knowledge and skills to support student belonging and safety through selected professional learning opportunities.	- Post-Professional Learning Surveys - EPSB staff (21 responses) - Edmonton Police Service staff (9 responses) - Principals (6 responses) - Focus Group Questions - SRO Focus Group (6 participants)
The Community of Practice supports relationship building, collaboration and problem solving between the Division and EPS as well as congruence of practice across the schools in alignment with the intent of the model.	- Post-Professional Learning Surveys - EPSB staff (21 responses) - Edmonton Police Service staff (9 responses) - Focus Groups - Principals (5 participants) - Edmonton Police Service staff (9 participants) - Description of collaboration between them
Students, families, staff and community partners perceive they have ongoing opportunities to provide feedback, including a clear and accessible process for reporting concerns.	- Planning/Welcoming/Introduction processes provided opportunities for stakeholder feedback - End of year survey for students, staff and families - Focus groups with students and staff - Contact Division Supports Services - Processes at each school (e.g. School Councils, Student Leadership, Student Clubs, Administration, Student Services)

Quantitative Data Analysis

Quantitative data from surveys was exported from QuestionPro to Google Sheets/Microsoft Excel for analysis. Only respondents who had completed the survey and submitted their responses were considered. Individuals who began the survey but did not submit it at the end were not considered. Graphs were created using Microsoft Excel or Google Sheets.

Qualitative Data Analysis

In light of the significant volume of qualitative data gathered from both surveys and focus groups and the Division's availability of Google Gemini, a protocol was developed to support a hybrid human and large language model (LLM) analysis for efficiency and for external, objective validation.

For qualitative analyses of survey data, 100 random respondents were selected to act as the reference dataset. This is substantially more than is considered to be sufficient to reach saturation for thematic analysis (Henrik et al, 2021). A Data Analyst used Quirkos, a qualitative analysis software, to manually derive themes from the random sample of qualitative data. Google Gemini was asked to conduct a thematic analysis with the remaining data set as a form of member checking and validation of themes. Similar overall themes as well as descriptors and proportion of responses that contributed to each theme were found between both analyses.

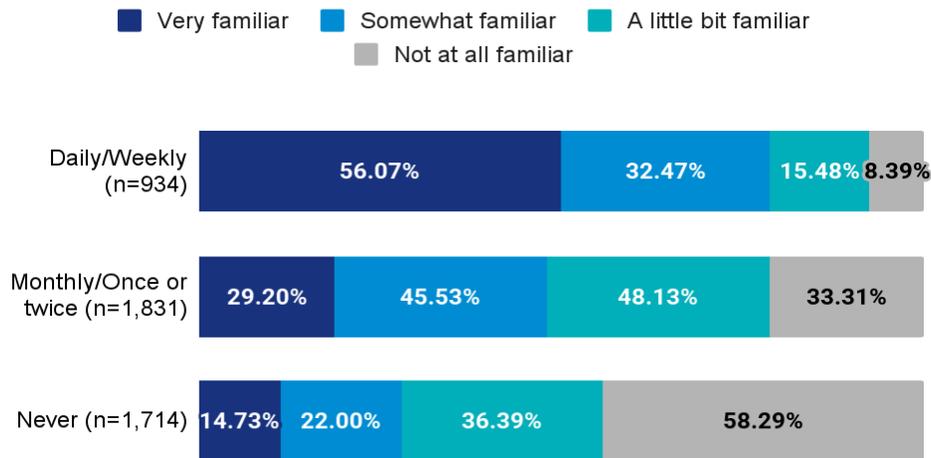Mixed-methods analysis was undertaken both manually and with the support of Gemini to derive conclusions from the complete dataset. Where quotes are cited in the body of the report, any pronouns used were changed to be gender-neutral to limit the likelihood of the SRO being identified. School names were also redacted so that the inferences could be limited to the Division, not individual schools.

Appendix B: Interactions with SROs

Student Feedback on Interactions

A focus for the SROs has been on getting to know their school communities, with a focus on the students. Using their daily tracking form, the SROs cumulatively report 1105.45 hours spent connecting with students between their initiation in February 2025 and the end of the school year. These activities ranged from introductions in classes and at activities to sport coaching and specialized class presentations. (Figure B1).

Figure B1. Students: As frequency of interactions increases, likelihood of familiarity increases

	Very familiar	Somewhat familiar	A little bit familiar	Not at all familiar
Daily/Weekly (n=934)	56.07%	32.47%	15.48%	8.39%
Monthly/Once or twice (n=1,831)	29.20%	45.53%	48.13%	33.31%
Never (n=1,714)	14.73%	22.00%	36.39%	58.29%

Interactions with SROs: Staff

A majority of staff respondents indicated that they rarely interacted with the SRO. In the initial first few months of the program, most teachers did not need to or even had the opportunity to work with a SRO. Among respondents whose role would lend them to more likely working closely with the SRO (e.g. school leadership, student services), over 75 per cent reported doing so. Overall, fewer than five per cent of respondents reported no interaction with the SRO, reflecting the goal of the program to prioritize relationship building across the school.

Figure B2. Staff: How closely do you work with the SRO in your school?
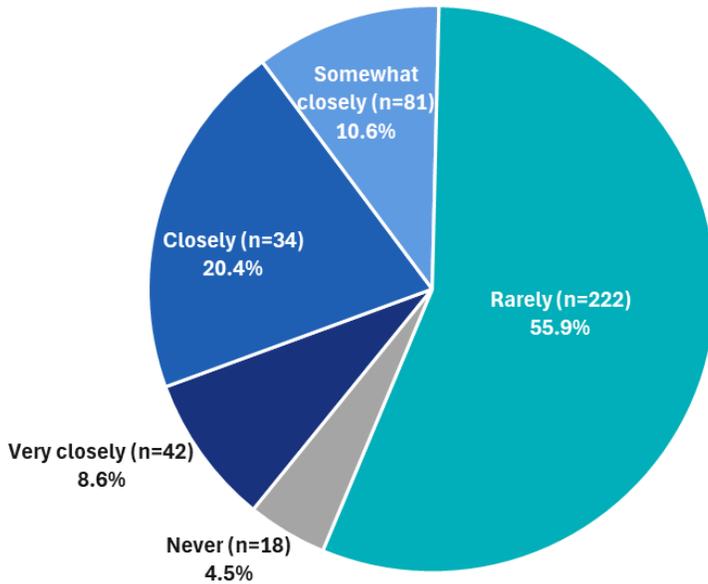
- **Very closely** (e.g. Work proactively and cooperatively with the SRO on a regular basis to identify and co-construct solutions to issues and needs).
- **Closely** (e.g. Work with the SRO on an as-needed basis to support the safety and well-being of students, work with the SRO when an issue arises).
- **Somewhat closely** (e.g. Facilitate presentations by the SRO for students in my classroom).
- **Rarely** (e.g. Informal connections and greetings within the school).
- **Never**

Family

The majority of families (76.1 per cent) have not interacted with a SRO. This is unsurprising, given that few families of high school students are likely to regularly be at their child's school. Similar to students, the most common interaction is informal greetings (45.7 per cent). A significant finding is the portion of family respondents who worked with the SRO to support their child (21.7 per cent), while this number is small in absolute terms it does speak to the impact of the SRO for some families.

Figure B3. Frequency and type of interactions that families have had with SROS (n=142)

Have you interacted with the SRO since they started in your child's school?   Yes or no

What kind of interaction(s) have you had with the SRO (check all that apply)?
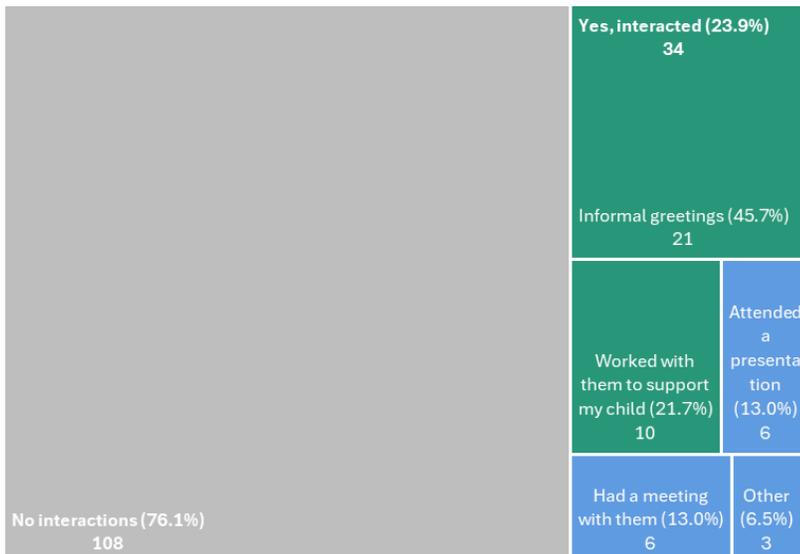
- Informal greetings at drop-off and/or throughout the school day
- Worked with them to support my child
- Attended a presentation the SRO was delivering
- Had a meeting with them and school leadership about an issue at school
- Other

Figure B3 represents the responses to the above two questions. Demonstrating both the confirmation of interacting with the SRO and then the nature of this interaction.

Appendix C: Professional Learning

Figure C1. Feedback from participants on the pre-implementation professional learning series (n=30) - To what extent did each of the sessions support your preparedness for the reintroduction of the SRO Program:
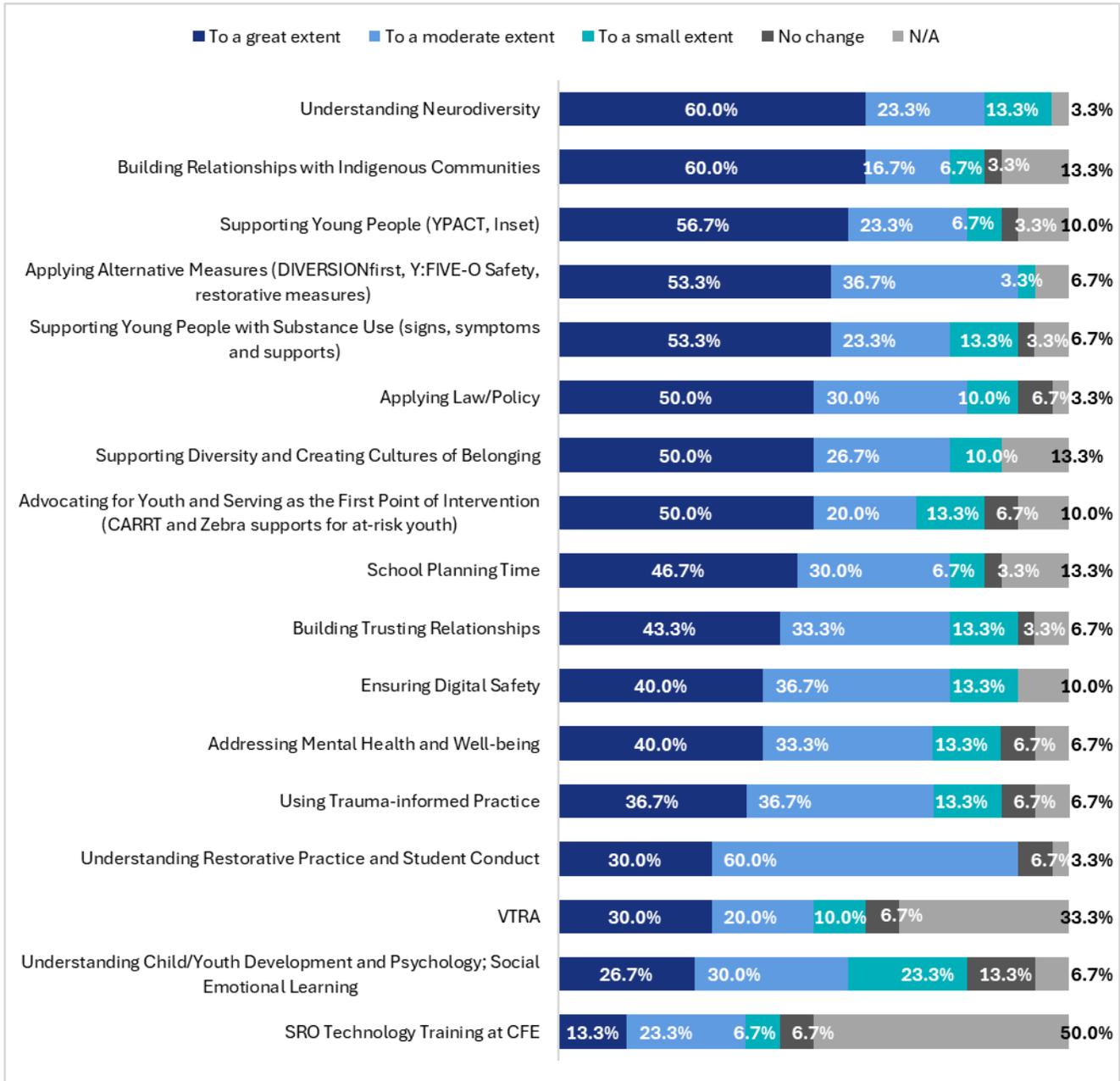
In the pre-implementation PL survey, a majority of Edmonton Police Service staff identified the following sessions as supporting their preparedness for the reintroduction of the SRO Program to **a great extent**:

● Building Relationships with Indigenous Communities
● Understanding neurodiversity
● Cyber security and social media trends
● Addressing Mental Health and Well-being
● Supporting Young People (YPACT, Inset)

As part of the year end survey, staff who identified they had attended the January professional learning were asked some follow up questions (Figure C2). It should be noted that this survey was only shared with EPSB staff, so no Edmonton Police Service staff participated. Of all the topics covered, the two sessions most frequently identified as valuable by EPSB staff were Applying Alternative Measures and Advocating for Youth, which both identify resources and processes for supporting youth outside of the education system.

Figure C2. Having had the SRO Program in your school for several months, which of the following learning opportunities from the January PL have been the most valuable (check all that apply)? (n=24)

Learning Opportunity	Percentage
Applying Alternative Measures (DIVERSIONfirst, Y:FIVE-O Safety, Restorative Measures)	62.5%
Advocating for Youth and Serving as the First Point of Intervention (CARRT and Zebra supports for at-risk youth)	50.0%
Supporting Young People (YPACT, Inset)	45.8%
Ensuring Digital Safety	45.8%
Understanding Restorative Practice and Student Conduct	45.8%
Understanding Neurodiversity	45.8%
Building Trusting Relationships	37.5%
Supporting Young People with Substance Use (signs, symptoms and supports)	33.3%
Applying Law/Policy	33.3%
Using Trauma-informed Practice	33.3%
Building Relationships with Indigenous Communities	33.3%
Supporting Diversity and Creating Cultures of Belonging	33.3%
Understanding Child/Youth Development and Psychology; Social Emotional Learning	33.3%
Addressing Mental Health and Well-Being	29.2%
Violence Threat Risk Assessment Training (VTRA)	25.0%