

Board Meeting Agenda

Board of Trustees

Board Chair: Saadiq Sumar

Vice-Chair: Linda Lindsay

Nickela Anderson

Sarah Doll

Melanie Hoffman

Julie Kusiek

Holly Nichol

Sherri O'Keefe

Jan Sawyer

Tuesday, February 10, 2026

2 p.m.

McCauley Chambers, Centre for Education
1 Kingsway NW, Edmonton AB T5H 4G9

A. Land Acknowledgement

B. O Canada

C. Roll Call

D. Approval of the Agenda

E. Communications from the Board Chair

F. Communications from the Superintendent of Schools

G. Approval of the Minutes

1. DRAFT – Board Meeting –December 9, 2025

H. Comments from the Public and Staff Group Representatives on items on the Meeting Agenda

NOTE: To speak under this item, pre-registration with the Board Office (780-429-8443) is required by noon on MONDAY, FEBRUARY 9, 2026, to reserve a speaking time.

I. Reports

2. Governance and Evaluation Committee 2025-26 Work Plan (Recommendation)
3. Policy Review Committee 2025-26 Work Plan (Recommendation)
4. Motion re: Request for Information to Follow-up on Seclusion Reporting in the 2025 AERR (Recommendation)
5. School Council Annual Report Highlights Summary (Information)
6. Phase I Evaluation Report: School Resource Officer (SRO) Program (Information)

J. Other Committee, Board Representative and Trustee Reports

K. Trustees and Board Request for Information

L. Notices of Motion

M. Meeting Dates

N. Adjournment

Board Meeting Minutes

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta, held in the Centre for Education McCauley Chambers on Tuesday, December 9, 2025, at 2 p.m.

Present

Trustees	Nickela Anderson, Sarah Doll, Melanie Hoffman, Julie Kusiek, Linda Lindsay, Holly Nichol, Sherri O’Keefe, Jan Sawyer, Saadiq Sumar		
Officials	Angela Anderson, Todd Burnstad, Grace Cooke, Andrea Cooper, Kelsey Duebel, Martin Fechner, Kathy Muhlethaler, Kent Pharis, Nancy Petersen, Cliff Richards, Carrie Rosa, Ron Thompson, Liz Yule		
Board Chair	Saadiq Sumar	Recording Secretary	Catherine Angeles

A. Land Acknowledgement

The Board Chair called the meeting to order and provided a land acknowledgement.

Chair Sumar acknowledged that he lives, works, plays, and enjoys the abundance that Treaty 6 land provides. This land, known by many names, has been cared for by the Siksikaitstapi, Denesuline, nehiyawak, Anishinaabe, Stoney Nakoda, and the Métis from the North Saskatchewan River Territory. This land has also been imprinted by the footsteps of the Inuit. It is only through their teachings and stories that we can fully appreciate the beauty of this land. December brings cold and snow, but it also brings the Winter Solstice. In the darkness of the longest night of the year, the solstice is an opportunity for us to look inward, to care for our bodies and minds, to appreciate Indigenous knowledge and to honour connections with community and family. As the First Peoples’ Cultural Foundation suggests, it’s a time for us to rest and be slow, to share a meal, and to listen, learn and reflect.

B. O Canada

The Victoria School video version of O Canada was played.

C. Roll Call

2:04 p.m. – The Superintendent advised that all Trustees were present.

D. Approval of Agenda

MOVED BY Trustee Sawyer:

That the agenda for the December 9, 2025, Board meeting be approved as presented.

(UNANIMOUSLY CARRIED)

E. Communications from the Board Chair

The Board Chair thanked all of the school communities that participated in Results Review last month. It was a great opportunity for the Board to learn about the important work that staff do in schools every day in support of students and the Division Strategic Plan.

The Board Chair thanked the Public School Boards' Association of Alberta for putting on several showings of "Backpack Full of Cash". Although the film is almost a decade old, it's still relevant and an important reminder of the value of a strong and well-funded public education system.

The Board Chair shared that last weekend, he attended the Friends of Historic McKay Avenue & 1881 Schoolhouse Society's Winter Celebration, complete with treats, music, storytelling, and crafts. Not only is McKay Avenue an important building for the Division, but it's also the former site of the Legislative Assembly of Alberta and continues to provide students with educational opportunities and programming.

The Board Chair said that he and the Trustees attended a meeting of the Student Senate last week. It was a wonderful opportunity to connect with high school students from across the city and answer questions about the Board of Trustees. Students in the Division do incredible things, inside and outside of the Senate, and it was great to see firsthand the passion and dedication of young leaders.

The Board Chair thanked Principal Errol Johnson and the students and staff at L.Y. Cairns School. The Board was treated, this afternoon, with poinsettias, donuts, and ornaments from the Horticulture, Arts, and Commercial Foods programs at the school.

F. Communications from the Superintendent of Schools

The Superintendent welcomed everyone in attendance today and those tuning in online. He also welcomed two principals from the Superintendent's Community of Practice in Education (SCOPE), David Sloan from Sorya Hafez School and Marnie White from Old Scona.

The Superintendent shared that the Division is already planning for the 2026-2027 school year, and after the winter break, open house season will be upon us. Some Division events are already scheduled for January 2026. Open houses are a great way for families to learn more about what the Division has to offer, from regular programming to programs of choice. Superintendent Thompson encouraged any parent who has a child transitioning to a new school to check them out. Most open houses take place in February and March and can be found on epsb.ca. He also thanked all Division schools for creating these amazing events to showcase what they have to offer to families.

The Superintendent shared that next week, he is excited to recognize and honour the staff, students, parents and community volunteers who make Division schools such wonderful places to grow and learn at the annual Division Recognition event. After the winter break, Division social media channels will be updated with information about the recipients.

The Superintendent wished everyone a restful and relaxing winter break. He hopes everyone rests up and is ready to get back to learning in January.

G. Approval of the Minutes

1. Board Meeting - November 25, 2025

MOVED BY Trustee Hoffman:

**That the minutes of the Board meeting held on November 25, 2025, be approved as presented.
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting at 2:13 p.m.

The meeting resumed at 2:15 p.m.

H. Comments from the Public and Staff Group Representatives on items on the Meeting Agenda

The Board of Trustees heard from two registered speakers for this item.

There was a short break in the meeting at 2:21 p.m.

The meeting resumed at 2:34 p.m.

I. Reports

2. 2025-26 Student Senate Work Plan
(Information)

Student Trustees Selina Lin, Taneesh Chekka and Zidaan Virani presented the 2025-26 Student Senate Work Plan.

3. 2024-25 Annual Education Results Report (AERR)
(Recommendation)

Trustee Doll left the meeting at 2:38 p.m.

Trustee Doll returned to the meeting at 2:40 p.m.

Trustees Doll and Nichol left the meeting at 4:01 p.m.

Trustees Doll and Nichol returned to the meeting at 4:04 p.m.

There was a short break in the meeting at 4:06 p.m.

The meeting resumed at 4:18 p.m.

MOVED BY Trustee Kusiek:

That the Edmonton Public Schools' 2024-25 AERR be approved.

(UNANIMOUSLY CARRIED)

There was a short break in the meeting at 5:10 p.m.

The meeting resumed at 5:16 p.m.

4. 2026-27 School Year Calendar
(Recommendation)

MOVED BY Trustee Doll:

That the proposed 2026-27 School Year Calendar be approved.

(UNANIMOUSLY CARRIED)

5. Proposed School Budget Amendment and Additional Funds for Infrastructure and Technology Projects for 2025-2026
(Recommendation)

MOVED BY Trustee Anderson:

1. That a one-time school budget amendment for \$15 million, to allow schools to access their operating surplus from 2024-2025 to support staffing and classroom supports in 2025-2026, be approved.

(UNANIMOUSLY CARRIED)

MOVED BY Trustee Nichol:

2. That a one-time budget amendment of \$8.8 million to the Infrastructure and Technology and Information Management (TIM) central units to support infrastructure and technology improvements in support of schools be approved.

(UNANIMOUSLY CARRIED)

J. Other Committee, Board Representative and Trustee Reports

Board Chair Sumar shared an Edmonton Public Schools Foundation (Foundation) update. The Foundation Wrap and Roll starts this Friday at Kingsway Mall. He thanked their partner, Kingsway Mall, for donating the space and supplies.

K. Trustees and Board Requests for Information

Trustee Sawyer submitted a Request for Information regarding the EPSB Trustee Election Costs: Related to the most recent trustee election, my understanding is that the City of Edmonton coordinates the Trustee election in conjunction with the Municipal election, then they invoice the Division for this cost. As such, can the administration provide the Division's share of the most recent election cost, and how this compares to the last trustee election? Secondly, does the Division receive funding from the Province to cover this cost and if so, is that based on the actual cost or a different formula?

Trustee Doll submitted a Request for Information regarding Follow-up on Seclusion Reporting in the 2025 AERR:

On May 25, 2021, the Board of Trustees unanimously passed the following motion:

“That data on the use of seclusion and restraint, including seclusion rooms that are being decommissioned, are reported to the Board annually, along with work on systemic changes so that these practices are no longer needed or used.”

This motion remains active.

In the May 27, 2025, [Seclusion and Physical Restraint Update](#), administration stated that future reporting would be included in the Annual Education Results Report (AERR). However, the [2025 AERR](#) presented on December 9, 2025, does not include restraint data or such information as was included in previous reports. I am hoping to understand whether reporting practices have shifted, or whether this information will be reported to the board of trustees at another time.

In support of transparency, accountability, and informed governance regarding the reduction and elimination of seclusion and restraint in Edmonton Public Schools, I submit the following Request for Information:

1. Transparency, Consistency, and Informed Governance:

Please provide the division's regular annual reporting on seclusion and restraint for the 24/25 school year, including:

- Number of seclusion incidents reported by month.
- Number of restraint incidents reported by month.
- Number of combined restraint and seclusion incidents reported by month.
- Number of unique students per type of incident.
- Number of staff participants in training programs that 'support systemic changes so that these practices are no longer used.' Please provide data for: Complex Behaviour Modules A, B and C, Non Violent Crisis Intervention, Studio 3, as well as any other relevant training or systemic changes.

2. Oversight, Review Processes, and Continuous Improvement:

In order to fulfill the Board's governance responsibilities, further detail is requested regarding the goals and strategies related to reducing seclusion and restraint.

- What feedback mechanisms are in place to gather student and family experiences related to seclusion and restraint, and how has this feedback informed policy or practice?
- What lessons have been identified from schools within EPSB that have reduced or eliminated reliance on seclusion and restraint?

3. External Expertise and Comparative Learning:

Please provide a summary of any external consultation related to reducing the use of seclusion and restraint. What key findings, recommendations, or evidence-based outcomes were shared during those consultations and how did they inform division policy and contribute to decreased use of seclusion across Edmonton Public Schools?

L. Notices of Motion

Trustee Doll gave notice that she would be making the following motion:

That the response to her Request for Information from today's Board meeting be brought forward as an information report and placed on the agenda for discussion at the public Board meeting following the completion of the report.

M. Meeting Dates

Next Board Meeting: Tuesday, January 20, 2026, at 2 p.m.

N. Adjournment

5:50 p.m. – The Board Chair adjourned the meeting.

Saadiq Sumar, Board Chair

Kelsey Duebel, Director Board and Superintendent Relations

Date	February 10, 2026
To	Board of Trustees
From	Trustee Sarah Doll, Governance and Evaluation Committee Trustee Melanie Hoffman, Governance and Evaluation Committee Trustee Sherri O’Keefe, Chair, Governance and Evaluation Committee Trustee Jan Sawyer, Governance and Evaluation Committee
Subject	Governance and Evaluation Committee 2025-26 Work Plan
Resource Staff	Kelsey Duebel, Catherine Angeles
Reference	Trustees’ Handbook , Subsection 6.1.1 – Governance and Evaluation Committee

ISSUE

The Governance and Evaluation Committee is presenting its 2025-26 work plan to the Board of Trustees (the Board) for approval.

RECOMMENDATION

That the Governance and Evaluation Committee’s 2025-26 work plan be approved.

BACKGROUND

The Governance and Evaluation Committee is responsible for assisting the Board of Trustees in conducting:

- an annual Board self-evaluation;
- an annual evaluation of the Superintendent of Schools;
- a process to identify and develop the priorities that will guide Division operations and the budget planning cycle for the Board’s four-year term of office;
- its duties and commitments in relation to the Division Priorities by making recommendations on governance-related matters; and
- over the four-year term review the Trustees’ Handbook for updates and current practices.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve the proposed work plan.
2. Provide feedback and request that changes be made to the work plan.

ATTACHMENTS

- ATTACHMENT I Governance and Evaluation Committee Terms of Reference
- ATTACHMENT II Governance and Evaluation Committee 2025-26 Work Plan

SO:kd

6.1.1 Governance and Evaluation Committee

Terms of Reference approved ([January 17, 2017, Board meeting](#))

Purpose

The Governance and Evaluation Committee is responsible for assisting the Board of Trustees to conduct:

- an annual Board self-evaluation for all but the last year of each Board term for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- an annual evaluation of the Superintendent of Schools in accordance with Board Policy [FGB.BP](#) - Evaluation of Superintendent of Schools and the review and/or renewal of the Superintendent of Schools' contract in accordance with the [Education Act](#);
- a process to identify and develop a strategic plan including the priorities that will guide Division operations and the budget planning cycle for the Board's four-year term of office;
- carry out its duties and commitments in relation to the Division Priorities by making recommendations on governance-related matters;
- over the four-year term review the Trustees' Handbook for updates and current practices; and
- an annual review of the policies and procedures governing the conduct of the meetings of the Board and the administration and business of the Board, in alignment with [Board Procedures Regulation AR82/2019](#).

Composition

The committee will consist of one less than majority of Trustees, from among which a chair will be selected. The chair is responsible for leading the discussion at each committee meeting and formally reporting back to the Board, either in writing or verbally at each regularly scheduled Caucus Committee meeting, about the committee's activities.

The Superintendent of Schools will assign a member of the Administration to support the work of the committee. Additional resources may be involved as requested by the Superintendent and/or designate.

Terms of Reference

A. Board Self-Evaluation

The Board will undertake an annual Board evaluation to inform the Board's continued development and improved performance.

The Board self-evaluation process should:

- measure Board performance with respect to the Mission, Vision, Values, Division Priorities, Division Strategic Plan, the roles and responsibilities of the Board, and the principles of operation of the Board;
- assist the Board in identifying Board strengths and areas for improvement;
- provide an opportunity for Trustees to reflect on how they work collectively and as individuals with respect to the Board's mandate and role and responsibilities;
- provide an opportunity for Trustees to discuss the Board evaluation results in the context of Board development; and
- provide an opportunity to recognize the Board's accomplishments.

The committee will:

- develop and recommend to Caucus Committee:
 - a plan for the annual evaluation of the Board of Trustees;
 - a proposed Board result statement based on an analysis of the Board's self-evaluation; and
- in the last year of a term, in lieu of a Board evaluation, assist Administration in the creation of a summary document of the Board's results and work still to be accomplished to aid in the transition for the next Board.

B. Evaluation of the Superintendent of Schools

The evaluation of the Superintendent of Schools is a vital process toward creating and maintaining a healthy school division. The Board of Trustees believes that organizational outcomes must be clearly and explicitly stated to:

1. ensure the Superintendent of Schools understands what is being expected and evaluated;
2. ensure the Board understands what to expect of the Superintendent; and
3. ensure the Superintendent of Schools and the Board clearly understand their respective roles and responsibilities.

The evaluation process and supporting information sources serve to:

- help to continuously improve the functioning of the Division;
- recognize areas and trends that are showing positive change or progress;
- provide feedback to the Superintendent of Schools regarding their leadership and performance expectations in key areas;
- provide ground work for establishing future goals;
- allow the Superintendent of Schools to report on their successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals;
- enable the Board and Superintendent of Schools to engage in dialogue about results, and discuss any issues or concerns associated with the role and the evaluation process; and
- strengthen the relationship between the Superintendent of Schools and the Board.

Process

1. The committee will be responsible for:
 - a) recommending the evaluation process to be used by the Caucus Committee;
 - b) overseeing the approved evaluation process;
 - c) reporting the evaluation results to the Caucus Committee and to public Board; and
 - d) initiating a timely review and/or renewal process for the Superintendent of Schools contract of employment in accordance with the [Education Act](#) and provisions of the Superintendent's contract.
2. The evaluation process will provide the Superintendent of Schools with an opportunity to:
 - a) review all pertinent information used in the evaluation;
 - b) discuss the evaluation report with the committee chair;
 - c) include a response to the evaluation in the report to Caucus Committee; and
 - d) discuss the evaluation report with the Caucus Committee.

3. Notwithstanding 1 and 2 above, if the evaluation process calls for individual Trustee evaluations of the Superintendent of Schools, the individual evaluations will be compiled and summarized for reporting purposes and destroyed once the Superintendent of Schools has an opportunity to review the compiled results.
4. The committee Chair will provide the Board Chair with the Superintendent's evaluation report for review prior to the report being shared with the Superintendent.
5. The Superintendent of Schools will be provided a copy of the evaluation report submitted to Caucus Committee and the final evaluation report to Board.
6. The Caucus Committee evaluation report and Board evaluation report will be filed in the Board corporate records. The records will be accessible to the Superintendent of Schools, a Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

C. Identification and Development of Division Priorities

Division priorities should fit within the scope of the Board's mandate and be few in number so that Division resources may be effectively concentrated to achieve measurable results.

After an election, following the organizational meeting, the Committee will:

- recommend and facilitate a process for each Board member to contribute to the development of the Division Priorities;
- seek student, staff, parent and community stakeholder input into the Division Priorities; and
- consider all input received and develop and recommend a Division Priorities statement to public Board for approval.

The Committee will also:

- develop Board retreat agendas and chair the retreats;
- review and monitor Board Work Plan progress;
- review at least once per term or as required, to ensure they are current and relevant:
 - the Trustee Protocols o the School Board Governance and Operations Section of the Policy Manual
 - the Trustee remuneration package o the post-election orientation process
- Develop an orientation plan for the next Board
- Seek input from other Board committees to perform this work.

Governance and Evaluation Committee 2025-26 Work Plan

PURPOSE

The Governance and Evaluation Committee is responsible for assisting the Board of Trustees to:

- conduct an annual Board self-evaluation for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- conduct an annual evaluation of the Superintendent of Schools in accordance with Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#) and the review and/or renewal of the Superintendent of Schools' contract in accordance with the [Education Act](#);
- identify and develop the priorities that will guide Division operations and the budget planning cycle for the Board's four-year term of office; and
- carry out its duties and commitments in relation to the Division Priorities by making recommendations on governance-related matters.

ACTIVITIES

Board Self-Evaluation

The Committee will:

- Review the Board's Self-Evaluation Instrument to determine if any changes are required. (February 2026)
- Initiate the process for the Board Self-Evaluation. Each Trustee will be asked to complete the Board Self-Evaluation Instrument. (May/June 2026)
- With support from the Director Board and Superintendent Relations, compile and summarize the individual evaluations for reporting purposes. (June 2026)
- Provide the final Board Self-Evaluation survey results to Trustees at a meeting for discussion (September 2026)
- Prepare a summary statement of the Board Self-Evaluation results to be read at a public Board meeting. (September 2026)

Superintendent of Schools' Evaluation

The Committee will:

- Review and update the key performance areas and process for the Superintendent Evaluation. This will include a review of approaches used by other boards and discussion with the Superintendent, with consideration of the Superintendent Quality Leadership Standard and Strategic Plan. Any proposed changes to the process will require Board approval. (January 2026 – March 2026)
- Initiate the process for the Superintendent's Evaluation. (March 2026)
- With support from an external firm, compile and summarize the feedback. Provide the Superintendent an opportunity to review the Evaluation and discuss implications with the Committee Chair. (May 2026)
- Submit the final Superintendent's Evaluation results and a report to the Caucus Committee, which includes a response to the evaluation from the Superintendent. (June 2026)
- Prepare a summary statement of the evaluation results to be read at a public Board meeting. (September 2026)
- If needed, work with the Policy Review Committee on Board-governance-related policy in the Trustee's Handbook by providing content recommendations to the Policy Review Committee on existing Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#).

Governance

The Committee will:

- Develop schedules for Board off-site meetings, generative discussions and professional learning sessions, along with agendas and facilitation plans for each. (December 2025, with updates as needed)
- Oversee the development of the Division Strategic Plan 2026-29 (January - June 2026)
- Consider the implementation of an evaluation framework for the Board's Strategic Plan and/or policies (January 2026)
- Update the Terms of Reference (June 2026)
- Review and monitor the Board work plan progress (ongoing)
- Continue with updates/revisions to the Trustees' Handbook as needed (ongoing)

REQUESTED RESOURCES

- Staff to assist in the development of the Strategic Plan and Trustees' Handbook updates will be required. The Committee will have support from the Director Board and Superintendent Relations to define the scope of work and required resources. Funds for stakeholder consultation have been allocated in the current budget.
- Funds for engaging external consultation on revisions to the Superintendent's evaluation have been allocated in the current budget.

Date	February 10, 2026
To	Board of Trustees
From	Trustee Nickela Anderson, Chair, Policy Review Committee Trustee Sarah Doll, Policy Review Committee Trustee Julie Kusiek, Policy Review Committee Trustee Holly Nichol, Policy Review Committee
Subject	Policy Review Committee 2025-26 Work Plan
Resource Staff	Kelsey Duebel, Wanas Radwan
Reference	Board Policy CH.BP - Framework for Policy Development and Review

ISSUE

The Policy Review Committee (PRC) is presenting its 2025-26 work plan to the Board of Trustees (the Board) for approval.

RECOMMENDATION

That the Policy Review Committee’s 2025-26 work plan be approved.

BACKGROUND

The PRC is responsible for assisting the Board by ensuring that policies submitted for Board approval are developed and reviewed in accordance with Board Policy CH.BP Framework for Policy Development and Review.

The PRC discussed their potential work plan for the 2025-26 school year on December 16, 2025 and January 13, 2026. These discussions were supported by Administration, who provided context around the current state of board policies and opportunities for further review that emerged from PRC work undertaken in the 2024-25 school year. Additionally, a policy overview was provided to the Board of Trustees at their orientation on November 4, 2025, which identified potential opportunities for an omnibus review of all board policies. Together, these discussions informed:

- The inclusion of a multi-year Policy Framework Review Project in its draft 2025-26 Work Plan. This project is intended to support effective governance and policy review practices.
- The development of a draft work plan for policy review to be undertaken in 2025-26.

The PRC will remain responsive to any emergent policy work that is initiated through a motion at public Board.

RELATED FACTS

The work plan addresses the following:

1. Policy Review and Revision

- **An annual review of Board Policy HG.BP Student Behaviour and Conduct:** Section 33 of the *Education Act* requires an annual review of the code of conduct for students. To comply with this requirement, Board Policy HG.BP Student Behaviour and Conduct will be reviewed.
- **Alignment of board policies with new provincial privacy legislation:** An omnibus update of all board policies that currently reference the repealed Alberta *Freedom of Information and Privacy Act* (FOIP) to align the policies with current Alberta privacy legislation.
 - These updates will be focused on removing references to *FOIP* and replacing these with references to current Alberta privacy legislation. These updates will not include changes to current direction. As such, no public engagement will be conducted as part of this review.
- **Review of Board Policy CH.BP Framework for Policy Development and Review:** To ensure that all board policies are clear, consistent, and in alignment with board policy CH.BP Framework for Policy Development and Review, the PRC will undergo a multi-year Policy Framework Review Project.
 - This project aims to accomplish the following goals:
 - Streamline board policies and eliminate outdated, unnecessary or redundant policies
 - Improve efficiency for the policy review cycle of future Policy Review Committees
 - Enhance the effectiveness, clarity, and accountability of board policy
 - To initiate this project, the PRC will begin with a review of Board Policy CH.BP Framework for Policy Development and Review in the 2025-26 school year.
 - All board policies are expected to align with the intended purpose, criteria, and format outlined in Board Policy CH.BP Framework for Policy Development and Review.
 - In the 2025-26 school year, the PRC will prepare a project plan outlining the expected phases of the Policy Framework Review Project to bring to the Board for approval.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve the PRC 2025-26 work plan as written.
2. Provide feedback and request changes be made to the PRC 2025-26 work plan.

CONSIDERATIONS and ANALYSIS

The work of the PRC reflects the committee's best efforts to fulfill the expectation to complete policy work required for alignment to provincial legislation and the Board's commitment to reviewing and revising existing board policies. The review and revision of these policies will be informed by stakeholder engagement and will involve a multi-year commitment.

NEXT STEPS

Policy review activities will proceed in alignment with the approved work plan.

ATTACHMENTS and APPENDICES

ATTACHMENT I Policy Review Committee 2025-26 Work Plan

NA: wr

Policy Review Committee 2025-26 Work Plan

PURPOSE

- The Policy Review Committee is responsible for assisting the board in reviewing board policy by ensuring that board policies submitted for Board approval are developed and reviewed in accordance with Board Policy CH.BP Framework for Policy Development and Review.
- The main objective of the work plan is to recommend an annual plan for policy development and review to be undertaken in 2025-26, while also accommodating the need for any emergent reviews. This work plan may be adjusted in response to any emergent policy priorities that are identified during the 2025-26 school year. The Board of Trustees may direct the PRC to undertake emergent policy work through a motion at Caucus Committee or public Board, as appropriate.

ACTIVITIES

The Policy Review Committee (PRC) 2025-26 Work Plan includes the following:

Policy Review and Revision	
Policy	Summary
HG.BP Student Behaviour and Conduct	Annual review required under Section 33(3) of the <i>Education Act</i> .
Alignment of board policies with new privacy legislation	Omnibus update of all board policies that currently reference the repealed Alberta <i>Freedom of Information and Privacy Act</i> .
CH.BP Framework for Policy Development and Review	Review the direction outlined in this policy and revise as needed to support the review of all board policies as part of the Policy Framework Review Project.

Multi-Year Policy Work	
Policy	Summary
Policy Framework Review Project <ul style="list-style-type: none"> • CH.BP Framework for Policy Development and Review 	The PRC will undergo a review of all board policies to support alignment with the policy framework set out in Board Policy CH.BP Framework for Policy Development and Review. This will include a scan of all board policies to ensure alignment with: <ul style="list-style-type: none"> • The board's legislative mandate as per the <i>Education Act</i> • The intended purpose, criteria, and format of board policy as outlined in CH.BP Framework for Policy Development and Review

Multi-Year Policy Work	
Policy	Summary
	<p>This project aims to accomplish the following goals:</p> <ul style="list-style-type: none"> ● Streamline board policies and eliminate outdated, unnecessary or redundant policies ● Improve efficiency for the policy review cycle of future Policy Review Committees ● Enhance the effectiveness, clarity, and accountability of board policy <p>The above work will identify opportunities to potentially rescind, consolidate, and revise board policies to support effective governance.</p> <p>It is anticipated that this project will take the entire 2025-29 term to complete.</p> <p>The goals for the project in the 2025-26 school year will include:</p> <ul style="list-style-type: none"> ● Completing the review of Board Policy CH.BP Framework for Policy Development and Review. ● Creating a project plan outlining the expected stages of the Policy Framework Review Project for the Board's approval.

SUPPORTING ACTIONS/INFORMATION REQUESTED FROM ADMINISTRATION

- Administration will support the Policy Review Committee in the planning and implementation of the activities outlined in this work plan, including policy review, public engagement, and the Policy Framework Review Project implementation. The committee may conduct public engagement in support of the review of many of the policies outlined in this work plan.

REQUESTED RESOURCES

- More information about potential required funds will become available as the policy work unfolds. The committee will present a project plan and budget for the Board's approval prior to undertaking any work that would require use of Board of Trustee funds.

Date	February 10, 2026
To	Board of Trustees
From	Trustee Sarah Doll
Subject	Request for Information to Follow-up on Seclusion Reporting in the 2025 AERR
Originator	Trustee Sarah Doll
Resource Staff	Kelsey Duebel
Reference	Trustees Handbook Section 5.4.2 Enquiries and Requests for Information

ISSUE

At the December 9th, 2025 public board meeting, a request for information from Administration was made. Section 5.7.2 of the Trustees’ Handbook states that: *Trustees may request that the response to their Request for Information (RFI) appear as an agenda discussion item for a Board or committee meeting. Trustees wishing to do so may seek Board approval for a formal Information report from Administration through a notice of motion.*

RECOMMENDATION

That the response to the request for information regarding seclusion reporting from the December 9th, 2025 board meeting be brought forward as an Information Report and placed on the agenda for discussion at the public board meeting following the completion of the report.

BACKGROUND

On May 25, 2021, the Board of Trustees unanimously passed the following motion: “That data on the use of seclusion and restraint, including seclusion rooms that are being decommissioned, are reported to the Board annually, along with work on systemic changes so that these practices are no longer needed or used.” This motion remains active.

The May 27, 2025 [Seclusion and Physical Restraint Update](#) report, stated that future reporting would be included in the Annual Education Results Report (AERR). However, the [2024-25 Annual Education Results Report](#) presented on December 9, 2025 does not include restraint data or such information as was included in previous reports.

In support of transparency, accountability, and informed governance regarding the reduction and elimination of seclusion and restraint in Edmonton Public Schools, I submitted the following Request for Information on December 9, 2025:

1. Transparency, Consistency, and Informed Governance:

Please provide the division's regular annual reporting on seclusion and restraint for the 24/25 school year, including:

- Number of seclusion incidents reported by month.
- Number of restraint incidents reported by month.
- Number of combined restraint and seclusion incidents reported by month.
- Number of unique students per type of incident.
- Number of staff participants in training programs that 'support systemic changes so that these practices are no longer used.' Please provide data for: Complex Behaviour Modules A, B and C, Non Violent Crisis Intervention, Studio 3, as well as any other relevant training or systemic changes.

2. Oversight, Review Processes, and Continuous Improvement:

In order to fulfill the Board's governance responsibilities, further detail is requested regarding the goals and strategies related to reducing seclusion and restraint.

- What feedback mechanisms are in place to gather student and family experiences related to seclusion and restraint, and how has this feedback informed policy or practice?
- What lessons have been identified from schools within EPSB that have reduced or eliminated reliance on seclusion and restraint?

3. External Expertise and Comparative Learning:

Please provide a summary of any external consultation related to reducing the use of seclusion and restraint. What key findings, recommendations, or evidence-based outcomes were shared during those consultations and how did they inform division policy and contribute to decreased use of seclusion across Edmonton Public Schools?

CONSIDERATIONS and ANALYSIS

The information requested is typical of the division's regular annual reporting on Seclusion and Restraint and should be available to the public. In order to support public transparency and meet the requirements of the active board motion, the information requested in the RFI presented on December 9, 2025 should be added to the public board meeting agenda for discussion.

NEXT STEPS

If approved, an Information Report will be presented for discussion at the public board meeting following completion of the report.

SD: sd

Date	February 10, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	School Council Annual Report Highlights Summary
Originator	Kathy Muhlethaler, Assistant Superintendent Instructional and Strategic Division Supports
Resource Staff	Cathy MacDonald, Carrie Rosa
Reference	Alberta School Councils Regulation , Section 14 Board Policy AA.BP Stakeholder Relations

ISSUE

Administration is providing a summary of highlights from 2024–25 annual reports submitted to Communications by school councils.

KEY POINTS

- As per Section 55 of the Alberta [Education Act](#), school councils may advise the principal and Board on school matters, consult with the principal to ensure students have opportunities to meet education standards set by the Minister, consult with the principal on fiscal matters and perform other functions authorized under the regulations.
- School councils provide a strong communication link between school administration and families.
- A summary of the challenges and successes that school councils shared is included in Attachment I.

BACKGROUND

Alberta Education and Childcare, through the *Education Act* and, more specifically, Section 14 of the School Councils Regulation, requires all school council chairs to provide an annual report to the Edmonton Public School Board by September 30 of each year.

CURRENT SITUATION

Using a Google form, school councils submit their annual reports. A summary of the information is then presented to the Board of Trustees.

ATTACHMENTS and APPENDICES

ATTACHMENT I School Council Annual Report Highlights Summary of Findings

CR:cm

School Council 2024–25 Annual Report Highlights Summary of Findings

The findings in the 2024–25 school council annual report reflect the activities of 179 school councils and Principal Advisory Committees (PACs) that submitted reports. Note that some schools are unable to establish a school council; when this is the case, principals establish an advisory committee. Advisory committees are not required to submit an annual report, but we welcome any information they can share as well.

Alberta Education and Childcare, through the *Education Act* and Section 14 of the School Councils Regulation, requires all school council chairs to provide an annual report to their board by September 30 of each year. The Division continues to use a Google form to simplify the submission process.

As per Section 55 of the Alberta *Education Act*, school councils may advise the principal and Board on school matters, consult with the principal to ensure students have opportunities to meet education standards set by the Minister of Education and Childcare, consult with the principal on fiscal matters and perform other functions authorized under the regulations.

The findings from the 2024–25 annual reports indicate that school councils continued to live up to their mandate to act as an advisory group to the principal and school community. Information collected also indicates that councils supported schools through additional activities.

Predominant activities undertaken

School councils are composed mainly of parents of students who attend the school. A school council functions primarily to provide feedback and advice to the principal on a variety of school functions and decisions. They provide a strong communication link between school administration and families. Some school councils also play an important part in liaising between school administration and the school's fundraising association to inform the potential use of any funds raised.

In order of highest to lowest participation rates, the main areas school councils noted they were involved with during the 2024–25 school year are as follows:

- 86 per cent supported special events and initiatives linked to the school plan, including:

<ul style="list-style-type: none"> ■ lunch programs ■ cultural lunches and festivals ■ staff appreciation ■ movie nights ■ carnivals ■ sports days ■ coordinating extracurricular clubs, like running, chess, science Olympics, cooking, chess and ukulele ■ surveys ■ outdoor classroom ■ Yearbook 	<ul style="list-style-type: none"> ■ organizing volunteers ■ newsletters ■ setting up wall displays ■ supported career days and open houses ■ potlucks ■ bingo night ■ Indigenous presentations and celebrations ■ clothing drives ■ concessions ■ Pride Week
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- advised on playground replacement
- legacy mural project
- food bank drives
- helping hampers
- student orientations and career days
- dances
- winter socials
- prayer team
- welcome barbecues
- farewell celebrations

- concerts
- popsicles in the park
- coordinating reading programs and book fairs
- liaising with fundraising society
- seasonal sales, like popcorn, handmade cards, plants and cookie dough
- information sessions for parents, such as online safety, anxiety and depression, and how to be an ally

- **75.4 per cent** supported learning within the school (e.g., provided feedback to the principal, supported cultural awareness, inclusion and anti-racism, and organized sessions on topics like numeracy, literacy and social-emotional needs of students).
- **48.6 per cent** informed/advised the principal on the school's education plan.
- **46.9 per cent** informed/provided input to the principal on the school's results review (several council chairs noted they were able to attend Results Review with the principal).
- **45.8 per cent** informed/advised the principal on the school's budget.
- **40.8 per cent** advocated for the needs of the school community to the city, province and other groups (e.g., advocated for improved traffic safety, for more schools, infrastructure funding for existing schools, Vision Zero and mobility projects, public rallies, etc.).
- **25.1 per cent** worked on joint projects with the community or another school in support of the school plan (e.g., Flying Canoe Volant Festival).
- **20.1 per cent** informed the work of the Alberta School Councils' Association (ASCA) through an engagement task force or annual general meeting (e.g., attending annual conference and AGM).
- **16.2 per cent** provided input to help inform the work of the Board of Trustees (e.g., inviting Trustees to meetings, providing feedback on new cellphone rules, School Resource Officers and curriculum changes).

Frequency of school council meetings

- **70.9 per cent** met monthly.
- **14.5 per cent** met every other month.
- The remainder met on varying frequencies (e.g., quarterly or every six weeks).

How school councils met

- **48.6 per cent** had a mix of in-person and virtual meetings.
- **38.5 per cent** met in person exclusively.
- **12.8 per cent** met virtually exclusively.

Meeting participation levels

- **63.1 per cent** had the same participation as in the past.
- **20.7 per cent** experienced a decrease in participation.
- **16.2 per cent** saw an increase in participation.

Funds handled

- **83.2 per cent** of respondents indicated their school council did not handle any funds last year as their school's fundraising association handles all funds.
- **16.8 per cent** indicated their school council handled funds last year.
- Some of the funds noted were from the \$500 Alberta School Council Engagement grant from the Government of Alberta that all schools with school councils were eligible to apply for. Funds were also raised through initiatives like pizza lunches, chocolate and book fair sales, money from their fundraising association, bottle drives, parent donations and grants.
- Funds raised went toward a variety of things, including: educational resources (e.g., library books, STEM learning kits); artist in residence; music supplies; sports equipment; sensory room equipment; emergency supplies for families in need (e.g., clothing, shampoo); field trips; guest speakers/presentations; staff appreciation (e.g., lunches); school clubs and some events (e.g., barbecue, fun day or farewell celebrations, literacy and numeracy nights, movie nights).

Successes some school councils experienced

- **Engagement:** Increased participation by providing food at meetings, personal invitations in the schoolyard, and offering child care or student-led babysitting.
- **Accessibility:** Virtual and hybrid meeting options allowed parents with busy schedules or geographic barriers to participate; alternating meeting times (afternoon vs. evening) also improved reach
- **Inclusive outreach:** Successfully involved more English as an Additional Language (EAL) parents by having translators and sharing information in multiple languages.
- **Community support:** Operated a community pantry to support families and successfully raised funds for a new playground, new technology, books and field trips.
- **Program highlights:** Monthly student and staff presentations provided parents with clear insights into school projects and collaborative efforts.
- **Communication growth:** Increased visibility through new social media accounts, upgraded email newsletters, parent surveys, school council drop-in information sessions, and better communication with school administration.
- **Operational strength:** Re-established councils from scratch, developed handbooks/guidelines for future years, participated in ASCA training to clarify the roles of council versus fundraising, and ran more efficient meetings.
- **Event success:** High attendance at family dances, parent information sessions and significant school events (Art Nights, Meet the Teacher) even when meeting attendance was low.

Challenges some school councils faced

- **Participation hurdles:** Chronic low attendance at monthly meetings, "dwindling" interest as the school year progresses and difficulty recruiting parents for executive or board positions.
- **Labour disruptions:** The support staff job action disrupted operations, causing meetings to be cancelled and led to the cancellation of some activities and delay of some initiatives.
- **Technological issues:** Some schools don't have the necessary technical capabilities to smoothly host virtual or hybrid meetings (i.e., poor sound quality, unreliable meeting links).
- **Demographic shifts:** Turnover of experienced parents, which leaves new council members with limited institutional knowledge and difficulty engaging specific cultural groups or families.

- Leadership and governance: Difficulty filling vacancies when executive members stepped down, time-consuming efforts to redo bylaws, and issues with past chairs not setting agendas or attending meetings.
- Administrative: Some schools identified opportunities for building better communication between school leadership, flexibility of meeting times and working collaboratively with principals to share information at meetings.
- Role confusion: Ongoing lack of understanding among the parent body regarding the difference between school council (advisory) and the fundraising society.

Common goals school councils set for following year

- Parental engagement and participation
 - Broadening outreach: Focus on attracting a wider range of perspectives and families from different programs, experiences and backgrounds.
 - Recruitment and succession: Actively recruit new members and better distribute responsibilities to share the executive workload and focus on succession planning for members whose children are transitioning out of the school.
 - Learning opportunities: Increase attendance by offering learning opportunities on topics like mental health, online safety and career pathways.
 - Structure and support: Implement a “class representative” model to facilitate communication between grades and the council, and use ASCA resources and training to improve efficiency.
 - Informal engagement: Host more gatherings such as coffee mornings and informal events to draw in parents who may be hesitant to attend formal meetings.
- Communication and visibility
 - Multi-channel strategy: Use many methods including paper notices, phone calls, social media (Instagram) and school signage to reach families.
 - Transparency: Provide clear reporting on fundraising outcomes so parents know exactly how their contributions are benefiting students.
 - Presence at events: Increase council visibility at major school events (like Meet the Teacher and Welcome Back barbecues).
 - Digital accessibility: Improve mailing list counts and offer hybrid meeting options to accommodate working parents.
- Facility and infrastructure improvements
 - Playground and outdoors: Initiate or continue work on helping to plan playground replacements, sensory room development or land-based learning outdoor classroom.
 - School site safety: Collaborate with the City of Edmonton on traffic management, parking enforcement and improvements to schoolyard safety.
 - Interior enhancements: Help beautify existing spaces (like display boards) and use volunteers to help organize the school library.
- Student programming and community culture
 - Inclusivity and advocacy: Host larger culturally inclusive events (e.g., Diwali, Pride) and work with Trustees to advocate for student safety, anti-racism and social-emotional regulation.
 - Academic support: Provide support for literacy and numeracy interventions and help organize school-wide learning opportunities for all students.

- Established traditions: Continue annual favourites such as the Career Day and the Terry Fox Run.
- School wellness: Advocate for student well-being, including specific initiatives like removing TVs during lunch times.
- Governance and partnerships
 - Administration transition: Build strong working relationships with new principals and administrative staff to ensure seamless.
 - Organizational integration: Explore integrating fundraising groups more closely with the school council and develop comprehensive onboarding tools for new members.
 - External connections: Connect with feeder school councils to assist parents with transitions (e.g., junior high transition) and strengthen partnerships with the surrounding business community.

Alberta School Councils' Engagement Grant

Each year, schools are given the opportunity to have the Division apply for Alberta Education's Alberta School Councils' Engagement grant. This \$500 grant is intended to support school councils in fulfilling their legislated responsibilities in enhancing parent involvement and engagement. The grant is only available to schools with an active school council, as defined under the Alberta School Councils Regulation. Registered Fundraising Societies and PACs (Principal Advisory Committees) that do not meet the criteria of a school council do not qualify for the grant.

For the 2024-25 school year:

- 51.4 per cent of responding schools indicated their school applied for the grant
- 34.1 per cent did not apply for the grant
- 14.5 per cent were unsure if their school applied or not
- 37.4 per cent of schools that applied for the grant used the money

Schools that did receive the grant money indicated several uses including:

- ASCA workshops (e.g., role and purpose of school council, re-writing operating procedures, managing council member relationships).
- Attend ASCA annual conference and AGM.
- Host information sessions, speakers and activities (e.g., cyber safety and healthy boundaries; mental health, wellbeing and emotionally intelligent parenting; kindness week speakers; family literacy, numeracy and paint nights; substance abuse awareness and strategies; Indigenous learnings through performances, Elders sharing knowledge and stories, and tipi building).
- Purchased library books as well as a selection of educational resources for parents on topics related to mental health, autism and ADHD.

For schools that did not end up using the grant money, they noted a few main reasons: timing issues, lack of parent interest or being unsure how to use the grant.

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 Faight, 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	<ul style="list-style-type: none"> ● In 1979, the Edmonton Police Service (EPS), Edmonton Public School Board (EPSB) and Edmonton Catholic School District (ECSD) embarked on a

	<p>collaborative partnership placing four constables in Edmonton high schools on a cost-shared basis.</p> <ul style="list-style-type: none"> ● In 1997, EPS, EPSB and ECSD undertook a formal evaluation of the SRO Program to measure program outcomes including: <ul style="list-style-type: none"> ○ 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.
<p>June 2020 - June 2023</p>	<ul style="list-style-type: none"> ● 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.
<p>October - November 2023</p>	<ul style="list-style-type: none"> ● Four social innovation labs were held with students, parents, staff and community members. The purpose of these labs was to explore the question, "<i>How might we create school communities that feel safe for everyone?</i>" ● 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. <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Safety and belonging are interconnected

	<ul style="list-style-type: none"> ○ 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
<p>January 29 and 30, 2024</p>	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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)

	<ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ■ 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.

	<ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ■ 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) ■ <i>Freedom of Information and Protection of Privacy Act</i> (now <i>Protection Of Privacy Act</i> and <i>Access to Information Act</i>) 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	<ul style="list-style-type: none"> ● SROs were welcomed into the six Division schools on February 3, 2025.
February 11, 2025	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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

	<p>short-term outcomes related to the SRO Program’s contribution to supporting belonging and safety in schools among students, families and staff.</p> <ul style="list-style-type: none"> ● The SRO Program Evaluation Framework was developed in collaboration with Edmonton Police Service along with feedback from the principals of the six participating schools.
<p>Spring 2025 - now</p>	<ul style="list-style-type: none"> ● Staff from Central worked with leadership from the six schools to support the Phase 1 Evaluation, including the following activities: <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ 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.

<p>Fall 2025 Phase 2 schools include:</p> <ul style="list-style-type: none"> ● Dr. Anne Andersen ● Elder Dr. Francis Whiskeyjack ● J. Percy Page ● Lillian Osborne ● McNally ● Strathcona ● W.P. Wagner 	<p>Winter 2026 Phase 3 schools include:</p> <ul style="list-style-type: none"> ● Kate Chegwin/T.D. Baker ● Londonderry/Dickinsfield ● Rosslyn/Spruce Avenue ● Victoria
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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

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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
<p>Exploring reintroduction of the SRO Program</p>	<ul style="list-style-type: none"> ● 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.
<p>Develop processes to support the reintroduction of the SRO Program in school communities</p>	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

	<ul style="list-style-type: none"> ○ Familiarize themselves 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: <ul style="list-style-type: none"> ○ 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).
<p>Communication plan</p>	<p>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:</p> <ul style="list-style-type: none"> ● 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. <p>School level actions supporting communication:</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ 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.

	<ul style="list-style-type: none"> ○ 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	<p>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:</p> <ul style="list-style-type: none"> ○ School teams (principals, assistant principals, Student Services, other school-based partners) ○ SROs ○ Mental health therapists ○ Edmonton Police Service leadership ○ Division leadership <p>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:</p> <ul style="list-style-type: none"> ○ 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) ○ <i>Freedom of Information and Protection of Privacy Act</i> (now <i>Protection Of Privacy Act</i> and <i>Access to Information Act</i>) and confidentiality <p>A complete list of session titles can be found here.</p> <p>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.</p>
Establish and implement the Community of Practice	<p>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</p>

	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Develop an Evaluation Framework</p>	<p>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.</p> <ul style="list-style-type: none"> ● 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. <p>When developing the framework, it was critical to address the following:</p> <ul style="list-style-type: none"> ● 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.

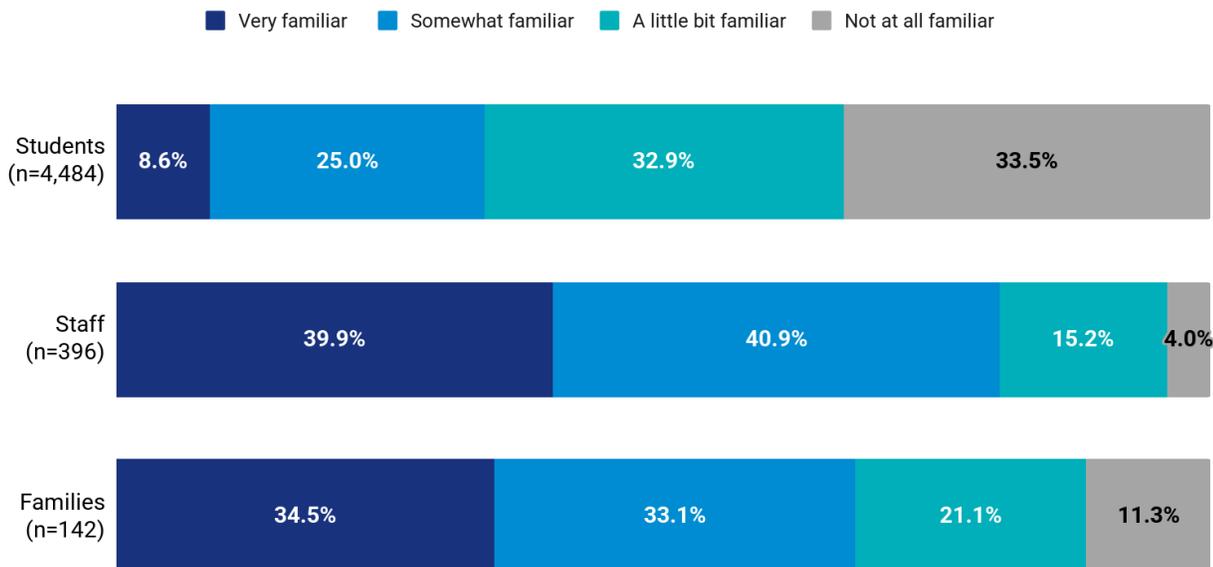
To measure the effectiveness of the SRO Program’s reintroduction, we need to assess how well students, staff and families understand the SRO’s role in school communities. The evaluation explores the effectiveness of communication during the implementation phase by measuring student, staff and family’s 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:



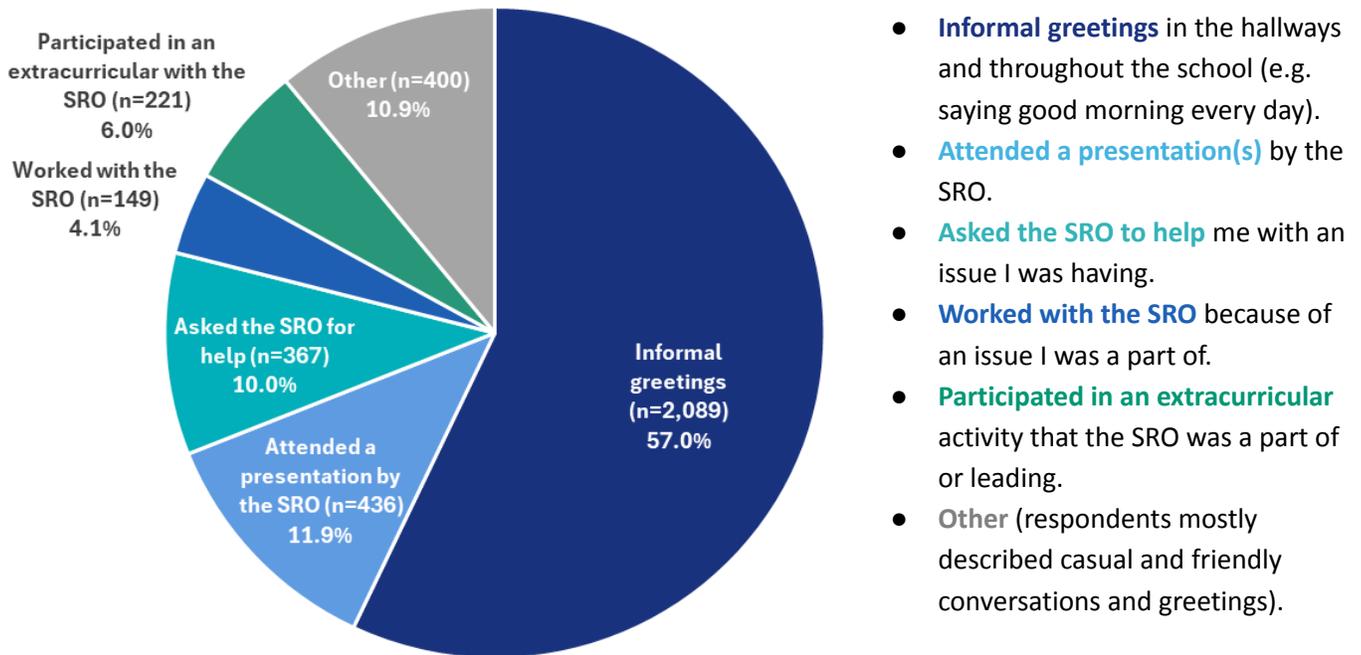
At the time of the survey, the SROs had been integrated into the school community for approximately three months. Figure 1 demonstrates that of all stakeholder groups engaged, staff had the greatest level of familiarity with the SRO Program. Because the SRO is considered to be a member of the school’s 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.



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.

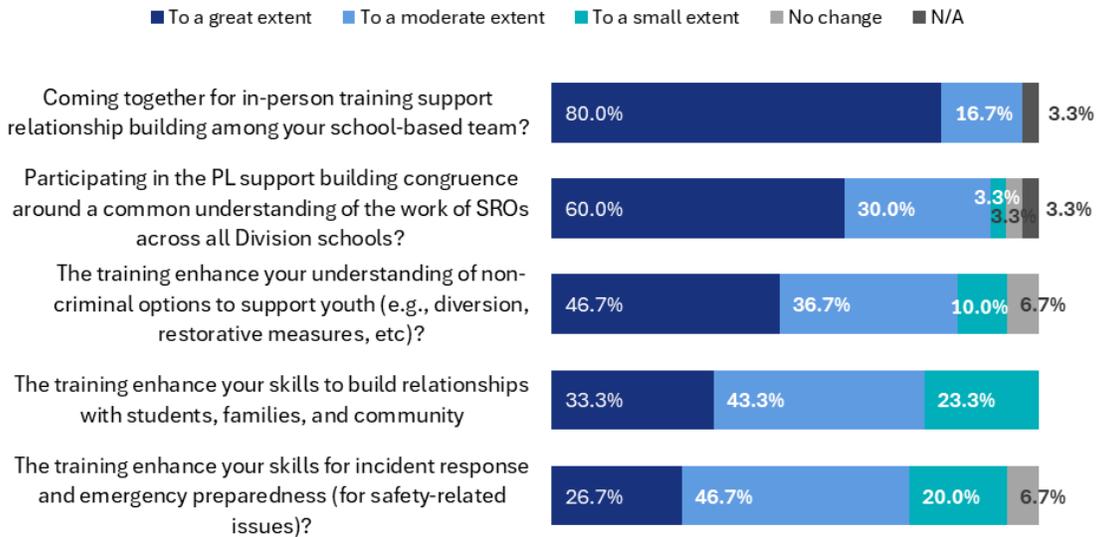
(now *Protection Of Privacy Act* and *Access to Information Act*) and confidentiality

- Emergency Preparedness (school-based plans)

Edmonton Police Service Led Sessions	External Agency Led Sessions
<ul style="list-style-type: none"> ● 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) 	<ul style="list-style-type: none"> ● 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

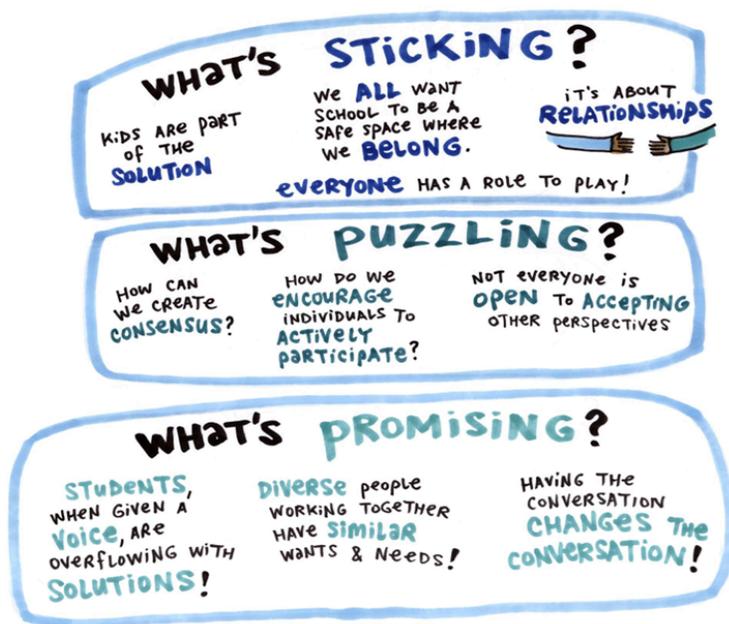
Insights from the Phase 1 Evaluation informed a proactive and responsive approach to advancing the program. These learnings were integrated into processes supporting the onboarding of additional schools in fall 2025 and February 2026.

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
<p>SROs, school leadership and staff, students, families and community partners have a clear understanding of the role of the SRO in schools.</p>	<ul style="list-style-type: none"> ● Surveys (April 23 - June 2, 2025) <ul style="list-style-type: none"> ○ Student Survey (4,508 responses) ○ Staff Survey (408 responses) ○ Family Survey (143 responses) ● Focus Groups <ul style="list-style-type: none"> ○ Student Focus Groups (35 participants) ○ Staff Focus Groups (30 participants) ○ Principal Focus Group (5 participants) ○ SRO and Sargent Focus Groups (9 participants)
<p>SROs and relevant school staff deepen their knowledge and skills to support student belonging and safety through selected professional learning opportunities.</p>	<ul style="list-style-type: none"> ● Post-Professional Learning Surveys <ul style="list-style-type: none"> ○ EPSB staff (21 responses) ○ Edmonton Police Service staff (9 responses) ○ Principals (6 responses) ● Focus Group Questions <ul style="list-style-type: none"> ○ SRO Focus Group (6 participants)
<p>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.</p>	<ul style="list-style-type: none"> ● Post-Professional Learning Surveys <ul style="list-style-type: none"> ○ EPSB staff (21 responses) ○ Edmonton Police Service staff (9 responses) ● Focus Groups <ul style="list-style-type: none"> ○ Principals (5 participants) ○ Edmonton Police Service staff (9 participants) ○ Description of collaboration between them
<p>Students, families, staff and community partners perceive they have ongoing opportunities to provide feedback, including a clear and accessible process for reporting concerns.</p>	<ul style="list-style-type: none"> ● 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.

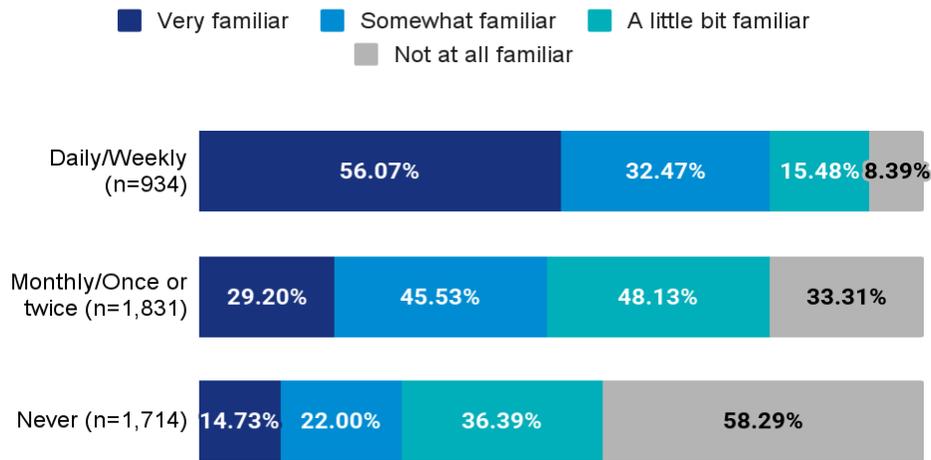
Mixed-methods analysis was undertaken both manually and with the support of Gemini to derive conclusions from the complete dataset. Where quotes are cited in the body of the report, any pronouns used were changed to be gender-neutral to limit the likelihood of the SRO being identified. School names were 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).

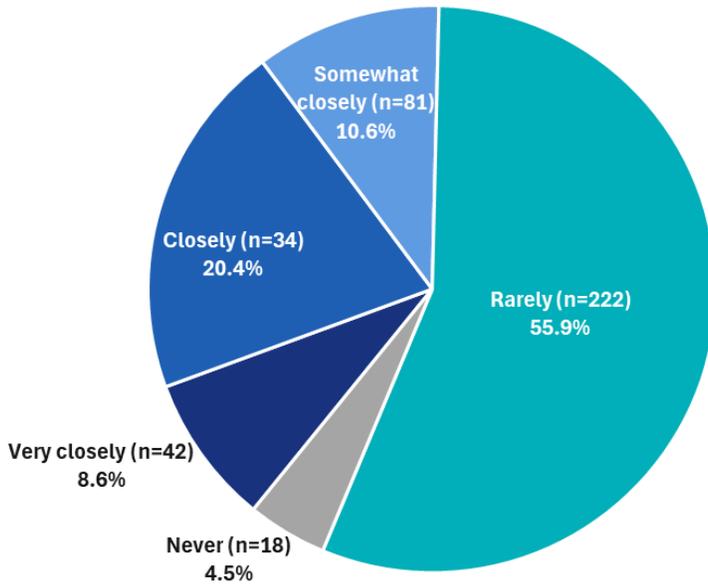
Figure B1. Students: As frequency of interactions increases, likelihood of familiarity increases



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**

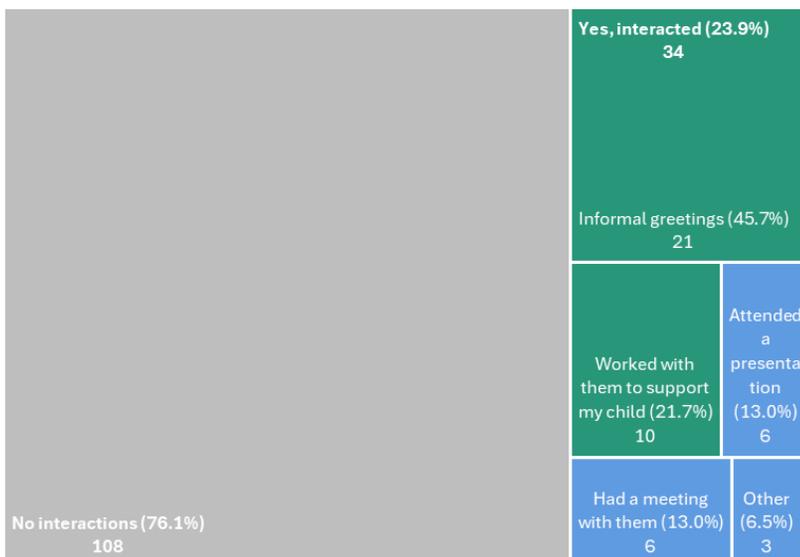
Family

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)?

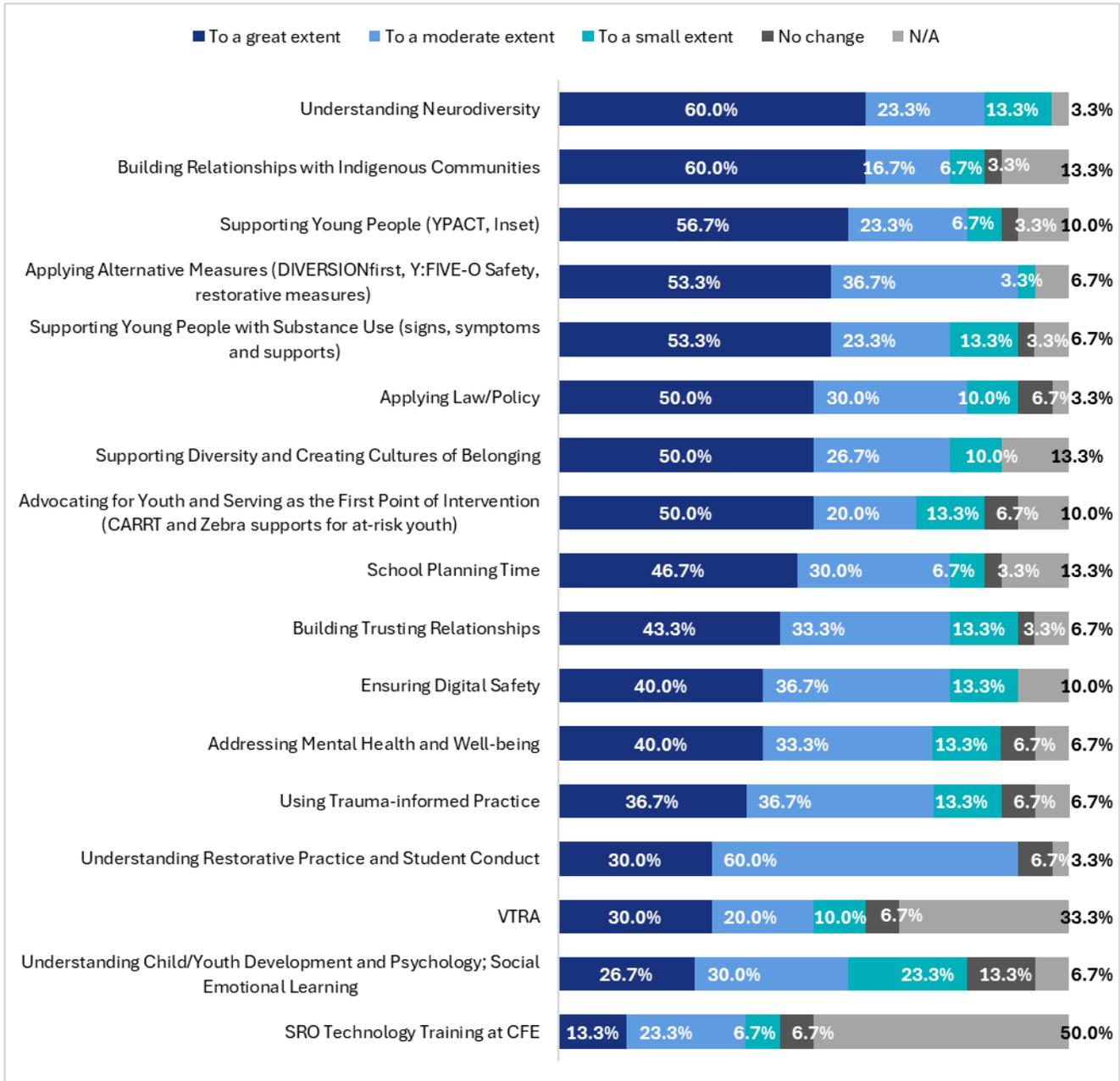


- Informal greetings at drop-off and/or throughout the school day
- Worked with them to support my child
- Attended a presentation the SRO was delivering
- Had a meeting with them and school leadership about an issue at school
- Other

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)

