

MUNICIPALITY OF JASPER
REGULAR COUNCIL MEETING AGENDA

Date: April 2, 2019 | Time: 1:30 p.m.

Place: Quorum Room, Jasper Library and Cultural Centre,



- 1 CALL TO ORDER**
- 2 APPROVAL OF AGENDA**
2.1 Regular meeting agenda, April 2, 2019 attachment
- 3 APPROVAL OF MINUTES**
3.1 Regular meeting minutes, March 19, 2019 attachment
- 4 PRESENTATIONS**
4.1 The West Yellowhead Community Violence Threat Risk Assessment and Intervention Protocol
Presented by Crystal Virtanen and Karen Shipka (GYPSD) attachment
- 5 BUSINESS ARISING FROM PREVIOUS MINUTES**
- 6 DEPARTMENT REPORTS**
6.1 Protective Services attachment
6.2 Community and Family Services attachment
6.3 Finance and Administration attachment
- 7 BYLAWS**
7.1 Bylaw Summary attachment
7.2 Single-Use Item Regulation Bylaw – 1st reading attachment
- 8 INFORMATION REPORTS**
8.1 2018 Restricted Funds Transfers attachment
- 9 REQUESTS FOR DECISION**
9.1 RFD – Municipality of Jasper Strategic Priorities 2018-2022 – waiver requested attachment
9.2 RFD – Operating Budget 2019 attachment
- 10 CORRESPONDENCE FOR INFORMATION, CONSIDERATION OR ACTION**
- 11 OTHER NEW BUSINESS**
- 12 COUNCILLOR REPORTS**
- 13 UPCOMING EVENTS**
April 4: Jasper National Park Annual Public Forum, Sawridge Inn, 7-9 pm
April 17: Volunteer Celebration Banquet, Jasper Activity Centre, 6 pm
April 17: NETMA, Bearhill Lodge, 5-7 pm
April 25: Jasper Pride Flag Raising, Emergency Services Building, 12 pm
May 7: JPCC General Meeting (State of the Municipality Address), Cassio's, 6 pm
- 14 ADJOURNMENT**

Please note: All regular and committee meetings of Council are audio-recorded.

Municipality of Jasper
Regular Council Meeting Minutes
Tuesday, March 19, 2019 | 1:30 p.m.
Quorum Room, Jasper Library and Cultural Centre

Present Mayor Richard Ireland, Deputy Mayor Helen Kelleher-Empey, Councillors Paul Butler, Bert Journault, Rico Damota, Scott Wilson and Jenna McGrath

Also present Christine Nadon, Legislative Services Manager
Greg Van Tighem, Director of Protective Services/ Acting CAO
Kayla Byrne, Legislative Services Coordinator
Kathleen Waxer, Director of Community and Family Services
Dr. Bonnie Dobbs, Director of Medically At-Risk Driver Centre
Herb Robinson, Jasper Yellowhead Museum and Archives Board
Steve Kristenson, Jasper Yellowhead Museum and Archives Board
Mike Merilovich, local business owner
Fuchsia Dragon, the Fitzhugh
One observer

Call to order Mayor Ireland called the meeting to order at 1:32 pm.

Additions to the agenda #51/19 MOTION by Councillor Wilson – BE IT RESOLVED that council add the following items to today’s agenda:
- 13.1 In camera: intergovernmental matter
- 9.2 Speed limit reduction

FOR	AGAINST	
7 Councillors	0 Councillors	CARRIED

Approval of agenda #52/19 MOTION by Councillor Butler – BE IT RESOLVED that council approve the agenda for the regular meeting of Tuesday, March 19, 2019 as amended.

FOR	AGAINST	
7 Councillors	0 Councillors	CARRIED

Approval of regular minutes #53/19 MOTION by Councillor Journault – BE IT RESOLVED that council approve the minutes of the March 5, 2019 regular council meeting as amended:

Councillors proposed that the 2019 operating budget return for decision at the next regular meeting as separate motions; a motion for the base operating budget and respective motions to amend for additional requests to the operating budget.

FOR	AGAINST	
7 Councillors	0 Councillors	CARRIED

Presentations Mrs. Waxer and Dr. Dobbs shared a presentation from the West Yellowhead Transportation Working Group regarding the Rural Regional Alternate

Transportation for Seniors Project. Mrs. Waxer and Dr. Dobbs answered questions from councillors.

Bylaw summary	Council received a summary of bylaws currently in force in the Municipality.						
Information updates: Impact of checkout bags	<p>Administration presented information on the impact of alternative checkout bags and edits to a draft bylaw regarding single-use item regulation. Councillors asked questions and provided edits to the draft bylaw.</p> <p>Council directed administration to return with a bylaw that eliminates references to plastic straws.</p> <p>Mr. Merilovich inquired about the public engagement process for local businesses regarding this item. It was noted Janet Cooper, Environmental Stewardship Coordinator, had consulted with local grocery stores, Tourism Jasper, the Jasper Park Chamber of Commerce and other local stakeholders regarding this item. Mr. Merilovich also inquired about enforcement of the bylaw and definitions pertaining to single-use items and reusable bags.</p> <p>The Single-Use Item Regulation Bylaw will return for first reading at the next regular council meeting.</p>						
Recess	Mayor Ireland called a recess from 2:47 pm to 2:58 pm.						
2019 operating budget	<p>Councillor Butler put forward the following motion for consideration: That council approve the base 2019 operating budget as presented including WCB and recreation debenture first year principal and interest (contingency) payment, for a tax increase of 4.49% over 2018.</p> <p>Council voted on the following amendments to Councillor Butler's proposed motion:</p>						
Jasper Municipal Library #54/19	<p>MOTION by Councillor McGrath – BE IT RESOLVED that council amend the motion to approve the 2019 operating budget to include \$10,000 for the Jasper Municipal Library.</p> <table><tr><td>FOR</td><td>AGAINST</td></tr><tr><td>2 Councillors</td><td>5 Councillors</td></tr><tr><td></td><td>(Councillors Wilson, Butler, Damota, Journault and Mayor Ireland)</td></tr></table> <p style="text-align: right;">DEFEATED</p>	FOR	AGAINST	2 Councillors	5 Councillors		(Councillors Wilson, Butler, Damota, Journault and Mayor Ireland)
FOR	AGAINST						
2 Councillors	5 Councillors						
	(Councillors Wilson, Butler, Damota, Journault and Mayor Ireland)						
Habitat for the Arts #55/19	<p>MOTION by Deputy Mayor Kelleher-Empey – BE IT RESOLVED that council amend the motion to approve the 2019 operating budget to include \$15,000 for the Habitat for the Arts.</p> <table><tr><td>FOR</td><td>AGAINST</td></tr><tr><td>5 Councillors</td><td>2 Councillors (Councillors Wilson and McGrath)</td></tr></table> <p style="text-align: right;">CARRIED</p>	FOR	AGAINST	5 Councillors	2 Councillors (Councillors Wilson and McGrath)		
FOR	AGAINST						
5 Councillors	2 Councillors (Councillors Wilson and McGrath)						

Correspondence Council received, for information, a letter from the Jasper Library Board to Minister Anderson regarding funding for the Jasper Municipal Library.

Councillor reports Deputy Mayor Kelleher-Empey and Councillor Journault attended a Community Futures meeting. It was noted Community Futures is expected to make a presentation to council regarding a youth entrepreneur program.

Councillor Butler attended an Evergreens Foundation meeting. It was noted the Evergreens Foundation CAO would like to make a presentation to council regarding the foundation's goals and accomplishments.

Councillor McGrath attended a Jasper Community Team meeting and will attend the upcoming Community Conversations.

Mayor Ireland attended a volunteer recruitment event for the Jasper Yellowhead Museum and Archives and will attend the museum's upcoming annual general meeting.

Upcoming events Council received a list of upcoming events.

In camera #60/19 MOTION by Councillor McGrath – BE IT RESOLVED that council move in camera at 4:55 pm to discuss agenda item 13.1.

FOR	AGAINST	
7 Councillors	0 Councillors	CARRIED

Ms. Nadon and Mr. Van Tighem were also present for the in camera agenda item.

Revert to open meeting #61/19 MOTION by Councillor McGrath – BE IT RESOLVED THAT council revert to open meeting at 5:26 pm.

FOR	AGAINST	
7 Councillors	0 Councillors	CARRIED

Adjournment #62/19 MOTION by Councillor Journault– BE IT RESOLVED that, there being no further business, the regular meeting of March 19, 2019 be adjourned at 5:27 pm.

FOR	AGAINST	
7 Councillors	0 Councillors	CARRIED

Mayor



The West Yellowhead Community Violence Threat Risk Assessment and Intervention Protocol

A Collaborative Response to Keeping our Children and Community Safe

PROTOCOL PARTNERS

Alberta Health Services- Addiction and Mental Health

Canadian Center for Threat Assessment and Trauma Response (CCTATR)

Edson Friendship Centre

Hinton Friendship Centre

Victim Services - Jasper

Alberta Probation

Evergreen Catholic Separate Regional School Division No. 2

Grande Yellowhead Public School Division No. 77

Children's Services

Living Waters Catholic School Division No. 42

Royal Canadian Mounted Police

Town of Edson

Town of Hinton

*Municipality of Jasper *Not currently signed on*

Hamlet of Grande Cache

Yellowhead County

Yellowhead Koinonia Christian School

*Ecole Desrochers (Jasper) * Not currently signed on*

Additional community partners will be engaged as broader community training occurs and the protocol expands to more comprehensively address the need for collaborative crisis and trauma response in schools.

Table of Contents

INTRODUCTION	4
VISION	4
MISSION	4
GUIDING PRINCIPLES	4
KEY INFORMATION ABOUT VIOLENCE THREAT RISK ASSESSMENT	5
Responding to Threat Making Behaviour	5
Partner Responsibilities	5
Threatening and Violent Behavior for VTRA Response	5
VTRA Team Membership	6
Un-authored Threats	6
Worrisome Behaviors	7
VTRA and Suspension from School	7
VTRA is Not a Disciplinary Measure	8
Criminal Charges	8
Early Elementary Aged Children and VTRA	8
Students with Diverse Learning Needs and VTRA	8
Supporting the Targeted or Victimized Child/Youth or Staff Member	9
Community Based Referrals	9
Stage 2 VTRA Meeting Procedures	9
Need for Training	10
ACTIVATION OF THE VIOLENCE THREAT RISK ASSESSMENT TEAMS PROCESS AND PROCEDURES	11
Stage One - Violence/Threat Risk Assessment (VTRA) Process	11
Stage Two -Violence/Threat Risk Assessment (VTRA) Process	13
CRISIS AND TRAUMA MANAGEMENT	16
COMMUNICATIONS	17
Responsible Reporting	17
Fair Notice	17
Communicating with Parents	17
Communicating with the Media	17
Community Partners	18
Documentation	18
CONSENT AND INFORMATION SHARING	19
ANNUAL TASKS AND RESPONSIBILITIES	20

Helpful Links	21
Appendix A: Definitions	22
Appendix B: Stage 1- Violence/Threat Risk Assessment (VTRA) Process and Report Form	24
Appendix C: Stage 2- Violence/Threat Risk Assessment (VTRA) Process and Report Form	42
Appendix D: Violence/Threat Risk Assessment (VTRA) Intervention Plan	62
Appendix E: Violence/Threat Risk Assessment (VTRA) Consent for Release of Information	65
Appendix F: Statement of Fair Notice	66
Appendix G: Signatories to the Protocol	68

INTRODUCTION

This document has been prepared as a support to:

- Ensure a coordinated approach between partner agencies.
- Promote dialogue, establish effective relationships and create shared understandings between the partner agencies.

This document outlines the common principles, varied resources, and certain obligations and procedures that are required by provincial and federal legislation (e.g. the Alberta Human Rights Act, the Children First Act, the Child Youth and Family Enhancement Act, the Criminal Code, the Education Act, the Health Information Act, and the Youth Criminal Justice Act).

VISION

Partners are engaged and responsive with a shared responsibility to actively take steps to prevent traumatic events in schools and the community.

MISSION

The partners agree to work together for the common goal of threat reduction and school and community safety by proactively sharing information, advice, and support that assists in the prevention of a potential traumatic event.

GUIDING PRINCIPLES

- All partner organizations will respond to any form of violence or threat of violence that impacts the quality of life for community members.
- Prevention of violence is a community responsibility as it is everybody's duty to report.
- Open and collaborative community partnerships help to ensure that the right person gets the right support at the right time.
- Through consultation and information sharing with local cross-sector agencies and other specialized agencies, threatening and/or violent behaviour will be analyzed to guide school based and community-based risk reduction and individualized support planning.
- Proactive strategies to recognize early warning signs and initiate/reinforce violence reduction in schools and the community are encouraged and supported.

KEY INFORMATION ABOUT VIOLENCE THREAT RISK ASSESSMENT

Responding to Threat Making Behaviour

The West Yellowhead Community Threat Risk Assessment and Intervention Protocol is based upon the Canadian Center for Threat Assessment and Trauma Response (CCTATR) model of Violence Threat Risk Assessment (VTRA). VTRA follows a three step process:

- Stage 1- Immediate risk reducing intervention, data collection, and initial assessment.
- Stage 2- Comprehensive risk assessment and intervention by a multidisciplinary team.
- Stage 3 - Intervention by a mental health professional in a clinical setting.

The work of the CCTATR reflects scientific research conducted by a number of disciplines including medical and mental health professionals, law enforcement, and specialists in the field of threat management.

Partner Responsibilities

- All protocol partners will, at all times, take actions seen as necessary to ensure immediate risk reduction, without delay, regardless of the involvement or availability of other community partners.

Threatening and Violent Behavior for VTRA Response

- Examples of high-risk behaviors addressed in this protocol include but are not limited to:
 - Serious violence or violence with the intent to harm or kill
 - Verbal/written threats to kill others (clear, direct, plausible)
 - Internet, web site, social media threats to kill others
 - Possession of weapons (including replicas)
 - Bomb threats (making and/or detonating explosive devices)
 - Fire setting
 - Sexual intimidation or assault
 - Gang related intimidation and violence
- The behaviour that activates the VTRA Team will have been observed in or will potentially affect the safety of the school and/or community.

VTRA Team Membership

- The Community VTRA Team may be made up of:
 - Grande Yellowhead School Division VTRA Contact
 - Evergreen Catholic School Division
 - Living Waters Catholic School Division
 - Yellowhead Koinonia Christian School VTRA contact
 - Addiction and Mental Health VTRA contact
 - Children's Services VTRA Contact
 - RCMP VTRA Contact
 - Additional Community VTRA Members may be added, if available, at the discretion of VTRA Team.
- The School VTRA Team will be made up of:
 - Principal and/or Assistant Principal(s)
- And may include:
 - Family School Liaison and/or school counselor
 - The classroom teacher(s).
 - Additional School VTRA Members and/or community members may be added at the discretion of an administrator (ex. Educational Assistant, Aboriginal Support Worker, bus driver, staff witnesses, etc.).
 - Smaller schools may contact the Division VTRA Contact to assist.

Un-authored Threats

- Un-authored threats are typically threats to commit a violent act against an individual(s), specific group, or site (ex. the school). They may be found written on bathroom walls or stalls, spray painted on the side of schools, posted on the internet, letters left in a conspicuous place (teacher's desk), etc.
- In the field of school-based child and adolescent violence threat/risk assessment, the lack of ownership (authorship) of the threat generally denotes a lack of commitment. Nevertheless, there are steps that should be followed:
 - Assess the un-authored threat.
 - Attempt to identify the threat maker.
 - Avoid or minimize the crisis/trauma response.
- VTRA Teams should consider the following in determining the initial level of risk based on the current data (ex. language of the threat, location, etc.):
 - Language of Commitment
 - Amount of detail
 - Location where the violence is to occur, target(s), date and time the violence is to occur, justification, etc.
 - Threatened to do what with what
 - "kill", "shoot", "ruin your life", etc.
 - Method of delivery of the threat.
 - Who found/received the threat? When did they receive it? Where did they receive it? Who else did they tell? Who else knows about it?
 - Is the threat clear, direct, and plausible?

- Identifying the Threat Maker
 - In many cases the author is never found but steps can be taken to identify who the authors are:
 - Handwriting analysis
 - Word usage (phrases and expressions that may be unique to a particular person or group of people (club, team, gang, etc.))
 - Spelling (errors or modifications unique to an individual or group).
 - Symbols or drawings

Worrisome Behaviors

Worrisome behaviors are those that cause concern for members of the school or community that may indicate a person is moving toward risk of serious violent behavior. The majority of high risk behavior for children and youth fall into this category. Worrisome behaviors include but are not limited to:

- Writing stories, journal entries, blog posts
- Social media messaging
- Drawing pictures
- Making vague threatening statements
- Unusual interest in fire
- Significant change in anti-social behaviors (a change in baseline)

In keeping with VTRA partner commitment to responding to all worrisome behavior, all such behaviors will be communicated to the Principal for consultation. In these cases the VTRA Team is not formally activated. The School VTRA Team Members determine whether or not some formal action/assessment should occur, for example informally contacting the RCMP VTRA Contact. If further data is obtained that suggests the student has been violent, uttered threats, or is in possession of a weapon, and then the School VTRA Team is activated to deal with the new data.

VTRA and Suspension from School

In most cases, unless the individual of concern already poses an imminent risk or obvious safety concern (e.g. brandishing a weapon), the School Based VTRA Team is activated and the Stage 1- Violence/Threat Risk Assessment (VTRA) Report Form (Appendix B) data is collected in a timely and reasonable manner. The Principal will oversee sanctions and suspensions as laid out in the Education Act.

A poorly timed "out of school" suspension can be a very risky response as the suspension is often viewed as by a high-risk student as the "last straw". It is during the suspension that many threat makers decide to finalize a plan to terrorize a school or attack a specific target. This can include suicidal or homicidal acts. The suspension does not "cause" the violence to occur but creates the necessary "context" for the high-risk student who is already struggling with suicidal and/or homicidal ideation to take the final step from planning to taking action.

VTRA is Not a Disciplinary Measure

It is not appropriate for an VTRA representative to tell a individual of concern that if they engage in similar behavior again, that they will “do a threat assessment” on them. This is contrary to the purpose of VTRA. The purpose of VTRA is to determine the plausibility of risk by engaging in a Stage 1 VTRA Response at minimum.

If suspension is necessary, a critical question beyond ‘when to suspend’ is ‘where to suspend’. The isolation and disconnection felt by high-risk students during an out of school suspension may be exacerbated if steps are not taken to keep the student connected with healthy adult supports.

Criminal Charges

Public safety forms part of the primary mandate of the RCMP. The police officer assigned to the VTRA Team will assist with identifying any potential offenses or charges and ensure a police investigation is initiated by the police force of jurisdiction. The police officer may still continue to participate as an active member of the VTRA Team so long as it doesn’t question the investigational integrity of the criminal code investigation.

Good communication between the RCMP and VTRA Team is important so as not to compromise an investigation/prosecution or place unnecessary strain on a victim. It is understood that collaboration with the RCMP and VTRA Team members will be ongoing.

Early Elementary Aged Children and VTRA

If there is a significant increase in baseline behavior, weapons possession, or clear, direct, and plausible threats, the Stage 1 VTRA process will be activated and possibly the Community VTRA Team. When younger students engage in violent or threat related behavior, developmental and exceptionality issues need to be taken into consideration. An elementary age student does have the potential to pose a risk.

Students with Diverse Learning Needs and VTRA

The Stage 2 VTRA Team process will not be activated when students with diverse learning needs engage in threat-making or aggressive behaviors that are typical to their “baseline”. In other words, if their conduct is consistent with their diagnoses and how their symptoms have been known to typically present in them, then the Community VTRA Team will not be called upon to conduct an assessment.

However, if the student with diverse needs moves beyond their typical baseline and is engaged in high risk behavior warranting a VTRA response, then the Community VTRA Team would be activated following the Stage 1 VTRA response. The role of the Community VTRA Team would be to assist in determining why there has been an increase in the baseline behavior and if the student poses a risk to self or others.

The process of data collection and assessment is not modified other than to ensure appropriate interviewing strategies with the student with diverse needs. Staff members from the school and division levels responsible for program planning and service delivery must consult to the VTRA Teams in these cases.

There are times when the student with diverse needs has had a "slow but steady" increase in the frequency and intensity of their violent or acting out behaviors. In these cases there may not be a single incident prompting a Stage 1 VTRA response. In the school response, information may emerge that requires some or all of the response of the Community VTRA Team. The Principal should contact the School Division VTRA Contact to discuss the case and collaboratively determine if a full or partial response from the Community VTRA Team is the appropriate approach.

As a note of caution, sometimes school and community members may under react to a serious threat posed by a student with diverse needs. They may assume that all of their behaviors are as a result of their symptoms rather than consider that a student with diverse needs can move along "the pathway to justification" as well. The same dynamics that can also be factors in contributing to the violence in the general student population can be factors in contributing to the violence potential of the student with diverse needs independent of their challenges.

Supporting the Targeted or Victimized Child/Youth or Community Member

The Principal and/or the Division VTRA Contact are responsible for ensuring that the recipient(s), victim(s), or target(s) of the threats are assessed and that services are provided as necessary. As the threat may be directed towards one or more child/youth, an entire class, or the school population, the circumstances will dictate how far reaching the intervention may be. The Division VTRA Contact in consultation with the School Administration should determine if crisis counseling or a Trauma Follow Up Team is needed to re-establish calm.

There may be cases where the recipient of the threat has been engaged in high risk behaviors that may have lead to the threat(s) in the first place. In those situations, the recipient of the threat(s) may also need to be assessed following the VTRA model.

Community Based Referrals

- When a community partner determines the need to activate the VTRA process, the partner will contact:
 - The School Division VTRA Contact for the school that the youth attends.
 - If the school the youth attends is unknown, contact the VTRA Division Contact for Grande Yellowhead Public School Division to assist in determining the youth's school.
 - If the student is not a Grande Yellowhead student, contact Evergreen, Living Waters and then the private schools.
 - The VTRA School Division Contacts will assist through this process.

Stage 2 VTRA Meeting Procedures

Whenever possible, the Stage 2 VTRA Team meetings will occur at the respective school division office. In most cases the lead partner will be the respective school division, led by the School Division VTRA Contact.

Need for Training

This protocol is not a substitute for training in the field of Violence Threat Risk Assessment. The protocol is intended for use by multidisciplinary teams trained in the theory and practice of child/youth violence threat risk assessment. The need for training from the CCTATR will be reviewed annually and provided as needed.

ACTIVATION OF THE VIOLENCE THREAT RISK ASSESSMENT TEAMS PROCESS AND PROCEDURES

NOTE:

This section of the protocol has been reproduced in checklist form for school use and is available as:

- Appendix B: Stage 1 - Violence/Threat Risk Assessment (VTRA) Process and Report Form
- Appendix C: Stage 2- Violence/Threat Risk Assessment (VTRA) Process and Report Form
- Appendix D: Violence/Threat Risk Assessment (VTRA) Intervention Plan

Stage One - Violence/Threat Risk Assessment (VTRA) Process

The Stage One process occurs primarily at the school level and is managed by the School Based VTRA Team. An administrator will take the lead for the process and team members will assist. The primary focus for stage one is immediate risk reducing intervention, data collection, and initial assessment.

- Address immediate risk.
 - Call 911, if necessary
 - Implement lockdown procedures if needed as per school procedures.
 - Address any immediate risk factors, if they exist.
 - Ensure you know the whereabouts of the threat maker(s) and target(s).
 - If necessary, appropriately monitor and/or detain the student(s) of concern until the police member of the team is present.
 - Do not allow student(s) of interest access to coats, backpacks, desks, lockers, etc.
 - Determine if the threat maker has immediate access to the means (knife, gun, etc.)
- Mitigate risk.
 - Secure the environment.
 - If appropriate, check back packs, lockers, etc.
- Contact RCMP VTRA Member.
 - Share initial data and police will determine if a history of weapons possession, use, or violence is noted in police accessible records.
 - The Bedroom Dynamic- Must be attended to in each incident.
 - Depending on the criminal code investigation, the RCMP may "own" or the team will determine who is best investigate the bedroom dynamic and will take the lead on making decisions related to this.
 - High Profile Incidents-The RCMP VTRA Officer will visit the home prior to the Stage 2 Meeting.
 - Low Profile Incidents- Request that the parents examine the student's bedroom and any other personal spaces (internet history, backyard fort, etc.) and report back any concerning discoveries.
- Activate VTRA Stage 1.
 - Notify the Division VTRA Team Contact.
- Data Collection
 - Determine who will strategically interview sources of data including all participants directly and directly involved as well as "hard" data collection as outlined below.
 - Immediate data may be obtained from multiple sources and should include:
 - Reporter(s)
 - Target(s)

- Witnesses
 - Teachers and other school staff (secretaries, educational assistants, bus drivers, etc.)
 - Parents/caregivers (call both parents, if appropriate)
 - Check the student(s) locker, desk, backpack, recent textbooks, assignments, binders, cars, etc. for data consistent with the threat making or threat related behavior.
 - Activities- internet histories, diaries, notebooks, etc.
 - Current school records- attendance, report cards, IPP, etc.
- Additional information may be collected from the following sources if more data is needed.
 - Friends, classmates, acquaintances
 - Current and previous school records (call the sending school)
- Parent Notification
 - Check the student's file to verify guardianship and any other legal flags that may relate to the family.
 - Notify the threat makers(s) and target(s) parent(s) or guardian(s) at the earliest opportunity.
 - For all parents, ask about
 - Their perspective on this incident.
 - Any recent behavioral changes, any contextual factors that might be at play with the student.
 - For the threat maker, discuss the bedroom dynamic and how to proceed as per the conversation with the RCMP VTRA Contact.
 - Expect the RCMP VTRA Contact to call.
 - Request that they investigate the home (bedroom, any other personal spaces, internet history, and personal electronic devices) to ascertain if there are any indicators or evidence of threat making behavior and/or violence.
 - For the threat maker, indicate that the data collection component of the VTRA process seeks information regarding the student and that parents can provide helpful information.
 - Ask to book a meeting or telephone conversation once school based data is collected.
- Semi-Structured Interviews & Reporting
 - As a team, complete the Stage 1- Violence/Threat Risk Assessment Report Form
- Determination of Risk
 - The School Based VTRA Team members collate the data and discuss all relevant information in regard to the threat maker.
 - RCMP VTRA Member will be included in the discussion of high profile incidents.
 - As a team, ask these questions:
 - To what extent does the student pose a threat to school/student safety?
 - Does the student pose a threat to himself/herself or someone outside the school? (e.g. family)?
 - Using the indicators provided on the VTRA Report Form, determine a level of risk.
- Decide on a Course of Action
 - With the input of all School Based VTRA Team members, decide on a course of action.

- Are there risk reducing interventions that need to be put into place immediately?
- Low to Medium Level of Concern
 - Implement an Intervention Plan
 - The student can likely be managed at school with appropriate school based interventions.
 - Contact the Division VTRA Team Contact to advise of the outcome of the Stage 1 VTRA.
- Medium to High Level of Concern
 - The School Based VTRA Team has determined that a Stage 2 Threat Assessment is needed.
 - Contact the Division VTRA Team Contact to activate the Stage 2 VTRA.
- Developing an Intervention Plan
 - Low to Medium
 - Use the Appendix D: Violence/Threat Risk Assessment (VTRA) Intervention Plan form to address all concerns identified during the Stage 1 Assessment.
 - Medium to High
 - Implement any needed interventions to support the student until the Stage 2 meeting takes place.
- Advise parents who will be contacting them by when to discuss the intervention plan.

Stage Two -Violence/Threat Risk Assessment (VTRA) Process

The Stage Two process occurs primarily at a school division level and is managed by the Division VTRA Contact. The focus for stage two is a comprehensive risk evaluation by a multidisciplinary team. Members of the Community VTRA Team collaborate with the School Based VTRA Team and the parents to gain a deep understanding of the child with the goal of creating a comprehensive intervention plan.

- Review Stage 1 Data Collection with School Based VTRA Lead
 - Questions about the information gathered?
 - How to address any legal flags or family issues or concerns that may be present.
 - Confirm the parents have been advised that the Stage 2 VTRA has been activated and that the Division VTRA Contact will be contacting them.
 - Who are the significant people for the student and who should attend the Stage 2 meeting (family members, teachers, bus drivers, therapists, etc.)?
 - Ensure the Superintendent has been notified of the Stage 2 activation.
 - Provide advance copies (if applicable) to the Division VTRA Contact of:
 - Stage One Data Collection
 - Current IPP
 - Psychological testing reports
- VTRA Interagency Contact
 - Contact RCMP VTRA Contact
 - The RCMP "own" the bedroom dynamic or the VTRA team will delegate someone to take the lead in decision making.
 - Do not make the RCMP Contact your agent by requesting them to search the bedroom.

- Discuss the bedroom dynamic; what has been done and how to proceed with this case.
 - Any other factors to consider in addressing this case?
 - Contact Children's Services VTRA Contact
 - Based on initial information, are there any significant factors to consider in addressing this case?
 - Forward any VTRA related documents in advance of the meeting to be reviewed prior.
 - Ensure security standards are in place for confidential information.
- Stage 2 Meeting Details
 - The Division VTRA Contact books a date, time and location for the meeting and ensures all participants are aware.
- Parent Contact for Stage 2 by the Division VTRA Contact
 - Confirm that the School Administrator has indicated he/she would be receiving this phone call.
 - Explain the VTRA process.
 - Indicate the goal is to create an intervention plan to support the student, family, and/or school.
 - Discuss the multi-disciplinary assessment and participation of RCMP and CS .
 - Discuss the participation of any other agency personnel involved with the student.
 - Principals contact these agencies to request participation
 - Principals will attempt to notify parents of other agencies involved.
 - Discuss bedroom dynamic.
 - Will RCMP attend to discuss?
 - Will parent be checking on the honor system? If so, ask them to check
 - Bedroom
 - Internet history
 - Personal devices -texts, history, photos, etc.
 - Private spaces (forts, etc.)
 - Advise that this may feel like an onerous process but that it is done in the spirit of supporting the student to become a healthier individual and ensure the school remains safe for both him/her and the students and staff.
 - Confirm date, time, and location of meeting.
 - Notify and invite both parents and any step-parents to participate in process, as appropriate and advise they are permitted to bring a support person if they wish.
- Stage 2 Risk Assessment Meeting- Part One: Preparation
 - VTRA Team, School Based Personnel and any other agency personnel meet to plan the content of the meeting.
 - What consent has been provided by the parents?
 - What are the issues of concern?
 - Are there any specific items that need to be questioned with the parents?
 - Do we need further information from the student?
 - Complete the first section of the Stage 2 report form regarding school dynamics.
 - Possibly complete Series Four-Target Typology
- Stage 2 Risk Assessment Meeting - Part Two: Data Collection

- Welcome and Introductions
- Prior to meeting start:
 - Circulate the attendance sheet for signatures.
 - Indicate the purpose of the meeting is to gain a deep understanding of the student and the circumstances related to the incident to create a comprehensive intervention plan to support the student, family, and/or school.
 - Indicate VTRA is a formal process that works best when we act informally with each other. An open conversation provides the best information and understanding.
 - Indicate that we are seeking multiple perspectives on the student; so many questions will be asked of both home and school.
- Collectively complete the Stage 2 VTRA Report Form.
- Stage 2 Risk Assessment Meeting- Part Three: Determination of Risk & Intervention
 - Debrief the meeting.
 - Complete the Assessment of Risk Factors.
 - Determine level of risk based upon criteria provided in the VTRA Report Form.
 - Use the Appendix D: Violence Threat Risk Assessment (VTRA) Intervention Plan form to collectively address all concerns identified during the Stage 2 Assessment.
- Intervention Follow-Up
 - The Division VTRA Contact and School VTRA Contact will follow up with the Intervention Plan in partnership.
 - The role of the Division VTRA Contact is to facilitate any interagency supports and assist the School VTRA Contact.
 - The role of the School VTRA Contact is to be the point of contact for the family regarding implementation of the supports and to monitor that the interventions are put in place.
 - The Division VTRA Contact arranges the meeting at the appropriate location (usually the school).
- Stage 3- Clinical Intervention
 - If at any time during the VTRA process it becomes apparent that a student is in need of intervention by a mental health professional in a clinical setting due to concerns of harm to self or others designate a member of the VTRA Team to work with the family to ensure this happens immediately.

CRISIS AND TRAUMA MANAGEMENT

If the language of a threat is low risk and only a few people are aware of the incident, there is usually no need to notify the students, staff and/or parents. In some schools and communities, the unnecessary communication of "threat-related" incident will cause more damage than good.

If the language of the threat is low risk but several students, staff, and others are aware of the incident and it appears to be elevating the anxiety of some in the school, then all student, staff, and parents should be notified. Each school/agency should follow their appropriate communications protocol. Ultimately information that will be shared will be determined by the Superintendent.

Sample Letter

Dear Parents,

You may be aware that information was received by school officials that resulted in the West Yellowhead Community Threat Assessment and Intervention Protocol being activated. This was a precautionary measure only as the incident was not one that posed significant risk to students or staff. However, as part of our ongoing commitment to ensuring a safe learning environment we take all issues that may affect school safety seriously.

If the threat is more specific and deemed to be a moderate to high risk and includes names of particular targets, then those targeted must be notified. In the case of student targets, parents or caregivers must be notified pending any unique circumstances. If the case is only known to a few and threat selection is very clear and specific, then the rest of the students and staff would only be notified if they are directly related to the case.

If the threat is deemed moderate to high risk but several students and staff members outside of the target group are aware, then all students, staff and parents should be notified in general terms that an incident is under investigation and the school is following the lead of the RCMP. Ensure everyone that all students and staff are safe and that the situation is being managed collaboratively as part of the multi-disciplinary VTRA protocol. Again, schools/agencies should follow their appropriate communication procedures.

Whether the threat is high risk or not, if the school and community are responding traumatically, then it is appropriate to move into a trauma response mode following the appropriate school/agency procedures. This could involve bringing in additional support people (counseling staff, administrative support, security staff, etc.), closing the school for the remainder of the day, etc.

COMMUNICATIONS

Safe schools are schools that promote open communication in a culture of information sharing and reporting of concerns. Throughout the entire school community, school administrators, teachers, support staff, students and parents must have the support to openly voice concerns about school safety.

Responsible Reporting

All staff and students must be advised that any person in a school community having knowledge of high-risk student behavior or having reasonable grounds to believe there is potential for high-risk or violent behavior should promptly report the information to the school principal or another staff member. Actively teach students that seeking adult support for worrisome behavior is not "ratting or snitching" but rather a social responsibility for the well being of all. School staffs need to actively counter the "code of silence".

Fair Notice

The West Yellowhead Community Violence Threat Risk Assessment and Intervention Protocol partners are committed to keeping our schools and community safe for all people. As a result schools and partner community agencies will respond to youth behaviors that pose a potential risk to other members of the community.

School divisions will provide fair notice letters to parents of students annually. Partner agencies will also provide fair notice letters in a timely fashion to their clients/participants. See Appendix F: Fair Notice Parent Brochure. It is recommended that, if possible, information about the West Yellowhead Community Violence Threat Risk Assessment and Intervention Protocol be posted on their web site. It is the responsibility of each agency to communicate fair notice as appropriate for their site.

Communicating with Parents

Information should always be communicated for the purpose of modelling openness, promoting credibility, and reducing/mitigating an increase in system anxiety. General parent communication should be handled as outlined in school/agency procedures. Consider an in person meeting with several school/agency personnel attending for high anxiety situations rather than a letter. However, for parents directly involved with the incident, communication should be more personal, either by telephone or in person.

Communicating with the Media

When a case draws or has the potential to garner high profile media attention, formal communication should be collaborative between school administration, school division administration and RCMP. The release of information will take into consideration those statutes guiding the release of information.

Additionally, timing and content of the release must take into account police investigations so as not to jeopardize the investigation or the safety of any. All media releases will be prepared collaboratively and released jointly with the agency involved and the RCMP.

Again schools/agencies should follow their communication procedures. VTRA Team or staff members should not independently communicate with the media. Any communication that does take place with the media should model "calmness and leadership".

In high profile cases, media communications can become burdensome while at the same time trying to manage the welfare of the students and/or staff involved with the situation. Ideally, supervisors for frontline staff will come forward to offer assistance with this task. However, frontline staff should seek out assistance when needed.

Community Partners

Communication within each organization will be the responsibility of that West Yellowhead Community Violence Threat Risk Assessment and Intervention Protocol partner. An advisory committee will meet at least twice annually to review VTRA practices, organize training from the CCTATR, and recommend needed revisions to the protocol.

Documentation

Each protocol partner will be responsible for documenting and storing information as required by the agency or by law. Sharing results of the VTRA process with parent/guardians and students will normally be the responsibility of the school division in consultation with protocol partners.

CONSENT AND INFORMATION SHARING

The general intent of access to information and protection of privacy legislation is to regulate the collection, use, and disclosure of personal information. Whenever possible and reasonable, consent to disclose personal information should be obtained. Valid consent does not exist unless the individual knows what he or she is consenting to and understands the consequences of the intended disclosure. The partners collaborating on the West Yellowhead Community Violence Threat Risk Assessment and Intervention Protocol are committed to the sharing of relevant information to the extent authorized by law.

Section 126(6) of the Youth Criminal Justice Act enables information in a Youth Criminal Justice Act record to be shared, within the access period, with any professional or other person engaged in the supervision or care of young person, including the representative of any school board, or school or any other educational or training institution only in limited circumstances. Information may be shared to ensure the safety of staff, students or to facilitate rehabilitation of the young person or to ensure compliance with a youth justice court order or any order of the provincial director respecting reintegration leave. Such sharing of information does not require the young person's consent.

All participants in the VTRA process are bound by the legislation and/or policy that guide their agency or organization regarding confidentiality and information sharing. It is their responsibility to know their legislation, take it into account, and guide their actions accordingly.

ANNUAL TASKS AND RESPONSIBILITIES

Annual Meetings

- Fall Meeting
 - Introduction of Protocol Partner Contacts
 - Professional development activity
 - Review upcoming training needs at all school sites and agencies.
 - Review Calendar of Events for the Year
 - Ensure distribution of fair notice
- Spring Meeting
 - Review VTRA activities and statistics for the year.
 - Review any changes to legislation that could impact the protocol. Review VTRA Protocol to ensure relevancy.
 - Professional development activity.
 - Determine VTRA Chairperson for next school year.
 - Determine Fall and Spring meeting dates for next school year.
 - Need for training.

Leadership

- At the spring meeting each year, one of the Protocol Partners Contacts will volunteer to take the role of Chairperson for the following school year.
- Leadership Tasks
 - Coordinate Fall and Spring meetings.
 - Identify VTRA Partners Contacts for the upcoming year and distribute membership list. (August/early September)
 - Inventory training needs for schools and agencies.
 - Liaise with local VTRA Trainers to ensure training needs are met.

Building Capacity

- VTRA training from the CCTATR will be provided on an ongoing basis. This could include:
 - Level One Training (two days)
 - Level Two Training (two days)
 - VTRA Introduction (three hours)

Helpful Links

211 Resource Lists

http://www.211edmonton.com/upload/2015-05_211ResourceLists_All.pdf

Addiction and Mental Health (Alberta Health Services)

<http://www.albertahealthservices.ca/amh.asp>

The Do's and Don'ts of Calling 911

<http://globalnews.ca/news/509277/the-dos-and-donts-of-dialling-911/>

Information Sharing for Human Service Providers in the Alberta Public Sector

https://justice.alberta.ca/programs_services/.../doc_ACYI__RedGreen.pdf

List of Chat Acronyms and Text Message Shorthand

<http://www.netlingo.com/acronyms.php>

Legislation

Alberta Human Rights Act

<http://www.qp.alberta.ca/documents/Acts/A25P5.pdf>

Child First Act

<http://www.qp.alberta.ca/documents/Acts/c12p5.pdf>

Criminal Code of Canada

<http://laws-lois.justice.gc.ca/eng/acts/C-46/FullText.html>

School Act

<http://www.qp.alberta.ca/documents/acts/s03.pdf>

Health Information Act

<http://www.qp.alberta.ca/documents/Acts/H05.pdf>

Privacy Act

<http://laws-lois.justice.gc.ca/eng/acts/P-21/>

Youth Justice Act

<http://www.qp.alberta.ca/documents/Acts/Y01.pdf>

Youth Criminal Justice Act

<http://laws-lois.justice.gc.ca/eng/acts/y-1.5/>

Appendix A: Definitions

CCTATR	Canadian Center for Threat Assessment and Trauma Response
CF	Child's Services
Community Response (Stage 2)	The inter-agency process of determining the level of risk for threatening or violent behavior. At this stage a multi-disciplinary intervention plan is also created.
Empty Vessel	The relationship between the child/youth of concern and his/her connection to healthy adult supports and other social/cultural aspects of his/her personality.
FCSS	Family and Community Services
Fluidity	The flow between suicidal thoughts and/or actions and homicidal thoughts and/or actions.
FSCD	Family Supports for Children with Disabilities. This is a department of Child & Family Services.
Genogram	A diagram expressing the relationships within a family.
High Risk Behaviors	Behaviors that express a plausible intent to do harm or act out violently against someone or something.
Informed Consent	Ensuring the participant knows what he/she is consenting to and the risks and benefits of giving that consent.
Risk Assessment	The process of determining if a child/youth of concern may pose a risk to some unknown target(s) at some unknown period of time.
School Based Response (Stage 1)	Ensuring immediate risk reduction, collection of data, and initial assessment.
Stage 3 Clinical Intervention	Ensure that a student is provided services by a mental health professional in a clinical setting.
Threat	Any expression of intent to do harm or act out violently against someone or something. Threats may be spoken, written, drawn, posted online or made by gesture. Threats may be direct, indirect, conditional or veiled.
Threat Assessment	The process of determining if a threat maker actually poses a risk to the target they have threatened.

West Yellowhead Community

The Town of Edson, the Town of Hinton and Yellowhead County,
Municipality of Jasper, Hamlet of Grande Cache

Worrisome Behaviors

Behaviors that cause concern and may indicate that a child/youth is moving toward a greater risk of violent behavior but are not overtly threatening or violent.

Appendix B: Stage 1- Violence/Threat Risk Assessment (VTRA) Process and Report Form

It is not a Stage 1 VTRA if there is imminent danger or the threat is time sensitive.
 For example, they said they were coming back to get her with a knife.

**In these types of cases
 Call 911**

General Information

When does a school activate a Stage 1 VTRA?	Notes
Examples of high-risk behaviors addressed include but are not limited to: <ul style="list-style-type: none"> • Serious violence or violence with the intent to harm or kill • Verbal/written threats to kill others (clear, direct, plausible) • Internet, web site, social media threats to kill others • Possession of weapons (including replicas) • Bob threats (making and/or detonating explosive devices) • Fire setting • Sexual intimidation or assault • Gang related intimidation and violence 	
Three Primary Hypotheses in VTRA	Notes
Formulate an idea of what you think you will discover as you learn more about those involved in the incident: <ol style="list-style-type: none"> 1. Is it a conscious or unconscious “Cry for Help”? 2. Conspiracy of two or more. Who else knows about it? Who else is involved? 3. Is there any evidence of fluidity? (Suicidal and/or homicidal behavior) 	
Key VTRA Considerations	Notes
<ul style="list-style-type: none"> • Guard against under reaction to indicators that someone is moving on a pathway to serious violence. • Avoid the uni-dimensional assessment. The more perspectives and information about a student, the clearer the understanding of his/her motivations. 	

<ul style="list-style-type: none"> • Serious violence is an evolutionary process. No one just 'snaps'. • The pathway to violence is not a straight line. • The quote that kills. "He's a good kid with no history." • Baseline – is this typical behavior? If not, can evolution be inferred? • Empty vessel – What is the child filling him/herself with? • Who else is concerned by the behavior of the threat maker? Are there more involved? Puppet master? • Fluidity – If a student is suicidal/homicidal how committed are they to the act? Are they primed? • Imitators vs Innovators – As most are imitators, seek predictors based upon the circumstances. • Threat assessment trumps suspension. 	
<p>Stage 1 VTRA Process</p>	<p>Notes</p>
<p>Work through the steps following this handout. There will be information to assist you along the way. Photos and copies of documents are helpful if Stage 2 is activated or future incidents occur.</p> <ol style="list-style-type: none"> 1. Address immediate risk. 2. Mitigate risk. 3. Contact RCMP VTRA Member. 4. Activate VTRA Stage 1. 5. Data Collection 6. Parent Notification 7. Semi-Structured Interviews & Reporting 8. Determination of Risk 9. Decide on a Course of Action 10. Develop an intervention Plan <p>While these steps are generally sequential, they are not necessarily discreet. If common sense dictates starting one step, before the previous is complete, do so.</p>	

How long should a Stage 1 VTRA take?

- High profile incident – To be completed the same day, possibly within an hour or two.
- Lower profile incident – To be completed ideally within a day. Two days at most.
- Following the process and collecting all the data will likely take a couple of hours. In complex situations, likely more.
- Remember to access your School Based VTRA Team for assistance. As well, contact the Division VTRA Contact for support if needed.

Recordkeeping

- Stage 1
 - This form and any related information that is attached to it are considered transitory documents and would generally be destroyed at the end of the school year.
 - If a situation carries beyond the end of a school year (eg. the matter is still before the courts, etc.), the document is carried over for one more school year
- Stage 2
 - Documents added to the Student Record at the Division level are kept on file until the student is age 30.

VTRA Process

Done	Step One – Immediate Risk (School Administrator)	Notes
	Initiate appropriate emergency procedures (lockdown, evacuation, etc.). Make sure you know the whereabouts of the target(s) and threat maker(s) and address any immediate risk factors if they exist. <ul style="list-style-type: none"> ● If necessary, appropriately monitor and/or detain the student(s) of concern until the police member of the team is present. ● Do not allow “students of interest” access to coats, backpacks, desks, or lockers. ● Determine if the threat maker has immediate access to the means (knife, gun, etc.) 	
Done	Step Two – Mitigate Risk (School Administrator)	Notes
	<ul style="list-style-type: none"> ● If appropriate, check the locker, backpack, desk, etc. 	
Done	Step Three – Contact RCMP VTRA Member (School Administrator)	Notes
	Share initial data and police will determine if a history of weapons possession, use, or violence is noted in police accessible records. <ul style="list-style-type: none"> ● RCMP Officer <ul style="list-style-type: none"> ○ High Schools <ul style="list-style-type: none"> ▪ Telephone Number – cell ● RCMP Officer (1st contact) <ul style="list-style-type: none"> ○ K-9 Schools <ul style="list-style-type: none"> ▪ Telephone Number – cell ▪ Telephone Number – office 	

	<ul style="list-style-type: none"> ● RCMP Officer (2nd contact) <ul style="list-style-type: none"> ○ K-9 Schools <ul style="list-style-type: none"> ▪ Telephone Number – cell ▪ Telephone Number – office <p>You will need to provide the following:</p> <ul style="list-style-type: none"> ● Name of student ● Date of birth ● Parents names <ul style="list-style-type: none"> ● The Bedroom Dynamic – Must be attended to in each incident. <ul style="list-style-type: none"> ○ The RCMP “owns” the bedroom dynamic and will take the lead on making decisions related to this. ○ Do not make the RCMP officer an ‘agent’ by requesting them to look in the bedroom. ○ High Profile Incidents – The RCMP VTRA Officer will visit the home prior to the Stage 2 Meeting. ○ Low Profile Incidents – Request that the parents examine the student’s bedroom and any other personal spaces (internet history, back year fort, etc.) and report back any concerning discoveries. 	
Done	Step Four – Activate VTRA Stage 1 (School Administrator)	Notes
	<p>Notify the Division VTRA Team Contact</p> <ul style="list-style-type: none"> ● Name <ul style="list-style-type: none"> ○ Telephone Number – office ○ Telephone Number – cell <p>Be prepared to share the following information:</p> <ul style="list-style-type: none"> ● The details of the incident. ● The name of the threat maker and targets. ● Stage 1 progress and possible needed supports. 	
Done	Step Five – Interviews & Data Collection (School Based VTRA Team) High Profile Incidents – RCMP VTRA Member	Notes
	Determine who will strategically interview sources of data including all participants directly and indirectly involved as well as “hard” data collection as outlined below.	

	<p>Immediate data may be obtained from multiple sources and should include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reporter(s) <input type="checkbox"/> Target(s) <input type="checkbox"/> Witnesses <input type="checkbox"/> Teachers and other school staff (secretaries, educational assistants, bus drivers, etc.) <input type="checkbox"/> Parents/caregivers (call both parents) <input type="checkbox"/> Check the student(s) locker, desk, backpack, recent textbooks, assignments, binders, cars, etc. for data consistent with the threat making or threat-related behavior. <input type="checkbox"/> Activities – internet history, diaries, notebooks, etc. <input type="checkbox"/> Current school records – attendance, report cards, IPP, etc. <p>Additional information may be collected from the following sources if more data is needed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Friends, classmates, acquaintances <input type="checkbox"/> Current and previous school records (call the sending school) <p>Pre-Interview Considerations</p> <ul style="list-style-type: none"> • When possible, interview the Threat Maker(s) or Student of Concern after initial data has been collected such as locker check, interviewing the individual who reported the threat as well as the police member doing an occurrence check for prior police contacts. This will help to avoid the “uni-dimensional assessment” and provide the interviewer(s) with data to develop case specific hypotheses and verbatim questions that can be asked in a strategic VTRA interview to test those hypotheses. • There should never be more than two people in the room interviewing the Threat Maker of Student of Concern. • Remember to distinguish between <u>Assessing the Threat</u> versus <u>Assessing the Threat Maker</u>. 	
Done	Step Six – Parent Notification (School Administrator)	Notes
	<ul style="list-style-type: none"> <input type="checkbox"/> Check the student’s file to verify guardianship and any other legal flags that may relate to the family. 	

	<p>Notify the threat maker(s) and target(s) parent(s) or guardian(s) at the earliest opportunity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents/guardians of the target(s) have been notified of the situation and the VTRA process. <input type="checkbox"/> Parents/guardians of the threat maker(s) have been notified of the situation and the Stage 1 VTRA data collection phase. <input type="checkbox"/> Parents/guardians have NOT been notified because – <p>Ask about</p> <ul style="list-style-type: none"> <input type="checkbox"/> Their perspective on this incident. <input type="checkbox"/> Any recent behavioral changes, any contextual factors that might be at play with the student. <p>Discuss the bedroom dynamic and how to proceed as per the conversation with the RCMP VTRA Contact.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expect the RCMP VTRA Contact to call. <input type="checkbox"/> Request that they investigate the home (bedroom, any other personal spaces, internet history, and personal electronic devices) to ascertain if there are any indicators or evidence of threat making behavior and /or violence. <p>For the threat maker, indicate that the data collection component of the VTRA process seeks information regarding the student that parents can provide helpful information.</p> <ul style="list-style-type: none"> • Ask to book a meeting or telephone conversation once school based data is collected. 	
Done	Step Seven – Semi-Structured Interview Format (School Based VTRA Team)	Notes
	<p>As a team, complete STAGE 1 – VIOLENCE/THREAT RISK ASSESSMENT (VTRA) REPORT FORM.</p>	

STAGE 1 – VIOLENCE/THREAT RISK ASSESSMENT (VTRA) REPORT FORM

Student: _____ School: _____

Birthdate: _____ ASN: _____ Grade: _____ Age: _____

Parents Names: _____ Date of Incident: _____

Stage 1 VTRA Team Members: _____

Determination of Risk: _____

Series One – The Incident	
Questions	Notes
1. Where did the incident happen? When? What happened?	
2. How did it come to the interviewee's attentions?	
3. What was the specific language of the threat? Detail of the weapon? Gesture(s) made?	
4. Was there stated: <ul style="list-style-type: none"> • (J) Justification for the threat? • (M) Means to carry out the threat? • (C) Consequences weighed out (I don't care if I live or die?) • (C) Conditions that could lower the level of risk (eg. unless you take that Facebook post down, I will stick my knife in your throat!)? 	
5. Who was present?	
6. Under what circumstances did the incident occur?	
7. What was the perceived motivation or cause of the incident?	
8. What was the response of the target (if present) at the time of the incident? <ul style="list-style-type: none"> • Did he/she add to or detract from the justification process? 	
9. What was the response of others who were present at the time of the incident? <ul style="list-style-type: none"> • Did he/she add to or detract from the justification process? 	

Series Two – The Attack Related Behaviors	
Questions	Notes
1. Has the student (subject) sought out information consistent with their threat making or threat related behavior?	
2. Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?	
3. Has the student (subject) attempted to gain access to weapons or do they have access to weapons they have threatened to use?	
4. Has the student developed a play? If so, how general or specific is it (time, date, target selections, site selection, journal of justification, maps, floor plans, etc.)?	
5. Has the student (subject) been engaging in suspicious behaviors such as appearing to show an inordinate interest in alarm systems, sprinkler systems, video surveillance, in schools or elsewhere, schedules and locations of police or security patrol?	
6. Has the student engaged in rehearsal behaviors including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (eg. Lighting fire to cardboard tubes, cut and taped to look like a pipe bomb,)?	
7. Is there any evidence of attack related behaviors in the student's locker, back pack, care trunk, etc. at school? Or in the bedroom, shed, garage, etc. at home?	

Series Three – Threat Maker Typology

NOTE: In Stage 1 VTRA, history of violence is a significant risk enhancer, but the best predictor of future violent behavior is an **increase or shift in baseline**. This may also include an individual who has become more withdrawn or quiet as opposed to acting out.

Questions	Notes
1. Does the threat maker (subject) have a history of violence or threats of violence? If yes, that is his/her past: <ul style="list-style-type: none"> • (HTS) History of Human Target Selection? • (SS) History of Site Selection? • (F) Frequency of Violence or Threats? • (I) Intensity of Violence or Threats? • (R) Recency? 	
2. In the case at hand, what is his/her current: <ul style="list-style-type: none"> • (HTS) Human Target Selection? • (SS) Site Selection? • Does it denote a significant increase in BASELINE behavior? 	
3. Does the threat maker (subject) have a history of depression or suicidal thinking/behavior?	
4. Is there evidence of fluidity in his/her writings, drawings, or verbalizations?	
5. Does the threat maker have access to weapons? At home? From others outside of home?	
6. Does the threat maker (subject) use drugs or alcohol? Is there evidence it is a risk enhancing factor in the case at hand?	
7. Is there a mental health diagnosis or evidence of a mental health diagnosis that may be a risk enhancing factor in the case at hand?	
8. Are intervention services of any sort in place? if so what are the details of that service? If not now, previously?	
9. Does the threat maker (subject) have a history of trauma including car accidents, falls, exposed to violence, abuse, etc.?	

Series Four – The Target Typology

NOTE: Remember in some cases the target is a higher risk for violence than the threat maker with the most common case being where the threat maker is the victim of bullying and the target is the bully.

Questions	Notes
1. Does the target have a history of violence or threats of violence? If yes, what is his/her past: <ul style="list-style-type: none">● (FIR) What is the frequency, intensity, and recency of the violence?● (HSS) What has been the past human target selection?● (SS) What has been the past site selection?	
2. Is there evidence the target has instigated the current situation?	

Series Five – Peer Dynamics	
Questions	Notes
1. Are others involved in the incident that may be intentionally or unintentionally be contributing to the justification process?	
2. Who is in the threat maker's (subject's) peer structure and where does the threat maker (subject) fit (eg. Leader, co-leader, follower)?	
3. Is there a difference between the threat maker's individual baseline and the peer group's baseline behavior?	
4. Who is in the target's peer structure and where does the target fit (eg. Leader, co-leader, follower)?	
5. Is there a peer who could assist with the plan or obtain the weapons necessary for the attack?	

Series Six – The Empty Vessel	
Questions	Notes
1. Does the threat maker (subject) have a healthy relationship with a mature adult?	
2. Does the threat maker (subject) have inordinate knowledge or interest versus a general knowledge or interest in violent events, themes, or incidents including prior school based attacks?	
3. How has the threat maker (subject) responded to prior violent incidents (local, national, etc)?	
4. What type of violent games, movies, books, music, internet searches, etc. does the threat maker (subject) fill him/herself with?	
5. Is there evidence that what they are filling themselves with is influencing their behavior? (Imitators vs innovators?)	
6. What related themes are present in their writings, drawings, etc.?	
7. Is there evidence of fluidity and/or religiosity?	

Series Seven – Contextual Factors (Triggers)	
Questions	Notes
1. Has the threat maker experienced a recent loss, such as the death of a family member or friend, a recent break up, rejection by a peer or peer group, been cut from a sports team, received a rejection notice from a college, university, military, etc.?	
2. Have his/her parents just divorced or separated?	
3. Is he/she the victim of abuse? Has the abuse been dormant but resurfaced at this time?	
4. Is he/she being initiated into a gang? Is it voluntary or forced recruitment?	
5. Has he/she recently been in an argument or fight with a parent/caregiver or someone close to him/her?	
6. Has he/she recently been charged with an offence or suspended or expelled from school?	
7. Is the place where he/she been suspended to likely increase or decrease his/her level of risk?	

Series Eight – Family Dynamics

Questions	Notes
1. How many homes does the threat maker (subject) reside in (shared custody, goes back and forth from parent to grandparents' home)?	
2. Is the threat maker (subject) connected to a healthy/mature adult in the home?	
3. Who all lives in the family home (full-time and part-time)? Has anyone entered or left the home who may be influencing level of risk?	
4. Who seems to be in charge of the family and how often are they around?	
5. Has the threat maker (subject) engaged in violence or threats of violence towards their siblings or parent(s)/caregiver(s)? If yes, what is the frequency, intensity, and recency (FIR) of the violence and what form does it take?	
6. What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?	
7. Are parent(s)/caregiver(s) concerned for their own safety or the safety of their children or others?	
8. Does the threat maker's (subject's) level of risk (at home, at school, or in the community) cycle according to who is in the home (eg. Student is low risk for violence when his father is home but is high risk during the times when his father travels away from home for work)?	
9. Is there a history of mental health disorders in the family?	
10. Is there a history of drug or alcohol abuse in the family?	

Series Nine – Genogram

This is a diagram of the family structure. It is only needed if complex family connections exist.

Done	Step Eight – Determination of Risk (School Based VTRA Team) High Profile Incidents – RCMP VTRA Member
	<p>School Based VTRA Team members collate the data and discuss all relevant information in regard to the threat maker. RCMP VTRA Member will be included in high profile incidents. As a team, ask these questions:</p> <ul style="list-style-type: none"> ● To what extent does the student pose a threat to school/student safety? ● Does the student pose a threat to himself/herself or someone outside the school (eg. family)? <p>The Stage 1 VTRA Assessment is an overall assessment of current level of risk and is a precursor (if necessary) to more comprehensive Stage 2 Risk Evaluation.</p> <p>Low Level of Concern Risk to the target(s), students, staff, and school safety is minimal.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Threat is vague and indirect. <input type="checkbox"/> Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism. <input type="checkbox"/> Available information suggests that the person is unlikely to carry out the threat or become violent. <input type="checkbox"/> Within the general range for typical baseline behavior for the threat maker. <input type="checkbox"/> Categorization of low risk does not imply “no risk” but indicates the individual is at little risk for violence. Monitoring of the matter may be appropriate. <p>Medium Level of Concern The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Threat is more plausible and concrete than a low level threat. Working in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (eg. possible place and time). <input type="checkbox"/> No clear indication that the student of concern has taken preparatory steps (eg. weapon seeking) although there may be an ambiguous or inconclusive reference point to that possibility. There may be specific statement seeking to convey that the threat is not empty. “I’m serious.” <input type="checkbox"/> There are moderate or lingering concerns about the student’s potential to act violently. <input type="checkbox"/> There is an increase in baseline behavior. <input type="checkbox"/> Categorization of risk indicates the threat maker is at an elevated risk for violence. <input type="checkbox"/> Those measures currently in place or further measures, including monitoring, are required in an effort to manage the threat maker’s future risk. <p>High Level of Concern The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Threat is specific and plausible. There is an identified target. Student has the capacity to act on the threat. <input type="checkbox"/> Information suggests concrete steps have been taken toward acting on the threat. For example, information indicates that the student has acquired or practiced with a weapon or

	<p>has had a victim under surveillance.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information suggests <u>strong</u> concern about the student's potential to act violently. <input type="checkbox"/> Significant increase in baseline behavior. <input type="checkbox"/> Categorization of risk indicates the threat maker is at high or imminent risk for violence. <input type="checkbox"/> Immediate intervention is required to prevent an act of violence from occurring. <p>Remember to note the determination of risk on the front page of the report form.</p> <p>* Sources for the above categorizations represent the work of the FBI, Durham Regional Police Service, Ontario Provincial Police Threat Assessment Unit, and the Canadian Center for Threat Assessment and Trauma Response.</p>	
Done	Step Nine – Decide on a Course of Action (School Based VTRA Team)	Notes
	<p style="text-align: center;">Are there risk reducing interventions that need to be put into place immediately?</p> <p>With the input of <i>all</i> School Based VTRA Team members, decide on a course of action.</p> <p>Low to Medium Level of Concern</p> <ul style="list-style-type: none"> ● Implement an intervention Plan ● The student can likely be managed at school with appropriate school based interventions. ● Contact the Division VTRA Team Contact, (Name & Telephone Number) to advise of the outcome of the Stage 1 VTRA <p>Medium to High Level of Concern</p> <ul style="list-style-type: none"> ● The School Based VTRA Team has determined that at Stage 2 Threat Assessment is needed. ● Contact the Division VTRA Team Contact, (Name & Telephone Number) to activate the Stage 2 VTRA. 	
Done	Step Ten – Develop an Intervention Plan (School Based VTRA Team)	Notes
	<p>Low to Medium</p> <ul style="list-style-type: none"> ● Use the Violence Threat Risk Assessment Intervention Plan form to address all concerns identified during the Stage 1 Assessment. <p>Medium to High</p> <ul style="list-style-type: none"> ● Implement any needed interventions to support the student until the Stage 2 meeting takes place. 	

Appendix C: Stage 2- Violence/Threat Risk Assessment (VTRA) Process and Report Form

Three Primary Hypotheses in VTRA
<p>Formulate an idea of what you think you will discover as you learn more about those involved in the incident:</p> <ol style="list-style-type: none"> 1. Is it a conscious or unconscious “Cry for Help”? 2. Conspiracy of two or more. Who else knows about it? Who else is involved? 3. Is there any evidence of fluidity? (Suicidal and/or homicidal behavior)
Key VTRA Considerations
<ul style="list-style-type: none"> ● Guard against under reaction to indicators that someone is moving on a pathway to serious violence. ● Avoid the uni-dimensional assessment.. the more perspectives and information about a student, the clearer the understanding of his/her motivations. ● Serious violence is an evolutionary process. No one just ‘snaps’. ● The pathway to violence is not a straight line. ● The quote that kills. “He’s a good kid with no history.” ● Baseline – Is this typical behavior? If not, can evolution be inferred? ● Empty vessel – What is the child filling him/herself with? ● Who else is concerned by the behavior of the threat maker? Are there more involved? Puppet master? ● Fluidity – If a student is suicidal/homicidal how committed are they to the act? Are they primed? ● Imitators vs. Innovators – As most are imitators, seek predictors based upon the circumstances. ● Threat assessment trumps suspension.

Stage 2 VTRA Process

Done	Step One – Review Stage 1 Data Collection with School Based VTRA Lead (Division VTRA Contact)	Notes
	<ul style="list-style-type: none"> ● Questions about the information gathered? ● How to address any legal flags or family issues or concerns that may be present. ● Confirm the parents have been advised that the Stage 2 VTRA has been activated and that the Division VTRA Contact will be contacting them. ● Who are the significant people for the student and who should attend the Stage 2 meeting (family members, teachers, bus drivers, therapists, etc.)? 	

	<ul style="list-style-type: none"> ● Advise the school to notify the Area Superintendent of the Stage 2 activation. ● Advise to provide copies (if applicable) of: <ul style="list-style-type: none"> ○ Stage 1 Data Collection ○ Current IPP ○ Psychological testing reports ● Compare calendars for meeting date. 	
Done	Step Two – VTRA Interagency Contact (Community VTRA Team)	Notes
	<ul style="list-style-type: none"> ● Contact RCMP <ul style="list-style-type: none"> ○ The RCMP “own” the bedroom dynamic and take the lead in decision making ○ Do not make the RCMP Contact your agent by requesting them to search the bedroom. ○ Discuss the bedroom dynamic and how to proceed with this case. ○ Any other factors to consider in addressing this case? ○ Compare calendars for meeting date. ● Contact Child & Family Services <ul style="list-style-type: none"> ○ Based on initial information, are there any significant factors to consider in addressing this case? ○ Compare calendars for meeting date. ● Forward any documents in advance of the meeting to be reviewed prior. <ul style="list-style-type: none"> ○ Ensure security standards are in place for confidential information. 	
Done	Step Three – Stage 2 Meeting Details (Division VTRA Contact)	Notes
	<ul style="list-style-type: none"> ● School Division – ● School Division – ● RCMP – ● CFS – ● Administrator – ● Mom – ● Dad – ● ● ● ● 	

	<p>Date – Time – Location –</p> <p>Book a meeting space and ensure that all are contacted and confirm their participation.</p>	
Done	Step Four – Contact Parent (Division VTRA Contact)	Notes
	<ul style="list-style-type: none"> ● Confirm that the School Administrator has indicated that the parent would be receiving this phone call. ● Explain the VTRA process. ● Indicate the goal is to create an intervention plan to support the student, family, and/or school. ● Discuss the multi-disciplinary assessment and participation of RCMP and CFS. ● Seek consent for participation of any other agency personnel involved with the student. <ul style="list-style-type: none"> ○ Forward a consent form for their signature and request that it is returned asap to allow for contacting personnel. ● Discuss bedroom dynamic. <ul style="list-style-type: none"> ○ Will RCMP attend to discuss? ○ Will parent be checking on the honor system? If so, ask them to check <ul style="list-style-type: none"> ▪ Bedroom ▪ Internet history ▪ Personal devices – texts, history, photos, etc. ▪ Private spaces (forts, etc.) ● Advise that this may feel like an onerous process but that it is done in the spirit of supporting the student to become a healthier individual and ensure the school remains safe for both him/her and the students and staff. ● Confirm date, time, and location of meeting. ● Advise it is permitted to bring a support person if they wish. ● Speak to both parents and any step-parents. 	

Done	Step Five – Stage 2 Risk Evaluation Meeting – Part One: Preparation (Community & School VTRA Teams)	Notes
	<ul style="list-style-type: none"> ● VTRA Team, School Based Personnel and any other agency personnel meet. ● What consent has been provided by the parents? ● What are the issues of concern? ● Are there any specific items that need to be questioned with the parents? ● Do we need further information from the student? ● Complete the first section of the Stage 2 form regarding school dynamics. ● Possibly complete Series Four – Target Typology 	
Done	Step Six – Stage 2 Risk Evaluation Meeting – Part Two: Data Collection (Community & School VTRA Teams)	Notes
	<ul style="list-style-type: none"> ● Invite the parents to have them join the meeting. ● Welcome and Introductions ● Prior to meeting start... <ul style="list-style-type: none"> ○ Ask parent to sign Consent to Release Information if not provided previously ○ Circulate attendance sheet for signatures. ○ Declare Intent – The purpose of the meeting is to gain a deep understanding of the student and the circumstances related to the incident to create a comprehensive intervention plan to support the student, family, and/or school. ○ VTRA is a formal process that works best when we act informally with each other. An open conversation provides the best information and understanding. ○ Seek multiple perspectives on the student, so many questions will be asked of both home and school. ● Collectively complete the Stage 2 VTRA Report Form (attached). ● Upon completion of form, thank parents for their participation. 	

	<ul style="list-style-type: none"> Advise parents who will be contacting them by when to discuss the intervention plan. 	
Done	Step Seven – Stage 2 Risk Evaluation Meeting - Part Three: Intervention (Community & School VTRA Teams)	Notes
	<ul style="list-style-type: none"> Debrief the meeting. Assess the Risk Factors. Determine level of risk. Collectively complete intervention plan. 	
Done	Step Eight – Intervention Plan Follow-Up (Division VTRA & School VTRA Contacts)	Notes
	<ul style="list-style-type: none"> The role of the Division VTRA Contact is to facilitate any interagency supports and assist the School VTRA Contact. The role of the School VTRA Contact is to be the point of contact for the family regarding implementation of the supports and to monitor that the interventions are put in place. The Division VTRA Contact arranges the meeting at the appropriate locations (usually the school). 	

NOTE: In the Stage 2 form, the questions that also appear in the Stage 1 form have been italicized. The questions that are specific to Stage 2 have been bolded.

STAGE 2 – VIOLENCE/THREAT RISK ASSESSMENT (VTRA) REPORT FORM

Student: _____ School: _____

Birthdate: _____ ASN: _____ Grade: _____ Age: _____

Parents Names: _____ Date of Incident: _____

Stage 1 VTRA Team Members: _____

Determination of Risk: _____

School Dynamics & Structure	
Questions	Notes
1. What is the history of trauma in the school and community?	
2. Is the current incident occurring in a defined international, national, or local critical period?	
3. Is the flow of information typically open between all levels of the system? a. Naturally Open b. Naturally Closed c. Traumatically Open d. Traumatically Closed	
4. Is the flow of information in this case open or is some other dynamic influencing this particular case? (eg. Did the event occur while the witnesses were out back smoking weed and they don't want to implicate themselves?)	
5. Could parent(s) be adding or maintaining the justification process?	
6. Could staff member(s) be adding to or maintaining the justification process?	
7. If several staff members or parents seem to be under reaction or over reacting, is there an underlying "human systems dynamic" driving the behavior?	

Series One – The Incident	
Questions	Notes
1. <i>What happened? Where did the incident happen? When?</i>	
2. <i>How did it come to the Team's attention?</i>	
3. <i>What was the specific language of the threat? Detail of the weapon? Gesture(s) made?</i>	
4. Was the threat direct, indirect, conditional or veiled? Was it clear, direct, and/or plausible?	
5. <i>Was there stated:</i> <ul style="list-style-type: none"> • (J) <i>Justification for the treat:</i> • (M) <i>Means to carry out the threat?</i> • (C) <i>Consequences weighed out (I don't care if I live or die)?</i> • (C) <i>Conditions that could lower the level of risk (eg. unless you take that Facebook post down, I will stick my knife in your throat!)?</i> 	J – M – C – C –
6. <i>Who was present?</i>	
7. <i>Under what circumstances did the incident occur?</i>	
8. Was any violence provoked or unprovoked	
9. Was intent to harm present?	
10. Were weapons brandished or used during the incident?	
11. <i>What was the perceived motivation or cause of the incident?</i>	
12. <i>What was the response of the target (if present) at the time of the incident?</i> <ul style="list-style-type: none"> • <i>Did he/she add to or detract from the justification process?</i> 	
13. <i>What was the response of others who were present at the time of the incident?</i> <ul style="list-style-type: none"> • <i>Did he/she add to or detract from the justification process?</i> 	

Series Two – The Attack Related Behaviors	
Questions	Notes
1. <i>Has the student (subject) sought out information consistent with their threat making or threat related behavior?</i>	
2. <i>Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?</i>	
3. <i>Has the student (subject) attempted to gain access to weapons or do they have access to weapons they have threatened to use?</i>	
4. <i>Has the student developed a plan? If so, how general or specific is it (time, date, target selection, sit selection, journal of justification, maps, floor plans, etc.)?</i>	
5. <i>Has the student (subject) been engaging in suspicious behaviors such as appearing to show an inordinate interest in alarm systems, sprinkler systems, video surveillance, in school or elsewhere, schedules and locations of police or security patrol?</i>	
6. <i>Has the student engaged in rehearsal behaviors including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting (eg. Lighting fire to cardboard tubes, cut and taped to look like pipe bomb.)?</i>	
7. <i>Is there any evidence of attack related behaviors in the student's locker, back pack, car trunk, etc. at school? or in the bedroom, shed, garage, etc. at home?</i>	
8. <i>Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen?"</i>	

Series Three – Threat Maker Typology	
Questions	Notes
<p>1. Does the threat maker (subject) appear to be more:</p> <ul style="list-style-type: none"> a. Traditional Predominately Behavioral Type? b. Traditional Predominately Cognitive Type? c. Mixed Type? d. Non-Traditional? 	
<p>2. <i>Does the threat maker (subject) have a history of violence or threats of violence? if yes, what is his/her past:</i></p> <ul style="list-style-type: none"> • (HTS) History of Human Target Selection? • (SS) History of Site Selection? • (F) Frequency of Violence or Threats? • (I) Intensity of Violence or Threats? • (R) Recency? 	<p>HTS – SS – F – I – R –</p>
<p>3. Does the F, I, R of this incident denote a significant increase in the behavioral baseline of the student?</p>	
<p>4. <i>In the case at hand, what is his/her current:</i></p> <ul style="list-style-type: none"> • <i>(HTS) Human Target Selection?</i> • <i>(SS) Site Selection?</i> • <i>Does it denote a significant increase in BASELINE behavior?</i> 	
<p>5. Have they primarily engaged in instrumental violence or affective violence?</p>	
<p>6. <i>Does the threat maker (subject) have a history of depression or suicidal thinking/behavior?</i></p>	
<p>7. <i>Is there evidence of fluidity in his/her writings, drawings, or verbalizations?</i></p>	
<p>8. <i>Does the threat maker have access to weapons? At home? From others outside of home?</i></p>	
<p>9. <i>Does the threat maker (subject) use drugs or alcohol? Is there evidence it is a risk enhancing factor in the case at hand?</i></p>	
<p>10. <i>Is there a mental health diagnosis or evidence of a mental health diagnosis that may be a risk enhancing factor in the case at hand?</i></p>	
<p>11. <i>Are intervention services of any sort in place? If so what are the details of that service? If not now, previously?</i></p>	
<p>12. <i>Does the threat maker (subject) have a history of trauma including car accidents, falls, exposed to violence, abuse, etc.?</i></p>	

13. Is the threat maker open and honest about the incident?	
14. Do they feel justified in attacking the target?	
15. Have they dehumanized the target?	

Series Four – The Target Typology

NOTE: Remember in some cases the target is a higher risk for violence than the threat maker with the most common case being where the threat maker is the victim of bullying and the target is the bully.

Questions	Notes
1. Does the target have a history of violence or threats of violence? if yes, what is his/her past: <ul style="list-style-type: none"> • (FIR) What is the frequency, intensity, and recency of the violence? • (HSS) What has been the past human target selection? • (SS) What has been the past site selection? 	
2. Is there evidence the target has instigated the current situation?	
3. Does he/she have a history of depression or suicidal thinking/behavior?	
4. Is there evidence of fluidity?	
5. Are they open and honest about the incident?	
6. Is there evidence of an increase in his/her baseline behavior?	
7. Does he/she feel justified in attacking the threat maker?	
8. Has he/she dehumanized the threat maker?	

Series Five – Peer Dynamics and Structure	
Questions	Notes
1. Was there a clear victim and perpetrator dyad with power imbalance (age, size, social standing, etc.)?	
2. <i>Are others involved in the incident that may be intentionally or unintentionally be contributing to the justification process?</i>	
3. Is the target more at risk for perpetrating violence than the threat maker?	
4. <i>Who is in the threat maker's (subject's) peer structure and where does the threat maker (subject) fit (eg. Leader, co-leader, follower)?</i>	
5. Are there others in the threat maker's peer structure that may be directly or indirectly influencing the threat maker and is their baseline behavior higher or lower than the threat makers?	
6. <i>Is there a difference between the threat maker's individual baseline and the peer group's baseline behavior?</i>	
7. <i>Who is in the target's peer structure and where does the target fit (eg. Leader, co-leader, follower)?</i>	
8. Are there others in the target's peer structure that may be directly or indirectly influencing the target and is their baseline behavior higher or lower than the threat makers?	
9. <i>Is there a difference between the target's individual baseline and the peer group's individual baseline?</i>	
10. <i>Is there a peer who could assist with the plan or obtain the weapons necessary for the attack?</i>	

Series Six – The Empty Vessel	
Questions	Notes
1. <i>Does the threat maker (subject) have a healthy relationship with a mature adult?</i>	
2. If they do not have a healthy connection, what (or who) is he/she filling themselves with?	
3. <i>Does the threat maker (subject) have inordinate knowledge or interest versus a general knowledge or interest in violent events, themes, or incidents including prior school based attacks?</i>	
4. <i>How has the threat maker (subject) responded to prior violent incidents (local, national, etc.)?</i>	
5. Does he/she identify with the aggressors and justify their actions?	
6. Does he/she critique the aggressor's behaviors and talk about how to do it better?	
7. <i>What type of violent games, movies, books, music, internet searches, etc. does the threat maker (subject) fill him/herself with?</i>	
8. <i>Is there evidence that what they are filling themselves with is influencing their behavior? (Imitators vs. Innovators?)</i>	
9. <i>What related themes are present in their writings, drawings, etc.?</i>	
10. <i>Is there evidence of fluidity and/or religiosity?</i>	

Series Seven – Contextual Factors (Triggers)	
Questions	Notes
1. <i>Has the threat maker experienced a recent loss, such as the death of a family member or friend, a recent break up, rejection by a peer or peer group, been cut from a sports team, received a rejection notice from a college, university, military, etc.?</i>	
2. <i>Have his/her parents just divorced or separated?</i>	
3. <i>Is he/she the victim of abuse? Has the abuse been dormant but resurfaces at this time?</i>	
4. <i>Is he/she being initiated into a gang? Is it voluntary or forced recruitment?</i>	
5. <i>Has he/she recently been in an argument or fight with a parent/caregiver or someone close to him/her?</i>	
6. <i>Has he/she recently been charged with an offence or suspended or expelled from school?</i>	
7. <i>Is the place where he/she been suspended to likely increase or decrease his/her level of risk?</i>	

Series Eight – Family Dynamics

Questions	Notes
1. <i>How many homes does the threat maker (subject) reside in (shared custody, goes back and forth from parent to grandparents' home)?</i>	
2. <i>Is the threat maker (subject) connected to a health/mature adult in the home?</i>	
3. <i>Who all lives in the family home (full-time and part-time)? Has anyone entered or left the home who may be influencing level of risk?</i>	
4. <i>Who seems to be in charge of the family and how often are they around?</i>	
5. <i>Has the threat maker (subject) engaged in violence or threats of violence towards their siblings or parent(s)/caregiver(s)? If yes, what is the frequency, intensity, and recency (FIR) of the violence and what form does it take?</i>	
6. <i>What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?</i>	
7. <i>Are parent(s)/caregiver(s) concerned for their own safety or the safety of their children or others?</i>	
8. Do the parents know the contents of the bedroom or is the bedroom off limits?	
9. If they do not know the contents of the bedroom, is it due to a “rule the roost” dynamic or parental attitude about privacy or...?	
10. <i>Does the threat maker’s (subject’s) level of risk (at home, at school, or in the community) cycle according to who is in the home (eg. Student is low risk for violence when his father is home but is high risk during the times when his father travels away from home for work)?</i>	
11. <i>Does the threat maker (subject) have a history of trauma including car accidents, falls, exposed to violence, abuse, etc.?</i>	
12. <i>Has the threat maker (subject) been diagnosed with a DSM-IV disorder? If so, what?</i>	
13. <i>Is there a history of mental health disorders in the family?</i>	
14. <i>Is there a history of drug or alcohol abuse in the family?</i>	

Series Nine – Genogram

This is a diagram of the family structure. It is only needed if complex family connections exist.

Series Ten – Additional Information	
Questions	Notes
1. Is there any information we haven't talked about that is important to know about this situation or the student?	
2. To the parent – What do you want for your son or daughter? What do you hope will come from this process?	

Assessment of the Risk Factors

Nature of the Threat

- Clear –
- Direct –
- Plausible –

Human target selection

- Previous –
- Current –

Site Selection

- Previous –
- Current –

Violence, Threats, or Weapons Possession

- Frequency –
- Intensity –
- Recency –

Compare individual baseline to peer baseline behaviors

-

Drug and/or alcohol involvement

-

Evidence of Planning

-

Fluidity

-

Justification

-

Empty Vessel

-

Mental Health Flags

-

Behavioral Flags

-

What is the student's cognitive baseline and is there evidence of evolution?

-

What is the student's affective baseline and is there evidence of evolution?

-

Other considerations

-

Is it safe for this student to remain in his/her current placement? –

Is RCMP involvement required? –

Is a Stage 3 Risk Evaluation required? –

Determination of Risk

School Based VTRA Team members collate the data and discuss all relevant information in regard to the threat maker. RCMP VTRA Member will be included in high profile incidents. As a team, ask these questions:

- To what extent does the student pose a threat to school/student safety?
- Does the student pose a threat to himself/herself or someone outside the school (eg. family)?

The Stage 1 VTRA Assessment is an overall assessment of current level of risk and is a precursor (if necessary) to a more comprehensive Stage 2 Risk Evaluation.

Low Level of Concern

Risk to the target(s), students, staff, and school safety is minimal.

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.
- Within the general range for typical baseline behavior for the threat maker.
- Categorization of low risk does not imply “no risk” but indicates the individual is at little risk for violence. Monitoring of the matter may be appropriate.

Medium Level of Concern

The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (eg. possible place and time).
- No clear indication that the student of concern has taken preparatory steps (eg. weapon seeking) although there may be an ambiguous or inconclusive reference point to that possibility. There may be specific statement seeking to convey that the threat is not empty. “I’m serious.”
- There are moderate or lingering concerns about the student’s potential to act violently.
- There is an increase in baseline behavior.
- Categorization of risk indicates the threat maker is at an elevated risk for violence.
- Those measures currently in place or further measures, including monitoring, are required in an effort to manage the threat maker’s future risk.

High Level of Concern

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

- Threat is specific and plausible. There is an identified target. Student has the capacity to act on the threat.
- Information suggests concrete steps have been taken toward acting on the threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student’s potential to act violently.
- Significant increase in baseline behavior.
- Categorization of risk indicates the threat maker is at high or imminent risk for violence.
- Immediate intervention is required to prevent an act of violence from occurring.

****Remember to note the determination of risk on the front page of the report form.****

*Sources for the above categorizations represent the work of the FBI, Durham Regional Police Service, Ontario Provincial Police Threat Assessment Unit, and the Canadian Center for Threat Assessment and Trauma Response.

STAGE 2 Violence/Threat Risk Assessment Meeting

Student – _____

Attendance List

Role/Relationship with Student	Name (Please Print)	Signature	Date
School Division Facilitator			
RCMP			
Children & Family Services			
School Administrator			

Appendix D: Violence/Threat Risk Assessment (VTRA) Intervention Plan

Student		School	
Birthdate		Age	
Grade		ASN	
Parent – First contact		Parent 1 – Phone Numbers	
Parent – Second contact		Parent 2 Phone Numbers	
Date of incident		Intervention Plan Date	
Determination of risk			
Stage 1 – School-Based Intervention Plan: Contact Person		Phone number	
Stage 1 – Division-Based Intervention Plan: Contact Person		Phone number	

Intervention	Details	Person Responsible	Done	Follow-Up
Student				
Counselling/Therapy Support				
Community Resources and Interventions				
Suicide Assessment				
Contract Not to Harm Self or Others (Attach Plan)				
Drug and/or Alcohol Intervention				
Other Actions				
Family				
Obtain permission to share information with community partners				
Community Resources and Interventions				
Identify precipitating and/or aggravating circumstances and intervene to alleviate				
Other Actions				

School				
Disciplinary Action				
Intended Victim(s) Warned and Parents/Guardians Notified				
Identify precipitating and/or aggravating circumstances and intervene to alleviate				
Alert teachers and support staff on a need-to-know basis.				
Increased Supervision – Which settings?				
Daily/Weekly Check-In				
Travel Card to Be Accountable for Whereabouts				
Back Pack, Coat and Belongings Routine				
Schedule Adjustment – Late Arrival/Early Dismissal				
Modify Daily Schedule				
Specialized Assessment				
If Special Education student, review IPP goals and programming				
Behaviour Intervention Plan (Attach Plan)				
Referral for Specialized School Placement				
Other Actions				

Meeting Date to Review Intervention Plan Implementation

- Date & Time:
- Location:
- Attending:

Monitor this Intervention Plan regularly and modify it as appropriate.

Appendix E: Violence/Threat Risk Assessment (VTRA) Consent for Release of Information

I, _____, parent/guardian of _____ do hereby give my permission for the following agencies to participate in the Violence Threat Risk Assessment (VTRA) process as follows:

Agency or Service Provider	Permission for Agency Involvement		Permission to Share Information	
	Yes	No	Yes	No
Children's Services (CS)				
Royal Canadian Mounted Police (RCMP)				
Evergreen Catholic Separate Regional School Division (ECSRSD)				
Grande Yellowhead Public School Division (GYPSD)				
Living Waters Catholic School Division (LWCSD)				
Yellowhead Koinonia Christian School (YKCS)				

According to the following timeline:

____ On an ongoing basis for the remainder of this school year (June 30, 20__).

____ On a one-time basis for the VTRA Meeting only.

I am aware that I can withdraw my consent verbally or in writing at any time.

Name Signature Date

Name Signature Date

____ Parents gave permission to share the items checked above.

Name Signature Date

Appendix F: Statement of Fair Notice

The Partners

Education partners are committed to creating and maintaining school environments in which students, staff, parents and others feel safe. Evergreen Catholic Separate Regional Division, Living Waters Catholic School Division, Grande Yellowhead Public School Division and Yellowhead Koinonia Christian School have taken a lead role as there is a direct application to the health and safety of the school environment.

Government agency partners play an active role in a comprehensive intervention plan to support the young person. Alberta Human Services – Children & Family Services, Alberta Health Services, and RCMP personnel are key to determining the level of risk a young person may pose.

Community agency partners provide services that are regularly included as part of the intervention plan. The Town of Edson, Town of Hinton, Yellowhead County, The Edson Friendship Centre as well as other local agencies advise on many facets for the VTRA protocol to ensure it is tailored to the West Yellowhead community.

The Canadian Centre for Threat Assessment and Trauma Response has completed extensive research in youth and school violence. Kevin Cameron, CEO of CCTATR, has trained local partner personnel in the use of the Protocol.

Duty to Report

There is zero tolerance for not responding. Prevention of youth violence is a community responsibility and it is everybody's duty to report. Under-reaction is epidemic and a chief factor of escalation from thought to action.

What is a Threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the internet, or made by gesture. Threats must be taken seriously, investigated, and responded to. In a culture of responsible reporting, students need to believe that they will be believed when they confide; their identity will be kept confidential; their information will be acted on promptly; and their concern will be investigated thoroughly.

Who is on a Threat Assessment Team?

Each threat assessment team is multi-agency. The team may include school staff, psychologist, police, child protection agencies, community mental health workers, hospitals, probation/parole and other professionals.

What is the Main Purpose of a Threat Assessment?

The purpose of a Student Threat Assessment is to:

- ensure the safety of students, staff, parents, and others;
- ensure a full understanding of the context of the threat;
- begin to understand the factors that contribute to the threat maker's behavior;
- view the student as in need of intervention rather than to be disciplined;
- be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker. It may include disciplinary action, but will include appropriate supports to aid the student in developing and using positive strategies;
- promote the emotional and physical safety of all;
- ensure all school and agency partners are working together with a common understanding and protocol.

What Happens in a Student Threat Assessment?

All threat making behavior by a student(s) shall be reported to the Principal who will activate the protocol for the initial response.

Once the team has been activated, interviews may be held with students, the threat maker(s), parents and staff to determine the level of risk and develop an appropriate response to the incident.

Intervention plans will be developed and shared with parents, staff, and students as required and as appropriate.

Can I refuse ... ?

It is important for all parties to engage in the process. If for some reason there is a reluctance to participate in the process by the threat maker or parent/guardian, the threat assessment process will continue in order to ensure a safe and caring learning environment.

**Appendix G: Signatories to the Protocol
November 5, 2015**

Manager
Addictions and Mental Health Services
North Zone - West

Signature

Kevin Cameron
Executive Director
Canadian Center for Threat Assessment and Trauma
Response (CCTATR)

Signature

Kristie Gomuwka
Director – Programs and Services
Edson Friendship Centre

Signature

Board Chair
Evergreen Catholic Separate Regional School Division No. 2

Signature

Brenda Rosadiuk
Board Chair
Grande Yellowhead Public School Division No. 77

Signature

Brian Kelly
Manager
North Central Alberta Children Services

Signature

Gemma Christie
Board Chair
Living Waters Catholic School Division No. 42

Signature

Staff Sergeant, Chris Murphy
Royal Canadian Mounted Police

Signature

Kevin Zahara
Mayor
Town of Edson

Signature

Marcel Michael's
Mayor
Town of Hinton

Signature

Gerald Soroka
Mayor
Yellowhead County

Signature

Board Member
Yellowhead Koinonia Christian School

Signature

Richard Ireland
Mayor
Municipality of Jasper

Signature

Greenview County

Signature

Hi Jason,

I hope you are well. Our VTRA Community Protocol Team met today and made some revisions to the VTRA protocol. Attached is the most up to date version for yourself, Superintendent and your board.

If you have any questions please feel free to contact me.

Protective Services Report to Council

January 1, 2019 to February 28, 2019

Emergency Responses:

There has been a total of 23 emergency responses for this period:
10 command calls and 13 full fire department responses.

Command Responses:

Town/MOJ:

- Water Pipe Rupture – Burst sprinkler line at Sawridge Inn & Conference Centre
- Public Hazard – diesel fuel spill in parking lane in front of Info Centre
- Gas Leak – detector malfunction at 1101 Patricia Street
- Public Service – senior locked out of their home at 607 Geikie Street
- Public Service – citizen trapped in elevator at 622 Connaught Drive
- Alarm no fire – High School had a cooking incident twice, two days apart

Park:

- Alarm no Fire – vehicle fire on Highway 16, nothing found
- Alarm no Fire – Palisades, due to generator power fluctuations
- Alarm no Fire – Maligne Canyon Restaurant and Gift Shop – contractor activated

BC:

None

Full Department response:

Town/MOJ:

- Fire – 817 Miette Avenue – 1997 Tahoe on fire
- Public Service – 1004 Patricia Street – EMS medical assist
- Public Service – 735 Patricia Street – EMS medical assist
- Public Service – 818 Geikie Street – EMS medical assist
- Public Service – 202 Bonhomme Street – EMS cardiac arrest assistance

Park:

- Vehicle Incidents:
 - Highway 16 west, near park gate - SUV rolled due to icy conditions
 - Highway 16 west near Meadow Creek – one semi jackknifed and blocked both lanes causing another semi to hit the ditch

- Highway 16 east approximately 30 kms, pick-up and mini-van glancing head-on, extrication required

BC:

- Vehicle Incidents
 - Highway 16 west approximately 15 minutes, pick-up rolled due to poor road conditions, embankment rescue required
 - Highway 16 west 15 kms from border, single vehicle rollover, 2 injured
 - Highway 16 west approximately 15 minutes across border, single vehicle rollover
 - Highway 16 west near Moose Lake, a vehicle stopped in the driving lane caused three vehicle collision
 - Highway 16 near Moose Lake, stood down

Fire Prevention Inspections:

There have been 16 fire prevention inspections, and 4 Occupancy Load calculations

Meetings, trainings, events etc.:

- Attended Alberta Peace Officers work shop JPL
- Attended Alberta Fire Chiefs Zone meeting
- Co-Facilitated ICS -200 course with Parks Canada
- Toured Fort Gary Industries "Firetruck Plant" Winnipeg
- Co-hosted local Evacuation Exercise
- Attended 3 Victim Services Unit meetings
- Completed Phase 2 of Firesmart fuel reduction project
- Attended regional inter-agency 3-day Emergency Exercise, Hinton
- 4 inter-agency Emergency Planning meetings, Parks Canada
- Hosted 2 FireSmart LFR Community Champion meetings

Finance:

All finances are in line with forecasts.

Please contact me if you have any questions or concerns.

Thank you very much,

Yours sincerely,

Greg Van Tighem
Director



**COMMUNITY & FAMILY SERVICES
DIRECTOR'S REPORT**

February 5, 2019

Submitted by: Kathleen Waxer, Director

Reporting period: January and February 2019

Community and Family Services

ESS: The Municipality of Jasper's Emergency Management Plan provides the best practices to follow during an emergency, and guides the operations, organization, responsibilities and coordination required to effectively respond and recover from major emergencies or disasters. Emergency Social Services appears as a tiny orange box in this plan, however, it requires the development and maintenance of a plan of its own. Already, our Emergency Social Services plan, which is still under development, has grown from 30 pages to close to 230 pages in the last year. Taking care of people, like taking care of an active emergency, is no small task. It takes into consideration people's food, shelter, transportation, health and safety needs. This includes considerations for people who do not speak English and people with physical or mental disabilities. Pets are also an important consideration. The ESS Plan is not a how-to manual and does not detail how to respond to specific emergencies. Rather, it provides a structured, yet flexible, response guideline and community resource tool kit that allows for an effective ESS response.

Medically At-Risk Drivers Association: A regional working group has struck a public-private partnership with local transportation operator, SunDog Tours to extend its existing medical travel rates and services to the region. The service brings people to Edmonton for their medical appointments and provides taxis from West Edmonton Mall, where the SunDog bus stops, to appointments in the city, as well as back to the mall to catch the shuttle back. A regional brochure was developed by our Communications Specialist to be printed and distributed by medical staff and outreach workers in each community.

Community Development – January and February 2019

Lunch & Learns: Three lunch and learns have been organized utilizing grant funding from Alberta Health Services – Addictions and Mental Health. The goal of the funding is to provide learning opportunities for Jasper Community Team members on issues relating to addictions and mental health.

On April 29 from 12-2pm Trevor Haas of AHS will present Anxiety: What is it? How can you help? On May 31 from 12-1pm Addictions Counsellor Ryan Verge will present Vaping: Fact vs. Myth. On June 28, Stacey Dickerson of Options HIV West Yellowhead will present The Opioid Crisis: Trends and Challenges. Members of the Jasper Community Team, including members of Municipal Council, are welcome to attend our lunch and learn series. If you're interested in attending all or one of these presentations, contact Lisa Riddell at lriddell@town.jasper.ab.ca.

Host Your Own Conversation: Currently we host monthly Community Conversations to help us understand our town's successes, challenges, and what we could do to make life in Jasper a little bit better. In an effort to reach Jasperites from different demographics in our Community Conversations, we have developed a "Host Your Own Conversation" initiative that will be launched soon. This will be the first time that we ask residents to host their own Community Conversations. One community member will be the facilitator. They will gather a group of 5-10 people together to talk about what makes life in Jasper great, what's not so great, and what we as a community can do better. The facilitator will choose the time, the place and the language that will be used, as well as organize food and take notes on what is discussed. With funding from AHS, CFS will provide each facilitator with a conversation guide and will reimburse up to \$50 in food and snacks. There is also funding for translation services, if the notes are written in a language other than English. The information that is gathered during these conversations will be used to inform the Jasper Community Team about issues and trends affecting the community.

Community Dinners: In 2019, the Community Dinners fed 3,200+ people! That's an average of 266 people served each week. This was the 16th year for Jasper's dinner by donation. Since the beginning, the Municipality of Jasper has recognized the value of the weekly Community Dinners and has allocated money in the municipal budget to the program. In addition to the municipal contribution, which is currently at \$3,000, the program is largely funded by donations collected from dinner-goers each week. Thank you to everyone who volunteered for the final dinner of the season on March 24.

Diversity & Inclusion: Governments and municipalities are recognizing the benefits of being inclusive and diverse, embracing the varied experiences, opinions, and expertise diversity and inclusion bring. To support Council’s proclamation of Jasper as a Welcoming and Inclusive Community, and with funding from the AUMA and the Human Rights and Multicultural Fund, the municipal website has been updated to include a section on inclusion and diversity. Featured on the website is the recently completed animation, ‘What Makes A Strong Community’. Accompanying the video are links to pages showcasing how Jasper is fostering a welcoming community. Those links include:

- Welcoming and Inclusive Communities Proclamation
- Language Has Power: Terms to get started
- Groups at Risk of Exclusion
- Diversity Snapshots
- Diverse. Inclusive. Together (how you can make a difference)
- The Diversity Project

Community Conversations:

- **Early Childhood Discussion:** There is ongoing work being done to develop systems to ensure that individuals experiencing family violence are being supported. The group also talked about the potential to liaise more with Parks Canada to bring environmental education opportunities to young families in town.
- **School-Age Discussion:** The Fitness and Aquatic Centre’s free youth passes pilot project is receiving positive feedback and is also coming to an end in June. The group reviewed survey data collected thus far and created a post-project survey that will be administered by the schools in April.
- **Adult Discussion:** The group has been discussing the issues that arise as businesses prepare for the summer season. One issue that was raised is the new Government of Alberta transportation legislation that will impact local tour operators who hire drivers who require a Class 1 or 2 license. The group also talked about the opportunity to collaborate in welcoming new Jasperites at JasperLIFE’s May 15 Summer Welcome Event at the Jasper SkyTram.
- **Senior Discussion:** The talked about issues relating to housing for seniors and people with physical disabilities in town. The group was also enthusiastic to hear about SunDog Tours’ partnership with the regional public sector FCSS offices to develop an alternate transportation service for seniors and the medically at-risk.

Funding Applications:

Potential Funder:	For what	Amount	Submitted	Response to which issue cited by CATs:	Status
New Horizons for Seniors – Federal Funding	Seniors Outreach and Community Development	\$950,000 over 5 years	Jan 2019	Need for support for seniors in town.	Pending
Civil Forfeiture	Adult Outreach and Community Development	\$99,000	Oct 2018	To address complex needs of vulnerable adults.	Pending
AUMA	Blanket Exercise	Service	Nov 2018	Support the municipality to meet the new requirements of the revised MGA	Successful

Newcomer Services – January and February 2019

Jasper Immigration Coalition: The Jasper Immigration Coalition (JIC) is an Immigration Refugees and Citizenship Canada-funded collaboration that aims to generate and implement a strategic plan to improve newcomer settlement and integration outcomes in Jasper. The project began in April 2017. In January and February, the Jasper Immigration Coalition was active on several fronts:

- Work on a Local Settlement Strategy for Jasper is ongoing. In January, this consisted of the analysis of interviews and statistical data toward the production of a Baseline Study of the Newcomer Experience in Jasper. The highlights of this research were discussed during a meeting of the Jasper Immigration Coalition Council on Feb. 13 and at a meeting of the Jasper Immigrant and Refugee Advisory Group the following day. The research will help inform the completion of a settlement strategy, to be finalized in late March/early April.

- The coordinator of the Jasper Immigration Coalition (JIC) was selected by national colleagues to represent 88 Local Immigration Partnerships from across Canada at a two-day meeting of the National Settlement Council (a policy advising body) on Jan. 31 and Feb. 1 in Ottawa.
- The JIC Coordinator worked with Norquest College to achieve the reintroduction of Language Instruction for Newcomers to Canada (a federally-funded language instruction course free for permanent residents and refugees in Canada) in Jasper. Classes are currently running out of Jasper Habitat for the Arts.

Settlement Services: Jasper Settlement Services is IRCC-funded direct client services for permanent residents in Canada. The Settlement Worker engages directly with newcomer clients to assess their settlement needs, refer them to the appropriate services in the community, orient them to life in Canada, assist in the development of social and professional connections in the community and assist with navigating complex systems (e.g. the school system). Settlement Services has been funded in Jasper since May 2018.

- In January, 22 unique clients received services and 20 unique clients in February. This puts Settlement Services well ahead of schedule to achieve the service commitments stipulated in the Contribution Agreement between IRCC and the MoJ.
- The Youth Peer Mentor Program continues through the “Newcomers in Action” club at Jasper Junior/Senior High School.
- The Settlement Worker continued to develop promotional materials as well as a welcoming package for newcomers to Jasper and a formal “Settlement Plan” document to assist newcomers in navigating the settlement process.
- The Settlement Worker (alongside the Teen Outreach Worker) also helped supervise youth who were helping prepare and serve a community dinner in February.

Community Outreach Services – January and February 2019

One-on-One Supports: Community Outreach Services has six lifestage-focused Outreach Workers. In January, COS worked with 63 unique individuals. Of those 63 people, the most common issues they were seeking support for were: mental health (24), financial struggles (17), relationship struggles (15), loneliness and isolation (13), social networks (14), parenting a child (11), addictions (10), and living with a disability, disease or condition (10).

Parent Link Kids Book Exchange: In recognition of Family Literacy Day, Parent Link hosted its second annual Kids Book Exchange and special storytime on Jan. 26. The event gave parents an opportunity to donate books their children no longer read and exchange them for new children’s books. More than 30 people took part.

Circle of Security: Early Childhood Outreach Worker Maggie McDowell offered her second session of the Circle of Security parenting program, beginning on Jan. 12. The eight-week program focuses on the importance of secure attachment for children. The learning objectives are to enhance parent, child relationships and provide parents with tools and techniques to identify and address their child’s needs. Once again, the program was full, with a waiting list.

Leaps and Bounds: Leaps and Bounds is a program that Middle Childhood Outreach Worker Carla Gallop teaches at the Jasper Elementary School. This year, the program’s value was recognized by the school and for the first time it was offered in both the Grade 4 and 5 classes, whereas in the past it was only offered to Grade 4s. Carla leads the program, which is intended to teach youth about healthy lifestyle choices and encourage them to make good decisions regarding drugs, alcohol and gambling, along with AHS Addictions Counsellor Ryan Verge.

Random Acts of Kindness Week: In recognition of Random Acts of Kindness Week, COS hosted events in the Jasper Elementary School and Jasper Junior/Senior High School. Middle Childhood Outreach Worker Carla Gallop created a kindness game, giving out bingo cards to all of the students, with random acts of kindness on each square. At recess on Friday, the students brought their completed bingo cards to Carla for a prize. In the high school, Teen Outreach Worker Anna DeClercq, helped the Youth Community Helpers group plan a free breakfast for their classmates on Valentine’s Day. The goal of the event was to encourage the Youth Community Helpers to role model random acts of kindness. Anna also gave out RAK (Random Acts of Kindness) cards to the students who took part in the lunch, asking them to pass on the card when they have done their own random act.

Teen Adventure Seekers: In collaboration with Rockaboo Mountain Adventures and the Jasper Physiotherapy Clinic, Teen Outreach Worker Anna DeClercq organized a new program called Teen Adventure Seekers, offering teens an opportunity to try out winter sports at a discounted rate, thanks to funding from the physio clinic. Ten teens took part in the first ice climbing adventure, another nine took part in the second ice climb and six went out to Parker’s Ridge to try out ski touring. The goal of the Teen Adventure Seekers program is to connect youth to healthy outdoor activities and to Community Outreach Services, so they are aware of the services that are available to them, if the time comes that they need support.

GSA: Teen Outreach Worker Anna DeClercq meets with Jasper’s Gay Straight Alliance every Friday and leads activities and meetings. In January and February, the group started planning what youth events it would like to see during the Jasper Pride Festival in April.

This will be the fourth year that the GSA has collaborated with the festival board to create youth opportunities during the annual festival.

Jasper Life: JasperLIFE offered subsidized ice climbing and an AST1 course during January and February, allowing young adults, who might not be able to afford such an activity, the opportunity to try them in a safe environment, with a trained guide from Rockaboo Mountain Adventures. A JasperLIFE ice skating event and cross-country skiing trip were also offered during these months. Nearly 20 young adults took advantage of the opportunities. The trips always begin at Community Outreach Services where they meet Young Adult Outreach Worker Ian Goodge and hear about the services and supports that COS and JasperLIFE can provide.

Community Helpers Training: Community Helpers continues to be a valuable program offered regularly at COS, with consistent attendance of anywhere from six to 12 people. This one-day training workshop created by Alberta Health Services is offered by Young Adult Outreach Worker Ian Goodge. Community Helpers Training promotes mental health awareness in the community, identifies the people community members naturally turn for help, connects those 'helpers' to the formal support systems available in Jasper and provides them with ongoing support and training opportunities relating to mental health.

Coffee With COS: Twice a month, Adult Outreach Worker Lynda Shore visits both Pine Grove Manor and Alpine Summit Seniors Lodge for a program called Coffee With COS. Each time, the casual meet-up attracts between seven and 10 residents and provides an opportunity for local seniors to talk about issues that pertain to them, as well as an opportunity for Community Outreach Services to learn what the needs of the community's seniors.

Childcare Services – January 2019

Wildflowers Childcare

- 91 children enrolled
- 74 spaces are filled full time
- 44 spaces of the 74 are occupied by children attending full time
- 30 full time spaces are occupied by 46 children who share a space
- Drop in care was utilized by 3 families for a total of 6 days.

1. Buttercups: 0-19 months to 8 out of 8 spaces occupied – 3 spaces shared
2. Marigolds: 19 months to 2.5 years – 16 out of 16 spaces occupied – 11 spaces are shared
3. Clovers: 2 years to 3 years – 11 out of 11 spaces occupied – 5 spaces are shared
3. Bluebells: 3 to 4 years – 21 out of 21 spaces occupied – 5 spaces are shared
4. Sunflowers: 4 to 5 years – 18 out of 18 spaces occupied - 3 spaces are shared

Waitlist

There are 101 families on the waitlist – 6 families are looking for enrollment in the next few months, 95 are waiting for a future date ranging from 3 to 36 months away. 28 of those families are currently pregnant or planning to become pregnant.

Daycare

The Childcare Services Manager applied to become an Early Childhood Service Operator through Alberta Education. This would allow Wildflowers to offer more specialized support directly to children with diverse needs. If we are approved, Wildflowers would be the first municipally-run program with this designation.

Friends of Jasper Childcare

The board financially supported the gymnastics program for the Sunflowers and Bluebells at Wildflowers.

ELCC Grant Savings

In January, families in our community saved \$50,178.57 on their childcare costs thanks to the Alberta Government's Early Learning and Child Care Grant.

Out of School Care

- There were 50 children enrolled (32 full time and 18 drop-in)
- There were 24 children enrolled during Winter Break. The highlights included a visit to Fairmont Jasper Park Lodge, where we spent the afternoon skating. We finished the week off with a potluck lunch where we made pasta and the children brought delicious dishes to share.

- The highlights for January included scavenger hunts that the children organized and preformed regularly, tobogganing at Centennial Park, building a snow horse and snow forts in the school yard.

Childcare Services – February 2019

Wildflowers Childcare

- 92 children enrolled
- 74 spaces are filled full time
- 53 spaces of the 74 are occupied by children attending full time
- 21 full time spaces are occupied by 39 children who share a space
- Drop-in care was utilized by 3 families for a total of 5 days

1. Buttercups: 0 to 19 months – 8 out of 8 spaces occupied – 3 spaces shared
2. Marigolds: 19 months to 2.5 years – 16 out of 16 spaces occupied – 7 spaces are shared
3. Clovers: 2 years to 3 years – 11 out of 11 spaces occupied – 4 spaces are shared
3. Bluebells: 3 to 4 years – 21 out of 21 spaces occupied – 4 spaces are shared
4. Sunflowers: 4 to 5 years – 18 out of 18 spaces occupied - 3 spaces are shared

Waitlist

- There are 104 families on the waitlist – 4 families are looking for enrollment in the next few months, 100 are waiting for a future date ranging from 3 to 36 months away. 33 of those families are currently pregnant or planning to become pregnant.

Daycare

- In order to attract some more qualified applicants for positions, our Communications Specialist posted a job advertisement on Facebook and we received a number of qualified applicants. This was the first time that we have tried advertising on social media.
- We have secured the ELCC Grant for another year with funding ending March 2020.

Friends of Jasper Childcare

- The Story Night Fundraiser was held on February 21 and the board raised \$4,200 for our childcare programs.
- David and Melanie Leoni, parents from Wildflowers, put on a ski-clinic fundraiser this month that also raised \$400 for the childcare programs.

ELCC Grant Savings

In February, families in our community saved **\$54,508.00** on their childcare costs thanks to the Alberta Government's Early Learning and Child Care Grant.

Out of School Care

- There were 52 children enrolled (31 full time and 21 drop-in)
- The highlights this month included cross-country skiing, a spa day put on by the children, Latin dance with Settlement Worker Sandra Campbell, a taco lunch and a goodbye celebration for Katerina. An added treat was meeting Katrina's mom who was visiting from the Czech Republic.

Finance and Administration-Report to Council APRIL 2, 2019
December 1, 2018 to February 28, 2019
FINANCIAL REPORTS ENDING December 31, 2018 (2017) *



Budget Process

- 2019-2023 Operating and capital budget prepared and presented to council and public on November 27 and 28, 2018 from 6-9pm at the Jasper Library and Cultural Centre;
- External requests presented to Council at Committee of a Whole meeting on November 27, 2018;
- Budget Request for notice of 2019 Interim budget presented at the December 4th Regular meeting along with Request for Direction on Utility based budget for 2019 Utility Rate Bylaw and Request for notice for 2019-2023 Capital Budget;
- December 11th meeting – Discussions
 - Interim Operating
 - Direction on Utility Rates
 - Capital items reorganization as per priority
- Budget Request for Decision 2019 Interim budget presented at the December 18th Regular meeting along with Request for Decision on Utility based budget for 2019 Utility Rate Bylaw, Request for decision for 2019-2023 Capital Budget and 1st and 2nd reading of 2019 Utility Rate Bylaw;
- Additional meetings held on January 22, 29, February 12, 19, 26, March 12 and 19.

Audit News

- 2018 Year End Audit scheduled for March 4-8, 2019;
- Year-end financial work to be in progress until end of March 2018;
- Auditor presentation of Financial Reports to occur at the April 16, 2019 Regular Council Meeting.

Funding

- **MSIC and FGTF confirmation for funds to be used for capital projects listed on attachments**

Other

- 1 Staff member attended Year End Payroll Compliance Course;
- GST Quarter 4 for 2018 prepared and submitted to CRA Jan 31, 2019

***Attachments:** All financial statements ending December 31, 2018. Adjusting entries, invoicing and payables still in process until March 2019 for the 2018 year. **Therefore, numbers are not final.*

- Operating Revenue and Expense Summary by Department
- Balance Sheet (2018 only)
- 2018 Capital Variance Reporting (2018 only)
- MSIC approval Letter
- FGTF approval Letter

Report Submitted by:

A handwritten signature in black ink, appearing to read "Natasha Malenchak".

Natasha Malenchak, Director of Finance & Administration



MUNICIPALITY OF JASPER
2018 Operating Budget
Summary of All Units

For the Twelve Months Ending Monday, December 31, 2018

	YTD 2018	Budget	Variance	Var %
Revenues:				
Finance & Administration - Revenues	13,167,949	13,060,853	(107,096)	101.%
Emergency Services - Revenues	1,155,746	545,858	(609,888)	211.%
Operations - Revenues	4,795,566	4,950,214	154,648	97.%
CFS - Revenues	3,092,342	2,826,343	(265,999)	109.%
Culture and Recreation - Revenues	1,149,097	1,171,682	22,585	98.%
Total Revenues	23,360,700	22,554,950	(805,750)	104.%
Expenditures:				
Finance & Administration - Expenditures	7,214,390	7,296,955	82,565	99.%
Emergency Services - Expenditures	1,848,698	1,317,708	(530,990)	140.%
Operations - Expenditures	7,042,506	7,085,051	42,545	99.%
CFS - Expenditures	3,520,095	3,243,212	(276,881)	109.%
Culture and Recreation - Expenditures	3,336,338	3,612,026	275,688	92.%
Total Expenditures	22,962,027	22,554,950	(407,073)	102.%
Total Net Surplus/(Deficit)	398,673	0	(398,673)	



MUNICIPALITY OF JASPER
2017 Operating Budget
Summary of All Units

For the Twelve Months Ending December-31-17

	YTD 2017	Budget	Variance	Var %
Revenues:				
Finance & Administration - Revenues	12,590,626	12,417,195	-173,431	101.0%
Emergency Services - Revenues	610,507	543,877	-66,630	112.0%
Operations - Revenues	4,525,398	4,612,769	87,372	98.0%
CFS - Revenues	2,831,983	2,331,250	-500,733	121.0%
Culture and Recreation - Revenues	1,159,953	1,166,120	6,168	99.0%
Total Revenues	21,718,467	21,071,211	-647,256	104.0%
Expenditures:				
Finance & Administration - Expenditures	6,881,364	6,922,003	40,639	99.0%
Emergency Services - Expenditures	1,331,189	1,330,913	-277	100.0%
Operations - Expenditures	6,760,424	6,626,376	-134,048	102.0%
CFS - Expenditures	2,961,416	2,745,347	-216,069	108.0%
Culture and Recreation - Expenditures	3,134,912	3,446,572	311,660	91.0%
Total Expenditures	21,069,305	21,071,211	1,906	100.0%
Net Surplus	649,162	0	-649,162	



MUNICIPALITY OF JASPER Balance Sheet

For the Twelve Months Ending Monday, December 31, 2018

	Opening Balance	YTD 2018	Closing Balance
Assets			
Cash on Hands and Deposits	\$9,900,232.02	\$4,243,522.38	\$14,143,754.40
Taxes and Grants in lieu of Taxes Receivable	284,404.12	(110,666.83)	173,737.29
Due from other Governments	1,489,531.60	(1,245,075.33)	244,456.27
Trade and other Receivables	1,220,160.27	98,661.19	1,318,821.46
Business Licences Due	27.50	(27.50)	
Prepaid Expenses	373,787.07	(35,915.76)	337,871.31
Investment in Trailer Park Utilites; Lane paving	46,975.29	(11,775.11)	35,200.18
Inventory	40,812.26	(678.95)	40,133.31
Net Tangible Capital Assets	57,994,934.99	27,153.97	58,022,088.96
Total Assets	71,350,865.12	2,965,198.06	74,316,063.18
Liabilities			
Accounts payable and accrued liabilities	1,696,527.29	592,100.69	2,288,627.98
Deposit Liabilities	671,978.82	305,339.67	977,318.49
Deferred Revenue	4,080,805.52	1,411,453.63	5,492,259.15
Tax Overlevy	45,307.61	9,449.78	54,757.39
Long Term Debt	2,775,745.89	(499,460.00)	2,276,285.89
Total Liabilities	9,270,365.13	1,818,883.77	11,089,248.90
Municipal Equity			
Equity in Physical Assets	57,333,042.51	3,168,961.78	60,502,004.29
Restricted Funds	4,456,458.84	427,494.94	4,883,953.78
Accumulated Surplus	303,598.64	(12,600.00)	290,998.64
Current Surplus	(12,600.00)	(2,437,542.43)	(2,450,142.43)
Total Liabilities and Municipal Equity	71,350,865.12	2,965,198.06	74,316,063.18



MUNICIPALITY OF JASPER
2018 Capital Report

For the Twelve Months Ending Monday, December 31, 2018

	YTD 2018	2018 Budget	Variance	Comments on Variance
Administration				
6-12-01-00-620 Housing Study	19,434.17	13,884.00	(5,550.17)	Complete, Variance to be covered by Parks Canada contribution
6-12-01-00-621 JCHC Consulting Fee	55,346.14	50,000.00	(5,346.14)	Complete, Variance to be covered by Parks Canada contribution
6-12-01-00-631 Telecommunication System Replacement	19,700.00	27,050.00	7,350.00	Complete and under budget
6-12-01-00-632 Folding Machine	11,283.67	12,000.00	716.33	Complete and under budget
6-12-01-00-636 Managed Wifi Solutions	10,282.90	12,000.00	1,717.10	Complete and under budget
	116,046.88	114,934.00		
Protective Services				
6-23-01-00-610 Old fort Fire Supression	147,388.03	175,000.00	27,611.97	Balance for installation of check-valve, Carry Forward Request
6-23-01-00-631 Hose	6,172.10	6,500.00	327.90	Complete and under budget
6-23-01-00-632 Hydraulic Cutters	7,490.00	8,000.00	510.00	Complete and under budget
6-23-01-00-633 Chairs - Training Room	2,855.84	5,000.00	2,144.16	Complete and under budget
6-23-01-00-634 SCBA Breathing Apparatus (12)	118,170.75	125,000.00	6,829.25	Complete and under budget
6-23-01-00-636 Radios (3 AFRAC)	4,779.91	5,199.91	420.00	Complete and under budget
6-23-01-00-639 Turnout Gear	16,543.25	16,000.00	(543.25)	Complete and over budget
6-23-01-00-650 Command 2 Replacement (fleet)	67,882.67	65,000.00	(2,882.67)	Complete and over budget
6-23-01-00-652 Fire - Wild Land Rescue Unit	30,649.57	30,000.00	(649.57)	Complete and over budget
6-23-01-01-630 Fire - Structural Protection Unit (SPU) Trailer	150,410.23	150,000.00	(410.23)	Complete and over budget This project is linked with SCBA project and overage will be balanced with 00-634 being
6-23-01-01-634 SCBA Fill Station Upgrade	12,942.35	10,000.00	(2,942.35)	under budget
6-23-01-00-201 ESB - Building Upkeep (Painting)	9,869.67	9,869.67	9,869.67	Carry Forward Request
	565,284.70	605,569.58		
Water				
6-41-01-00-610 Water Well #3 Pump #1&2	2,889.57	50,574.39	47,684.82	Carry Forward Request Change of scope. Installing a check valve as line in no longer being disconnected due to
6-41-01-00-612 Decommissioning/Capping Old Water System	986.34	17,308.05	16,321.71	Old Fort Point Fire Flow project. Funds will be needed for check valve. Carry Forward
6-41-01-00-632 Annual Valve Replacement Program	71,318.82	50,000.00	(21,318.82)	Reactive Repairs added to proactive replacement and repairs (ID12)
6-41-01-00-634 Water System Bleeders - assess, remove, rehab	22,528.58	150,000.00	127,471.42	Complete Carry Forward Request
6-41-01-00-635 Reservoir Video Surveillance System	10,565.00	25,000.00	14,435.00	Complete, under budget
6-41-01-00-636 SCADA system upgrade	30,598.98	24,665.60	(5,933.38)	Complete. New system functional. Software adjustments causing overage
6-41-01-00-639 Fire Suppression System for Reservoir Building	10,328.56	20,000.00	9,671.44	Design complete, instalation ongoing, Carry Forward Request
6-41-01-00-650 Fleet Replacement Program (Water 2017)	193,552.00	258,467.44	64,915.44	Complete under budget
6-41-01-00-651 Fleet Replacement Program - HydroVac	0.00	700,000.00	700,000.00	Purchase in 2018, delivery in 2019, Carry Forward Request
6-41-01-01-630 Generator and components and installation	204,517.96	170,000.00	(34,517.96)	Over budget for site prep and installation
6-41-01-01-650 Fleet Replacement Program (Water 2017))	193,552.00	187,401.00	(6,151.00)	Complete and over budget, \$ to come from other fleet account underage
6-41-01-00-611 Reservoir Cleanin		10,000.00	10,000.00	Carry Forward Request
6-41-01-00-613 Domestic Water Well Head Protective Structures		15,000.00	15,000.00	Carry Forward Request
6-41-01-00-638 Asset Management Software		50,000.00	50,000.00	Framework currently being designed, possible Carry Forward Request
	740,837.81	1,728,416.48		
Sewer				
6-42-01-00-201 WWTP Annual Capital Requirement (2016)	88,170.92	175,000.00	86,829.08	Carry Forward Request
6-42-01-00-612 Storm line from Patricia/Willow to Connaught	4,437.75	5,000.00	562.25	Design complete and under budget RFD#1 Mar 20, 18 \$85,808 for Prel design, RFD #2 Oct 2, 18 \$550,926.96 (Phase 1) More invoicing to come? No more invoices pending for 2018. Phase 2 to be invoiced in
6-42-01-00-613 Lift Station - Sleepy Hollow RFD Addition	189,671.00	636,734.96	447,063.96	2019. Carry Forward Request
6-42-01-00-610 Abandon Trailer Park sewer manholes		30,000.00	30,000.00	Carry Forward Request
6-42-01-00-611 Redesign & reconstruct access to Lift Station #6		25,000.00	25,000.00	Carry Forward Request
6-42-01-00-631 Sani-Dump Station Rehabilitation		11,411.50	11,411.50	Carry Forward Request, pending redesign
	282,279.67	883,146.46		
Garbage and Recycling				
6-43-01-00-630 Garbage Bin Replacement Program	21,780.00	74,843.00	53,063.00	Carry forward request
6-44-01-00-630 Hydraulic Arm for Baler		15,000.00	15,000.00	Carry Forward Request
	21,780.00	89,843.00		

Culture and Recreation				
6-72-06-00-621 Administration Roof	256,117.00	269,100.00	12,983.00	Complete and under budget
6-72-06-01-640 Daycare Playground Renovation	25,989.03	93,893.00	67,903.97	Will be complete in 2019, Carry Forward Request
Activity Center				
6-72-06-00-624 Automatic Door Openers		13,000.00	13,000.00	Carry Forward Request , unable to secure contractor in 2018
6-72-06-01-610 Parking Lot (remove large planters, add parking)		30,000.00	30,000.00	Carry Forward Request
6-72-06-01-620 Kitchen make up air unit		71,750.00	71,750.00	Carry Forward Request
6-72-06-01-621 Dehumidifier in curling rink		28,840.00	28,840.00	Carry Forward Request from 2018 to 2020, to be combined with slab replacement project
6-72-06-01-623 Reception desk replacement (flooring worn through)	668.79	25,000.00	24,331.21	Started in Dec will be complete in January 2019, Carry Forwarded Request
6-72-06-01-637 Rooftop Unit #5		48,000.00	48,000.00	Carry Forward Request
6-72-06-01-638 Roof Top Heating Units (2015/2016)		27,641.16	27,641.16	Carry Forward Request
6-72-06-01-639 Kitchen Rooftop Unit		20,000.00	20,000.00	Carry Forward Request
Arena				
6-76-07-04-620 Design, permits, tender and contingency, ice plant	6,788.25	300,000.00	293,211.75	Carry Forward Request
6-76-07-04-621 Electrical Panel Surge Protector	8,103.00	20,000.00	11,897.00	Complete, under budget
6-76-07-04-634 Arena Asbestos Abatement	294,934.98	400,000.00	105,065.02	Complete, under budget
6-76-07-04-631 Chiller Gaskets Arena		25,000.00	25,000.00	Carry Forward Request
6-76-07-04-633 Stand Heating Units		30,000.00	30,000.00	Carry Forward Request , unable to complete due to asbestos removal
Aquatic				
6-77-08-00-620 Motor Control Centre replacement	9,430.18	211,250.00	201,819.82	In progress, Carry Forward Request , design complete. To be completed when slide is replaced in Sept 2019 shutdown.
6-77-08-00-622 Steel column repair	58,527.40	58,687.00	159.60	Complete, over budget. Roof ladder, expanded scope of work to incl. roof ladders for Act Ctr as per H&S requirements
6-77-08-00-631 Acutrol	15,000.00	15,000.00	0.00	Complete, on budget
6-77-08-00-633 Climbing wall mats	29,793.49	35,000.00	5,206.51	Complete, under budget
6-77-08-00-621 Replace water slide stairs and water slide	18,199.00	600,000.00	581,801.00	In progress, Carry Forward Request , more invoicing to come
Grounds				
6-76-10-00-631 Centennial Park Backstop (c and b)		10,000.00	10,000.00	Removing from 2018 and moved to 2021 Request
6-76-10-00-640 Centennial Park Soccer Field and Irrigation	43,280.40	59,022.94	15,742.54	Complete, under budget (Centennial 150 Funding)
6-73-02-00-640 Conditional CFEP Matching Funds (Skatepark)	16,000.00	16,000.00		Complete, on budget
	782,831.52	2,407,184.10		
Grounds				
6-72-10-00-632 Memorial bench replacement	10,295.00	15,000.00	4,705.00	10 new log benches
6-72-10-00-641 Operations yard: reservoir yard; WWTP lands S	665.00	75,000.00	74,335.00	Initial discussions started. Carry Forward Request
6-72-10-00-642 Operations yard cleanup-special handling of emulsi		15,000.00	15,000.00	Carry Forward Request
6-32-00-00-630 Christmas Decoration Replacement Program		12,500.00	12,500.00	Carry Forward Request
6-32-00-00-640 Robson Park Master Plan		20,000.00	20,000.00	Carry Forward Request
6-32-03-00-201 Wayfinding Signage		244,228.00	244,228.00	Carry Forward Request , working with Parks Canada to standardize joint messaging in town, ID12 MSIC Funding
6-59-01-00-630 Sonar at Cemetery	20,252.00	25,000.00	4,748.00	Ground truthing complete. Report pending. Carry Forward Request
6-69-06-00-620 Tobaggan Hill	12,800.00	41,092.00	28,292.00	RFP to change funds to Tobaggan Hill from river runner roof repair, complete and under budget
	44,012.00	447,820.00		
Roads				
6-32-00-00-610 Roads - Storm Drainage issues (laneways)	10,190.75	15,000.00	4,809.25	Carry forward Request
6-32-00-00-615 Transportation Study	54,564.75	33,826.00	(20,738.75)	Overage includes WSP fees for tendering the study, assorted advertising costs and two change orders (1. additional preentation to council 2. expanded scope)
6-32-00-00-651 New tires for Loader	13,371.20	15,000.00	1,628.80	Complete and under budget
6-32-01-00-650 Fleet Replacement Program (Roads 2017)	0.00	138,270.38	138,270.38	Carry forward Request (30,000 only)
	78,126.70	202,096.38		
Properties				
6-31-31-00-630 Operations building key system		20,000.00	20,000.00	Carry Forward Request
6-67-12-00-620 Municipal Housing Repairs		20,000.00	20,000.00	Carry Forward Request
6-69-02-00-620 AMA Building Improvements		15,000.00	15,000.00	Removed from Capital Ask, new capital ask in 2020 for demolition
6-69-03-00-622 Signage (Library)	41,209.27	40,000.00	(1,209.27)	Complete and over budget
	41,209.27	95,000.00		
Total	2,672,408.55	6,574,010.00	3,901,601.45	



ALBERTA
MUNICIPAL AFFAIRS

Office of the Minister
MLA, Leduc-Beaumont

AR95860C

January 24, 2019

I.D. No. 12 (Jasper National Park)
Municipal Services Branch
17th Floor, 10155 - 102 Street
Edmonton Alberta T5J 4L4



Dear Sir/Madam:

The Alberta Government is committed to making the lives of Albertans better. By providing significant funding to our municipal partners through the Municipal Sustainability Initiative (MSI), we continue to assist municipalities in building strong, safe, and resilient communities while respecting local priorities.

I am pleased to accept the following eligible project submitted by your municipality under the MSI capital program.

CAP-11113 Jasper Recreational Vehicle Parking Lot

\$325,000

My ministry welcomes the opportunity to celebrate your MSI project milestones with you, so please send invitations for these events to my office. If you would like to discuss possible project recognition events and activities, as outlined in the program guidelines, please contact Municipal Affairs Communications, toll free at 310-0000, then 780-427-8862, or at ma.msicapitalgrants@gov.ab.ca.

As partners in supporting Alberta's communities, I look forward to working together to move your infrastructure priorities forward.

Sincerely,

Hon. Shaye Anderson
Minister of Municipal Affairs

cc: Eric Rosendahl, MLA, West Yellowhead
Travis Nosko, Chief Administrative Officer, I.D. No. 12 (Jasper National Park)



ALBERTA
MUNICIPAL AFFAIRS

Office of the Minister
MLA, Leduc-Beaumont



AR945412

January 11, 2019

His Worship Richard Ireland
Mayor
Municipality of Jasper
PO Box 520
Jasper AB T0E 1E0

Dear Mayor Ireland,

The Government of Alberta is committed to working with municipalities to make life better for Albertans. By providing stable, predictable funding to our municipal partners, we continue to ensure you have the resources needed to meet your local infrastructure priorities and strengthen the communities you call home. Alberta is partnering with the Government of Canada to provide Gas Tax Fund (GTF) funding to assist with building strong, safe, and resilient communities.

I am pleased to accept the following qualifying project submitted by your municipality under the GTF program.

Project #	Project Name	GTF Funding
GTF-157	Iceplant Compressor Room Phase 1- Design, permits, tender and contingency & Phase 2 - Construction	\$1,000,000

The provincial government appreciates opportunities to celebrate your GTF funded projects with you, so please send invitations for these milestone events to my office. If you would like to discuss possible project recognition events and activities, as outlined in the program guidelines, contact Municipal Affairs Communications, toll-free at 310-0000, then 780-427-8862, or at ma.gtfgrants@gov.ab.ca.

I look forward to working in partnership to strengthen Alberta's communities.

Sincerely,

Hon. Shaye Anderson
Minister of Municipal Affairs

cc: Eric Rosendahl, MLA, West Yellowhead
✓ Mark Fercho, Chief Administrative Officer, Municipality of Jasper

	Bylaw	Date Repealed	Repeals Bylaw	Replaced by Bylaw	Scheduled date for next reading			Certification by Parks	
					First Reading	Second Reading	Third Reading & Approval	Date Forwarded	Date Certified
215	Single-Use Item Regulation Bylaw				19-Apr-02				
214	Supplementary Tax Bylaw 2019		207		19-Jan-22	19-Jan-22	19-Feb-05	19-Jan-23	19-Jan-24
213	Supplementary Assessment of Improvements 2019		206		19-Jan-22	19-Jan-22	19-Feb-05	19-Jan-23	19-Jan-24
212	Jasper Levy and Collection of Utility Fees Bylaw 2019		205		18-Dec-18	18-Dec-18	8-Jan-19	18-Dec-18	19-Dec-18
211	Cannabis Consumption Bylaw				18-Sep-18	18-Sep-18	2-Oct-18	19-Sep-18	20-Sep-18
210	Regional Assessment Review Board Bylaw		201		5-Jun-18	19-Jun-18	3-Jul-18	25-Jun-18	26-Jun-18
209	Tax Rate Bylaw 2018		203		15-May-18	15-May-18	5-Jun-18	25-Jun-18	17-May-18
208	Jasper Municipal Storage Lot Bylaw 2018		136		3-April-18	5-Jun-18	19-Jun-18	6-Jun-18	7-Jun-18
207	Supplementary Tax Bylaw 2018		200	214	16-Jan-18	16-Jan-18	6-Feb-18	17-Jan-18	17-Jan-18
206	Supplementary Assessment of Improvements 2018		199	213	16-Jan-18	16-Jan-18	6-Feb-18	17-Jan-18	17-Jan-18
205	Jasper Levy and Collection of Utility Fees		197	212	5-Dec-17	19-Dec-17	2-Jan-18	20-Dec-17	20-Dec-17
204	Jasper Rotation of Ballots 2017		169		4-Jul-17	4-Jul-17	18-Jul-17	5-Jul-17	6-Jul-17
203	Tax Rates 2017		202	209	4-Jul-17	4-Jul-17	18-Jul-17	5-Jul-17	6-Jul-17
202	Tax Rates 2017		194	203	16-May-17	16-May-17	30-May-17	16-May-17	19-May-17
201	Inter-Municipal Assessment Review Board		139	210	2-May-17	2-May-17	16-May-17	9-May-17	11-May-17
200	Imposition of Suppl. Tax		185	207	7-Feb-17	7-Feb-17	21-Feb-17	8-Feb-17	9-Feb-17
199	Suppl. Assess. of Improv.		184	206	7-Feb-17	7-Feb-17	21-Feb-17	8-Feb-17	9-Feb-17
198	ATCO 10 year agreement		77		20-Dec-16	21-Feb-17	7-Mar-17	27-Feb-17	28-Feb-17
197	Utilities Fees 2017		183	205	6-Dec-16	6-Dec-16	20-Dec-16	7-Dec-16	12-Dec-16

**MUNICIPALITY OF JASPER
BYLAW #215**

**BEING A BYLAW OF THE MUNICIPALITY OF JASPER IN THE PROVINCE OF ALBERTA TO
REGULATE THE BUSINESS USE OF SINGLE-USE ITEMS TO REDUCE THE CREATION OF
WASTE AND ASSOCIATED MUNICIPAL COSTS.**

WHEREAS pursuant to Section 7 of the *Municipal Government Act* (RSA 2000, cM-26), a Council may pass bylaws for municipal purposes respecting businesses, business activities and persons engaged in business;

AND WHEREAS the Council of the Municipality of Jasper wishes to reduce the quantity of single-use items entering the municipal waste stream;

AND WHEREAS the Council of the Municipality of Jasper wishes to promote responsible and sustainable business practices that are consistent with the values of the community;

NOW THEREFORE the Council of the Municipality of Jasper, in the Province of Alberta, duly assembled, enacts:

1. CITATION

1.1. This Bylaw may be cited as the "Single-Use Item Regulation Bylaw".

2. DEFINITIONS

2.1. In this Bylaw:

2.1.1. "Bylaw Enforcement Officer" means a person appointed by the Chief Administrative Officer as a Bylaw Enforcement Officer pursuant to the provisions of the *Jasper Municipal Enforcement Officer Bylaw #045*;

2.1.2. "Checkout Bag" means:

2.1.2.1 any bag that is intended for the purpose of transporting items received by a customer from a Business;

2.1.2.2 any bag that is used to package take-out food or food to be delivered; and

2.1.2.3 includes Paper Bags, Plastic Bags, and Reusable Bags.

2.1.3 "Business" means any person, organization, or group engaged in a trade, business, profession, occupation, calling, employment or purpose that is regulated under the *Business Licensing Bylaw* (#110) and, for the purposes of section 3, includes a person employed by, or operating on behalf of, a Business;

2.1.4 "Paper Bag" means a bag made out of paper and containing at least 40% of post consumer recycled paper content, and displays the words "Recyclable" and "made from 40% post-consumer recycled content" or other applicable amount on the outside of the bag;

2.1.5 "Plastic Bag" means any bag made with plastic, including biodegradable plastic or compostable plastic, but does not include a Reusable Bag;

2.1.6 "Reusable Bag" means a bag with handles that is:

2.1.6.1 intended to be used for transporting items purchased or received by a customer from a Business;

2.1.6.2 designed and manufactured to be capable of at least 100 uses; and

2.1.6.3 primarily made of cloth or other washable fabric.

3. REGULATION

3.1. Except as provided in this Bylaw, no Business may provide a customer with any of the following items:

3.1.1. Plastic Bag.

3.2. A Business may provide a Checkout Bag to a customer only if:

3.2.1. the customer is first asked whether they need a bag;

3.2.2. the bag provided is a Paper Bag or a Reusable Bag; and

3.2.3. the customer is charged a fee not less than:

3.2.3.1 \$0.15 per Paper Bag; and

3.2.3.2 \$1.00 per Reusable Bag.

3.3. No Business shall deny or discourage a customer from using their own Checkout Bag.

4. EXEMPTIONS

4.1. Section 3 does not apply to Plastic Bags used to:

4.1.1. package loose bulk items;

4.1.2. package loose small items;

4.1.3. contain or wrap frozen foods, meat, poultry, or fish, whether pre-packaged or not;

4.1.4. wrap flowers or potted plants;

4.1.5. protect prepared foods or bakery goods that are not pre-packaged;

4.1.6. contain prescription drugs received from a pharmacy; or

4.1.7. protect linens, bedding, large items of clothing or other similar large items that cannot easily fit in a Reusable Bag.

4.2. This bylaw does not apply to the sale of Plastic Bags intended for use at the customer's home or business, provided that they are prepackaged and sold in packages of multiple bags.

5. PENALTIES

- 5.1. Any Business who contravenes this Bylaw is guilty of an offence.
- 5.2. Any Business contravening provisions of this Bylaw shall be liable for penalties set out in Schedule "A" of this Bylaw.
- 5.3. A notice or form commonly called an Offence Ticket having printed wording approved by the Chief Administrative Officer may be issued by a Bylaw Enforcement Officer to any Business alleged to have breached any provision of this Bylaw, and the said notice shall require the payment to the Municipality of Jasper in the amount specified in this Bylaw or the regulations pursuant to the *Provincial Offences Procedure Act* (RSA 2000, cP-34), as amended.
- 5.4. An Offence Ticket shall be deemed to be sufficiently served:
 - 5.4.1. if delivered personally to the manager or the person apparently in charge of the Business premises or branch; or
 - 5.4.2. if sent by single registered mail to the registered office of the Business.
- 5.5. In lieu of prosecution, the Business named in the Offence Ticket may elect to voluntarily make payment to the Municipality of Jasper in the amount of the specified penalty.
- 5.6. If the payment specified in the Municipality of Jasper Offence Ticket is not paid in accordance with the terms and in the timeframe required by the ticket, a prosecution may be commenced for the alleged contravention of this Bylaw.

6. SEVERANCE

- 6.1. If any provision herein is adjudged by a Court of competent jurisdiction to be invalid for any reason, then that provision shall be severed from the remainder of this Bylaw and all other provisions of this Bylaw shall remain valid and enforceable.

7. COMING INTO EFFECT

- 7.1. This bylaw shall come into force and effect on January 1, 2020. Voluntary compliance is encouraged by July 1, 2019.

READ a first time this _____ day of _____, 2019

READ a second time this _____ day of _____, 2019

READ a third and finally passed this _____ day of _____, 2019

Mayor

Chief Administrative Officer

SCHEDULE A

Single-Use Item Regulation Bylaw Offences and Fines

Offence	Section	Fine	Fine if paid within 30 days
Selling or providing a Plastic Bag	3.1	\$100.00	\$75.00



INFORMATION REPORT

Subject: 2018 Restricted Funds Transfers

Prepared by: Natasha Malenchak

Reviewed by: Mark Fercho, Chief Administrative Officer
Christine Nadon, Legislative Services Manager
Kayla Byrne, Legislative Services Coordinator

Date: April 2, 2019

Recommendation:

- That Council receive, for information, an update on the restricted reserves transfers for the 2018 fiscal year.

Background:

- Transfers to and from restricted reserves are established and approved in the annual operating budget process. This report presents actual figures with the reserve transfers, which are completed in preparation for the 2018 annual financial statements.

Relevant Legislation:

- Policy B-012: Debt Reserve Limits

Strategic Relevance:

- Governance – Provide open, accountable and accessible government
- Fiscal Health – Enhance the municipal budget process

Attachment:

- 2018 Transfer of Restricted Reserves

**Municipality of Jasper
Restricted Reserves**

1/1/2018 12/31/2018

Account: 4-00-00-00-711			Restricted Funds-Recreation	Beginning Balance:	\$629,044.22		
Trx Date	Jrnl No.	Orig. Audit Trail			Debit		Credit
4/12/2018	187,318	GLTRX00051832	Transfer from Operating				\$292,194.00
12/31/2018	198,215	GLTRX00054178	Restricted Reserve Transfer to Capital 2018		\$475,771.49		
12/31/2018	198,284	GLTRX00054188	RFD 2018 Debenture expense to Restricted Reserve				\$114,275
				Ending Balance:			\$559,741.73

Account: 4-00-00-00-712			Restricted Funds - Staff Development	Beginning Balance:	\$3,565.54		
Trx Date	Jrnl No.	Orig. Audit Trail			Debit		Credit
				No transactions for this account			
				Ending Balance:			\$3,565.54

Account: 4-00-00-00-713			Restricted Funds -Fire	Beginning Balance:	\$364,300.74		
Trx Date	Jrnl No.	Orig. Audit Trail			Debit		Credit
4/12/2018	187,318	GLTRX00051832	Transfer from Operating				\$10,322.56
4/12/2018	187,318	GLTRX00051832	Transfer from Operating				\$93,786.96
7/11/2018	190,581	GLTRX00052576	Transfer from Operating				\$161,958.04
12/31/2018	198,215	GLTRX00054178	Restricted Reserve Transfer to Capital 2018		\$113,643.16		
12/31/2018	198,287	GLTRX00054191	Restricted Reserve Transfer to Capital 2018		\$1,045.00		
12/31/2018	198,339	GLTRX00054220	Adjustment for Credit Card purchase				292.95
				Ending Balance:			\$515,973.09

Account: 4-00-00-00-714			Restricted Funds - Administration	Beginning Balance:	\$1,249,485.02		
Trx Date	Jrnl No.	Orig. Audit Trail			Debit		Credit
4/12/2018	187,318	GLTRX00051832	Transfer from Operating				\$130,000.00
12/31/2018	198,120	GLTRX00054119	Transfer from Operating (Canada Day Surplus)				\$1,020.00
12/31/2018	198,215	GLTRX00054178	Restricted Reserve Transfer to Capital 2018		\$22,462.88		
				Ending Balance:			\$1,358,042.14

Account: 4-00-00-00-715			Restricted Funds - Computer Council	Beginning Balance:	\$0.00		
Trx Date	Jrnl No.	Orig. Audit Trail			Debit		Credit
4/12/2018	187,318	GLTRX00051832	Transfer from Operating				\$14,000.00
12/31/2018	196,763	GLTRX00053910	Restricted Reserve Transfer to Capital 2018		\$1,591.17		
				Ending Balance:			\$12,408.83

Account: 4-00-00-00-716			Restricted funds - Public Housing	Beginning Balance:	\$206,141.09		
Trx Date	Jrnl No.	Orig. Audit Trail			Debit		Credit
4/12/2018	187,318	GLTRX00051832	Transfer from Operating				\$4,572.89
4/12/2018	187,318	GLTRX00051832	Transfer from Operating				\$21,399.70
12/31/2018	198,117	GLTRX00054119	Restricted Reserve Transfer to Capital 2018		\$20,000.00		
				Ending Balance:			\$212,113.68

Account: 4-00-00-00-717			Restricted funds-Utilities	Beginning Balance:	\$1,026,331.18		
Trx Date	Jrnl No.	Orig. Audit Trail			Debit		Credit
4/12/2018	187,318	GLTRX00051832	Transfer from Operating				\$273,064.00
4/12/2018	187,318	GLTRX00051832	Transfer from Operating				\$35,959.67
4/12/2018	187,318	GLTRX00051832	Transfer from Operating				\$98,064.32
12/31/2018	198,215	GLTRX00054178	Restricted Reserve Transfer to Capital 2018		\$262,476.50		
12/31/2018	198,215	GLTRX00054178	Restricted Reserve Transfer to Capital 2018		\$135,015.73		
				Ending Balance:			\$1,035,926.94

Account: 4-00-00-00-718			Restricted funds - CFS	Beginning Balance:	\$35,064.00		
Trx Date	Jrnl No.	Orig. Audit Trail			Debit		Credit
4/12/2018	187,318	GLTRX00051832	Transfer from Operating				\$2,064.51
4/12/2018	187,318	GLTRX00051832	Transfer from Operating				\$2,064.51
4/12/2018	187,318	GLTRX00051832	Transfer from Operating				\$10,000.00
12/31/2018	198,215	GLTRX00054178	Restricted Reserve Transfer to Capital 2018		\$25,989.03		
				Ending Balance:			\$23,203.99

Account: 4-00-00-00-719			Restricted Funds - Winter Road Mtn	Beginning Balance:	\$50,000.00		
Trx Date	Jrnl No.	Orig. Audit Trail			Debit		Credit
				No transactions for this account			
				Ending Balance:			\$50,000.00

Account: 4-00-00-00-720			Restricted Funds-Library Construction	Beginning Balance:	\$111,911.57		
Trx Date	Jrnl No.	Orig. Audit Trail			Debit		Credit
4/12/2018	187,318	GLTRX00051832	Transfer from Operating				\$46,451.52
12/31/2018	198,215	GLTRX00054178	Restricted Reserve Transfer to Capital 2018		\$41,209.27		
				Ending Balance:			\$117,153.82

Account:	4-00-00-00-722			Election	Beginning Balance:	\$12,500.00		
Trx Date	Jrnl No.	Orig. Audit Trail					Debit	Credit
7/11/2018	190,582	GLTRX00052577		Transfer from Operating				\$3,667.00
					Ending Balance:			\$16,167.00

Account:	4-00-00-00-723			Restricted Funds - Cultural Support	Beginning Balance:	\$14,000.00		
Trx Date	Jrnl No.	Orig. Audit Trail					Debit	Credit
					No transactions for this account			
					Ending Balance:			\$14,000.00

Account:	4-00-00-00-728			Restricted funds-Parking Authority	Beginning Balance:	\$313,273.13		
Trx Date	Jrnl No.	Orig. Audit Trail					Debit	Credit
12/31/2018	196,762	GLTRX00053909		Transfer from Operating				\$92,390.04
					Ending Balance:			\$405,663.17

Account:	4-00-00-00-729			Restricted Funds-Health and Safety (WCB)	Beginning Balance:	\$31,268.87		
Trx Date	Jrnl No.	Orig. Audit Trail					Debit	Credit
					No transactions for this account			
					Ending Balance:			\$31,268.87

Account:	4-00-00-00-730			Hakone Visit	Beginning Balance:	\$0.00		
Trx Date	Jrnl No.	Orig. Audit Trail					Debit	Credit
7/4/2018	190,054	GLTRX00052455		Transfer from Operating				\$2,000.00
					Ending Balance:			\$2,000.00

Account:	4-00-00-00-749			EnvSer-Environmental Stewardship Restrict	Beginning Balance:	\$176,135.35		
Trx Date	Jrnl No.	Orig. Audit Trail					Debit	Credit
12/31/2018	198,119	GLTRX00054119		Transfer from Operating Surplus				\$25,803.00
					Ending Balance:			\$201,938.35

Account:	4-00-00-00-750			Restricted funds Environmental (Roads)	Beginning Balance:	\$233,438.13		
Trx Date	Jrnl No.	Orig. Audit Trail					Debit	Credit
4/12/2018	187,318	GLTRX00051832		Transfer from Operating				\$129,940.39
4/12/2018	187,318	GLTRX00051832		Transfer from Operating				\$10,322.56
12/31/2018	198,215	GLTRX00054178		Restricted Reserve Transfer to Capital 2018			\$48,914.45	
					Ending Balance:			\$324,786.63

Beginning Balance:	\$4,456,458.84	Ending Balance:	\$4,883,953.78
--------------------	----------------	-----------------	----------------

Municipality of Jasper **Strategic Priorities**

2018-2022



www.jasper-alberta.com



Table of Contents

Message from Mayor and Council	2
Community Vision	3
Council's Mission	4
Sustainability Plan and Council Priorities	4
Council's Strategic Priorities	5
Jasper's Municipal Mission	12

Message from Mayor and Council

Mayor and Council are pleased to share their Strategic Priorities for the years 2018-2022.

In the heart of Jasper National Park, the Municipality of Jasper is home to nearly 5,000 residents. With jurisdiction shared between a locally elected council and the Parks Canada Agency, the Municipality provides necessary services and facilities to its residents and to a large portion of the approximately 2.5 million annual visitors to Jasper National Park.

Since incorporation as a Specialized Municipality in 2001, the community has established a sound foundation for a sustainable future. Building on that foundation, we continue to examine and define evolving priorities in pursuit of our community's desired future. The strategic planning undertaken by successive Councils is key to advancing our primary objective of maintaining and enhancing community health.

Managing our vibrant and dynamic community involves balancing a broad range of competing priorities, all of which are important. The role of strategic planning is to elevate selected objectives to a higher priority to better advance the long-term vision of the Sustainability Plan, while concurrently and consistently maintaining focus on essential core areas of responsibility.

A unified approach – unified in goals and direction – has been adopted as the best way forward. Through organizational and fiscal health, positive, collaborative relationships, and clear communications, our overriding goal is to continue the confident pursuit of a robust and flourishing future for our community, guided always by the best interests of our residents.

The *Municipality of Jasper Strategic Priorities 2018-2022* is based on the five pillars of the *Jasper Community Sustainability Plan*, reflecting our community's aspirations for the future, and articulating our plan to help build that future.



Back Row (Left to Right): Councillor Rico Damota, Councillor Scott Wilson, Councillor Paul Butler, Councillor Bert Journault

Front Row (Left to Right): Councillor Helen Kelleher-Empy, Mayor Richard Ireland, Councillor Jenna McGrath

Community Vision

Jasper is a small, friendly and sustainable community set in the natural splendour of Jasper National Park.

Jasper is a community in which individual and collective actions respect and integrate the values of environmental stewardship, economic health, social equity, cultural vitality and participative governance.

Jasper residents value and promote quality services, affordability, eligible residency, controlled growth, and environmental responsibility. Community values emphasize the appreciation and preservation of Jasper's history, architectural scale and character.

Jasper is represented by locally-elected residents administering a form of municipal government designed and accepted by the community and Parks Canada. Planning and decision-making are characterized by a high degree of local participation which respects both community and National Park values and authorities.

Jasper is both a home to its residents as well a destination for visitors from across Canada and around the world drawn to experience Jasper National Park, part of a UNESCO World Heritage Site.

Jasper businesses and residents are essential partners in facilitating memorable visitor experiences.

Jasper is a leader in sound environmental practices and sustainable tourism. Residents and visitors respect the inherent value of Jasper National Park and accept and honour their environmental responsibilities.

Jasper offers accessible services and cultural amenities, lifelong learning opportunities, affordable housing and a safe and supportive living environment for all residents. Municipal taxes and land rent are fair and affordable, and municipal costs are equitably distributed among visitors, Parks Canada and the community. Seniors, families and young people are provided opportunities and encouragement to participate in the community and to remain in Jasper.

Jasper Community Sustainability Plan, September 2011

Richard Ireland
Mayor, Municipality of Jasper

Greg Fenton
Field Unit Superintendent

Council's Mission

Council's mission is to advance the community's vision and interests by:

- fostering positive relationships;
- responsibly managing municipal finances and assets (through committed adherence to the municipal Asset Management Plan); and
- delivering municipal service levels effectively, efficiently and affordably.

Sustainability Plan and Council Priorities



The 2011 *Jasper Community Sustainability Plan* (JCSP) was an exciting first – the first fully integrated planning tool addressing the five pillars of community sustainability: economy; culture; society; environment; and governance. For the first time in Jasper's history, a community plan was completed jointly by the Municipality of Jasper and Parks Canada – a tangible demonstration of community collaboration focused on our future.

Extensive community engagement, professionally compiled and consolidated, resulted in a Plan reflecting our community's expression of its chosen path to its preferred future.

A community sustainability plan serves as a common touchstone for concerted, collaborative action directed toward the achievement of shared community goals. Council's Strategic Priorities for 2018-2022 remain grounded in the *Jasper Community Sustainability Plan* and continue to reflect the commitment of the previous Council to enhancing community health and well-being, and promoting equity and inclusion.

Council's Strategic Priorities

Council's aspiration is the continued enhancement of Community Health within the framework of the effective, efficient and fiscally responsible provision of municipal services.

To achieve that aspiration, Council has identified six priority areas on which to focus its efforts during the next four years.



Governance and Social Equity

Affirming the continuing provision of good governance, reflecting responsible, representative democracy at the local level, reinforcing openness, transparency and accountability, promoting equity, inclusion and respect in municipal administration and service provision throughout the community, Council will:

- Seek out and pursue alternate sources of revenue;
- Allocate expenses equitably among and between taxpayers, service users and visitors;
- Pursue the development of an equitable and representative regulatory framework for Land Use, Planning and Development with Parks Canada;
- Develop and nurture mutually beneficial relationships and partnerships at the federal, provincial, local and international level to enhance community health and address issues and opportunities including:
 - eligible residency;
 - seniors and mobility-challenged transportation;
 - sister-city relationships;
 - seniors' housing; and
 - economic issues.
- Improve communication and information sharing with the community through:
 - implementation of the Wayfinding and Signage Guidelines; and
 - development and implementation of a strategic communications plan.



Housing



Dedicated to improve and expand the supply of housing in Jasper, focused on greatest need, affordability and health and safety, Council will:

- Turn sod on at least one Community Housing Project while:
 - continuing to work with the Alberta Rural Development Network on developing the Connaught Drive project;
 - undertaking pre-development work on the 'church' properties initiative; and
 - assessing and exploring the potential for acquiring or developing municipal staff housing.
- Establish and define roles and responsibilities of stakeholders including:
 - Jasper Community Housing Corporation;
 - Municipality of Jasper administration;
 - Municipal Council;
 - Parks Canada; and
 - Private Sector.
- Encourage the provision of staff housing by institutional leaseholders including:
 - RCMP;
 - Municipality of Jasper;
 - Grande Yellowhead Public School Division; and
 - Parks Canada.
- Advance toward acquisition of Land Use, Planning and Development authority to create a Municipal Development Plan to encourage densification, infill and staff housing.



Organizational Health

Striving to improve the organizational health of the Municipality of Jasper by fostering Council-Staff relationships and enhancing operational effectiveness, efficiency, responsiveness and adaptability, Council will:

- Review and evaluate committee and board roles, structures and responsibilities;
- Formalize a budget process strategy which may include:
 - annual budget process timelines;
 - presentation of department business plans outlining levels of service and value for money;
 - zero-based budgeting; and
 - consistency of information between departments.
- Conduct a review of recreation and cultural programming, services and opportunities to inform decision making regarding municipal offerings and facilities and to guide capital and operational expenditures;
- Foster enhanced Council-Staff relationships by:
 - maintaining a focus on a healthy organizational culture;
 - confirming mutual expectations; and
 - striving for equity in process and support between and among departments.
- Develop or acquire more housing for municipal staff.



Economic Health and Fiscal Equity

Focused on sustaining community economic health and vitality, and committed to enhancing equity in fiscal management, Council will:

- Maintain a commitment to asset management and the Asset Management Plan;
- Continue to support tourism and economic development, including support of the establishment of a culinary school, and confirm an economic development strategy with community partners;
- Pursue equitable allocation of costs between the community and visitors and among community rate-payers by:
 - expanding visitor user fees where feasible;
 - working with senior levels of government to appropriately share revenues and expenses; and
 - maintaining a focus on visitor experience.
- Advance and improve fairness and equity in taxation including:
 - reviewing the commercial-residential tax rate split;
 - reviewing taxation of commercial uses of institutional and residential properties;
 - continuing to lobby for fairness and equity in the Alberta School Foundation Fee as it applies to Jasper; and
 - continuing to work towards fairness and transparency in the property assessment process.
- Where appropriate, improve equitable distribution of municipal service costs and ease the tax burden through implementation of user fees, including:
 - business licences;
 - utility fees;
 - environmental service fees; and
 - facility fees.



Environmental Responsibility

Aspiring to providing leadership at the municipal level, and promoting environmental stewardship at the community level, Council will:

- Review municipal operations, services and facilities to identify and integrate, where feasible, best environmental stewardship values and practices;
- Pursue waste management initiatives including:
 - waste reduction and diversion;
 - equity in waste management and water fees; and
 - review of garbage, sewer, recycling and composting programs.
- Improve communication, awareness and use of municipal waste services and programs, including cardboard recycling and grease traps;
- Continue engagement in regional waste management initiatives through the West Yellowhead Regional Waste Management Authority;
- Include *Towards Zero Waste* as a requirement for all events managed or permitted by the Municipality of Jasper;
- Develop and implement a single-use plastic reduction bylaw;
- Foster and support environmental initiatives, including:
 - cycling, walking and other forms of non-motorized transportation;
 - electric vehicles;
 - public transportation;
 - Dark Sky initiatives; and
 - food sustainability.



Public and Community Safety



Committed to improving public safety and security, emergency preparedness and response, and community resiliency, Council will:

- Encourage and support staff and Council with training, resources and equipment for enhanced emergency readiness;
- Build on our positive relationship with Parks Canada in continuing and expanding FireSmart initiatives and forest fuel reduction programs to mitigate wildfire risk;
- Work with government and corporate partners to continually maintain, update and improve the comprehensive Municipal Emergency Management Plan, and to develop a disaster recovery framework;
- Conduct a policy-level review of bylaw implementation, compliance and enforcement practices;
- Review and implement traffic flow measures including reduced speed limits as necessary; and
- Continue to build a local emergency communications program.

Jasper's Municipal Mission

With a population of nearly 5,000 residents, the Municipality of Jasper is the recognized service centre for Jasper National Park, providing services and infrastructure to host many of the approximately 2.5 million annual visitors to Canada's largest mountain national park.

Jasper is also our home. We're proud of our community. It's where we raise our families, where our children go to school, where our seniors retire. We have softball leagues, swim teams, curling leagues, cycle clubs, minor sports, old-timer's hockey, youth gymnastics and the dozens of other activities which form the fabric of vibrant and living communities across Canada.

We're proud, too, of our community facilities: our museum, daycare, parks, swimming pool, fitness centre, recreation complex, and library and cultural centre.

Council has proclaimed Jasper to be a Welcoming and Inclusive Community and has committed to making decisions through the lens of inclusion, keeping the interests of the community as a whole in mind, and advancing basic respect, truth and human dignity.



Municipality of Jasper Mission Statement

To provide open, honest and accountable government to the residents of Jasper.



REQUEST FOR DECISION

Subject:	Operating Budget 2019
Prepared by:	Natasha Malenchak
Reviewed by:	Mark Fercho, CAO Christine Nadon, Legislative Services Manager
Date – Discussion:	External Municipal Requests, November 27, 2018 (Committee of the Whole) Public Budget Presentations, November 27 and 28, 2018
Date – Notice:	December 4, 2018 (Interim)
Date – Additional Discussion:	December 11 & 18, 2018 (Interim), January 22, 29, February 5, 12, 19, 26 and March 12 and 19, 2019
Date – Decision:	April 2, 2019

Recommendation:

- That Council approve the base 2019 Operating Budget as presented on April 2 including the WCB increase, \$15,000 for Habitat for the Arts, Option (A, B, C or D) for the Recreation debenture first year principal and interest (contingency) payment, for a tax increase of _____% over 2018.
 - Potential additions to this motion include environmental program funding or any other amount set through an amending motion approved by Council.

Options:

- Approve, modify or not approve the base 2019 Operating Budget as presented including WCB
- Select an option for the Recreation Debenture 1st year principal and interest (contingency) payments.
- Propose and vote on amending motions for additional internal and external asks:
 - Administration – Part time to Full time position (\$25,000=0.33%)
 - Environmental Stewardship Program Funding – (\$58,000=0.77%)
 - Jasper Yellowhead Museum and Archives Request – (additional \$50,000=0.66%)
 - Jasper Municipal Library – (additional \$16,000=0.21%)
 - Habitat for the Arts – (\$20,000=0.26%)
 - Habitat for the Arts Lease – (\$22,000=0.29%)

Background:

As per the Municipal Government Act, section 242, Council must adopt an operating budget for each calendar year. Alberta municipalities are required to adopt operating (s. 242) and capital (s. 245) budgets for each calendar year and can adopt an interim operating budget for part of a calendar year. The interim operating budget allows Administration to continue with regular municipal business while Council discusses the proposed operating budget, which should be adopted by March 30 to allow sufficient time for the preparation of the tax rates bylaw and related documents, including tax notices to residents.

Relevant Legislation:

- Municipal Government Act (RSA 2000, cM-26) s. 242

Strategic Relevance:

- Governance – Provide quality municipal services to the community
- Governance – Provide open, accountable and accessible government
- Fiscal Health – Enhance the municipal budget process

Financial:

Approval of the operating budget will allow the finance department to input the 2019 budget values in the municipal accounting software.

Attachments:

- 2019 Summary of Budget Options (April 2, 2019 version)
- Other Internal and External Requests (April 2, 2019 version)



2019 Summary of Changes

BASE BUDGET		\$251,302 (3.3%) *incl. WCB	\$251,302 (3.3%) *incl. WCB	\$251,302 (3.3%) *incl. WCB	\$251,302 (3.3%) *incl. WCB	\$251,302 (3.3%) *incl. WCB
Habitat		\$15,000 (0.2%)	\$15,000 (0.2%)	\$15,000 (0.2%)	\$15,000 (0.2%)	\$15,000 (0.2%)
Total		\$266,302 (3.5%)	\$266,302 (3.5%)	\$266,302 (3.5%)	\$266,302 (3.5%)	\$266,302 (3.5%)
Arena, Aquatic and Activity Centre Debenture request			Option A	Option B	Option C	Option D
Amount		4.4 Million	3.4 Million	2.4 Million 1.0 Million	3.4 Million	3.4 Million
Term		25 Years	25 Years	25 Years 15 Years	20 Years	15 Years
Interest Rate		3.454%	3.132%	3.132% 2.872%	2.93%	2.872%
Debenture Payment Decrease/Increase		(\$91,069/\$7,620,143) =1.19%	(\$77,699/\$7,620,143) =1.01%	(\$53,154/\$7,620,143) =0.69%	(\$48,976/\$7,620,143) =0.64%	(\$5,753/\$7,620,143) =0.07%
Debenture Impact on Municipal Tax		<u>1.19%</u>	1.19-1.01 = <u>0.17%</u>	1.19-0.69 = <u>0.5%</u>	1.19-0.64 = <u>0.55%</u>	(1.19+0.07) = <u>1.26%</u>
Interest Income Increase Adjustment			\$31,000	\$31,000	\$31,000	\$31,000
Interest Income Impact			<u>(0.41%)</u>	<u>(0.41%)</u>	<u>((0.41%)</u>	<u>(0.41%)</u>
Total		(3.5%+1.19%) = 4.69%	(3.5%+0.17%-0.41%) = 3.26%	(3.5%+0.5%-0.41%) = 3.59%	(3.5%+0.55%-0.41%) = 3.64%	(3.5%+1.26%-0.41%) = 4.35%



Municipality of Jasper
Other Internal and External Requests (April 2, 2019 version)

Other Internal Request						
Administration, part time to full time request	\$25,000(0.33%)	0.33%	0.33%	0.33%	0.33%	0.33%
Environmental Stewardship Program Funding	58,500 (0.77%)	0.77%	0.77%	0.77%	0.77%	0.77%
Total Internal Requests		(0.33%+0.77%) =1.1%	(0.33%+0.77%) =1.1%	(0.33%+0.77%) =1.1%	(0.33%+0.77%) =1.1%	(0.33%+0.77%) =1.1%
Total		(4.69%+1.1%)=5.79%	(3.26%+1.1%)=4.36%	(3.59%+1.1%)=4.69%	(3.64+1.1%)=4.74%	(4.35%+1.1%)=5.45%
Jasper Yellowhead Museum & Archives Request	2018 budget \$49,000 + increase request of \$50,000 (0.66%)	0.66%	0.66%	0.66%	0.66%	0.66%
Jasper Municipal Library	2018 budget \$190,000 + increase request of \$16,000 (0.21%)	0.21%	0.21%	0.21%	0.21%	0.21%
Habitat	2018 budget \$0 + increase request of \$20,000 (0.26%)	0.26%	0.26%	0.26%	0.26%	0.26%
Habitat Lease	2018 budget \$0 + increase request of \$22,000 (0.29%)	0.29%	0.29%	0.29%	0.29%	0.29%
Total External Requests	\$108,000 (1.42%)	1.42%	1.42%	1.42%	1.42%	1.42%

Municipality of Jasper

List of recommendations
Regular meeting, Tuesday, April 2, 2019



Additions to agenda

BE IT RESOLVED that council agree to add/delete the following items to today's regular meeting agenda:

Approval of agenda

BE IT RESOLVED that council approve the agenda for the regular meeting of Tuesday, April 2, 2019 as presented.

Approval of minutes

BE IT RESOLVED that council approve the minutes of the March 19, 2019 regular Council meeting as presented.

Single-Use Item Regulation Bylaw – 1st reading

BE IT RESOLVED that council read, for the first time, Bylaw #215: Single-Use Item Regulation, being a bylaw of the Municipality of Jasper in the province of Alberta to regulate the business of single-use items to reduce the creation of waste and associated municipal costs.

Municipality of Jasper Strategic Priorities 2018-2022 – waiver of notice

BE IT RESOLVED that council waive the two-week notice period to make a decision on the Municipality of Jasper Strategic Priorities 2018-2022.

Municipality of Jasper Strategic Priorities 2018-2022

BE IT RESOLVED that council approve the Municipality of Jasper Strategic Priorities 2018-2022 as presented.

Operating Budget 2019

BE IT RESOLVED that council approve the base 2019 Operating Budget as presented on April 2 including the WCB increase, \$15,000 for Habitat for the Arts, Option (A, B, C or D) for the Recreation debenture first year principal and interest (contingency) payment, for a tax increase of _____% over 2018.

Potential additions to this motion include environmental program funding or any other amount set through an amending motion approved by Council.

Adjournment

BE IT RESOLVED that, there being no further business, the regular meeting of April 2, 2019 be adjourned at _____.