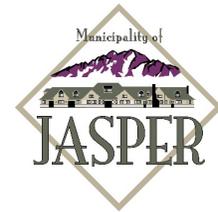


MUNICIPALITY OF JASPER
REGULAR COUNCIL MEETING AGENDA

Date: February 5, 2019 | Time: 1:30 p.m.

Place: Jasper Library and Cultural Centre, Council Chambers



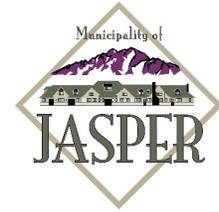
- 1 CALL TO ORDER**
- 2 APPROVAL OF AGENDA**
 - 2.1 Regular meeting agenda, February 5, 2019 attachment
- 3 APPROVAL OF MINUTES**
 - 3.1 Regular meeting minutes, January 22, 2019 attachment
- 4 PRESENTATIONS**
 - 4.1 The West Yellowhead Community Violence Threat Risk Assessment and Intervention Protocol
Presented by Crystal Virtanen and Karen Shipka (GYPSD) attachment
- 5 BUSINESS ARISING FROM PREVIOUS MINUTES**
- 6 DEPARTMENT REPORTS**
 - 6.1 Community and Family Services
- 7 BYLAWS**
 - 7.1 Bylaw Summary attachment
 - 7.2 Bylaw #213 Supplementary Assessment of Improvements 2019 – 3rd reading attachment
 - 7.3 Bylaw #214 Supplementary Tax Bylaw 2019 – 3rd reading attachment
- 8 REQUESTS FOR DECISION**
 - 8.1 RFD – Studded Bicycle Tire Rebate attachment
 - 8.2 RFD – Policy F-012: Proclamation, Letter of Support, Flag Raising Request attachment
 - 8.3 RFD – 2019 Capital Budget Parking Lot Items (Operations) attachment
 - 8.4 RFD – 2019 Capital Budget Parking Lot Items (Culture and Recreation) attachment
- 9 INFORMATION ITEMS**
 - 9.1 Culture and Recreation Operating Budget attachment
- 10 CORRESPONDENCE FOR INFORMATION, CONSIDERATION OR ACTION**
 - 10.1 Supporting a single-use plastic bag ban – Kirsten Schmitten attachment
- 11 OTHER NEW BUSINESS**
- 12 COUNCILLOR REPORTS**
- 13 UPCOMING EVENTS**

Feb.12: Intergovernmental forum, Rotary Room, 1:30-4:30 pm
Feb.20: NETMA, Jasper Legion, 5-7 pm
Feb.21: Friends of Jasper Childcare Society Storytelling Fundraiser, Downstream, 5:30 pm
- 14 IN CAMERA**
 - 14.1 Deliberative Matter: Strategic Planning Session – FOIP, S. 29

MUNICIPALITY OF JASPER
REGULAR COUNCIL MEETING AGENDA

Date: February 5, 2019 | Time: 1:30 p.m.

Place: Jasper Library and Cultural Centre, Council Chambers



15 ADJOURNMENT

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

Municipality of Jasper
Regular Council Meeting Minutes
Tuesday, January 22, 2019 | 1:30 p.m.
Council Chambers, Jasper Library & Cultural Centre

- Present** Mayor Richard Ireland, Deputy Mayor Paul Butler, Councillors Rico Damota, Jenna McGrath, Bert Journault, Scott Wilson and Helen Kelleher-Empey
- Also present** Mark Fercho, Chief Administrative Officer
Christine Nadon, Legislative Services Manager
Martha Fleming, Human Resources Manager
Janet Cooper, Environmental Stewardship Coordinator
Kathleen Waxer, Director of Community and Family Services
Yvonne McNabb, Director of Culture and Recreation
Natasha Malenchak, Director of Finance and Administration
Rob Olson, Outdoor Hockey Rink Presenter
Rena O’Brien, Outdoor Hockey Rink Presenter
Fuchsia Dragon, the Fitzhugh
- Call to order** Mayor Ireland called the meeting to order at 1:30 pm.
- Additions to Agenda 09/19** MOTION by Councillor Journault – BE IT RESOLVED that council add the following item to today’s agenda:
-14.4 in camera – personnel matter
- | | | |
|---------------|---------------|---------|
| FOR | AGAINST | |
| 7 Councillors | 0 Councillors | CARRIED |
- Approval of agenda #10/19** MOTION by Councillor Wilson – BE IT RESOLVED that council approve the agenda for the regular meeting of Tuesday, January 22, 2019 as amended.
- | | | |
|---------------|---------------|---------|
| FOR | AGAINST | |
| 7 Councillors | 0 Councillors | CARRIED |
- Approval of regular minutes #11/19** MOTION by Councillor Kelleher-Empey – BE IT RESOLVED that council approve the minutes of the January 8, 2019 regular council meeting as presented.
- | | | |
|---------------|---------------|---------|
| FOR | AGAINST | |
| 7 Councillors | 0 Councillors | CARRIED |
- Outdoor Hockey Rink Proposal** Local resident and business owner Rob Olson presented an outdoor hockey rink proposal to council. Councillors thanked Mr. Olson for his presentation and indicated that although the proposal would require a more detailed cost analysis, the initiative should be considered as part of the upcoming culture and recreation services and facilities review.

Business Arising	In response to a question from Councillor McGrath, Mrs. Cooper indicated she is working on stakeholder engagement for the single use plastic ban before returning to council with further information to consider.		
Bylaw summary	Council received a summary of bylaws currently in force and those in various stages of readings in the Municipality.		
Bylaw #213 – 1 st reading #12/19	MOTION by Councillor Damota – BE IT RESOLVED that Council read, for the first time, Bylaw #213 – Supplementary Assessment of Improvements 2019, being a bylaw of the Specialized Municipality of Jasper in the province of Alberta, to authorize the supplementary assessment of improvements for the taxation year 2019.		
	FOR 7 Councillors	AGAINST 0 Councillors	CARRIED
Bylaw #213 – 2 nd reading #13/19	MOTION by Councillor Damota – BE IT RESOLVED that Council read, for the second time, Bylaw #213 – Supplementary Assessment of Improvements 2019, being a bylaw of the Specialized Municipality of Jasper in the province of Alberta, to authorize the supplementary assessment of improvements for the taxation year 2019.		
	FOR 7 Councillors	AGAINST 0 Councillors	CARRIED
Bylaw #214 – 1 st reading #14/19	MOTION by Councillor Journault – BE IT RESOLVED that Council read, for the first time, Bylaw #214 – Supplementary Tax Bylaw 2019, being a bylaw of the Specialized Municipality of Jasper in the province of Alberta, to authorize the imposition of a supplementary tax for the taxation year 2019.		
	FOR 7 Councillors	AGAINST 0 Councillors	CARRIED
Bylaw #214 – 2 nd reading #15/19	MOTION by Councillor Damota – BE IT RESOLVED that Council read, for the second time, Bylaw #214 – Supplementary Tax Bylaw 2019, being a bylaw of the Specialized Municipality of Jasper in the province of Alberta, to authorize the imposition of a supplementary tax for the taxation year 2019.		
	FOR 7 Councillors	AGAINST 0 Councillors	CARRIED
RFD – Policy E-007 #16/19	MOTION by Deputy Mayor McGrath – BE IT RESOLVED that Council approve Policy E-007: Local Authorities Pension Plan as presented.		
	FOR 6 Councillors	AGAINST 1 Councillor (Councillor Damota)	CARRIED

Notice – Studded Tire Rebate	Council gave notice that a request for decision regarding a studded bicycle tire rebate program will return at the next regular meeting. Councillors discussed program administration, business equity, and supporting active transportation generally. The matter will also return for discussion at the next committee of the whole meeting.
Notice – Policy F-012	Council gave notice that a request for decision regarding Policy F-013: Proclamation, Letter of Support and Flag Raising Request will return at the next regular meeting. Councillors discussed internal and external letter of support requests as well as authority for approvals.
Recess	Mayor Ireland called a recess from 3:03 pm to 3:14 pm.
Information Items: 2019 Budget Discussion and Decision Schedule	Administration provided council with a 2019 budget discussion and decision schedule.
CFS Operating budget	Council inquired about the impact of new external funding on staff capacity and related increases to the municipally funded part of the department; additional explanations around the increase in administrative assistant position; and why costs were reallocated to different areas of the CFS budget.
Correspondence: Health Advisory Council	Council received notice the Tamarack Health Advisory Board is recruiting new members.
Nominations for the Alberta Order of Excellence	Council received notice the province is seeking nominations for the Alberta Order of Excellence.
FCM 2019 Conference Registration	Council received notice registration for the annual FCM conference is now open. Councillors were informed hotel rooms are booked and they have to register themselves.
AMPPE 2019 membership	Council received a request to renew its annual Association for Mountain Parks Protection and Enjoyment (AMPPE) membership. Council agreed to renew the membership; and suggested inviting AMPPE to make a presentation to council, showcasing how the AMPPE mandate relates to the Municipality of Jasper.
Councillor reports	Deputy Mayor McGrath will attend CFS' community conversations. Councillors Kelleher-Empey and Wilson attended a Community Futures meeting; and will attend a Community Futures meeting in March, where members from the MD of Greenview will be appointed.

Councillor Butler sat in on a conference call for the Evergreens Foundation. The intent of the call was to define the scope of a substantial expansion of the Pine Valley Lodge in Hinton. A decision was not made during the call. Councillor Butler would like to discuss the Evergreens Foundation's strategic plan at the next committee of the whole meeting.

Upcoming events Council received a list of upcoming events.

In Camera #17/19 MOTION by Councillor Butler – BE IT RESOLVED that Council move in camera at 4:29 pm to discuss agenda items 14.1, 14.2, 14.3 and 14.4.

Recess Mayor Ireland called a recess from 4:29 pm to 4:35 pm.

Revert to open meeting #18/19 MOTION by Councillor Butler – BE IT RESOLVED that council revert to open meeting at 5:47 pm.

FOR	AGAINST	
7 Councillors	0 Councillors	CARRIED

Adjournment #19/19 MOTION by Councillor Wilson – BE IT RESOLVED that, there being no further business, the regular meeting of January 22, 2019 be adjourned at 5:47 pm.

FOR	AGAINST	
7 Councillors	0 Councillors	CARRIED

Mayor

Chief Administrative Officer



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
<p>Examples of high-risk behaviors addressed include but are not limited to:</p> <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
<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	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. 	
Stage 1 VTRA Process	Notes
<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 <u>never</u> 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	<p align="center">Step Eight – Determination of Risk (School Based VTRA Team) High Profile Incidents – RCMP VTRA Member</p>

	<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. Traumatologically Open d. Traumatologically 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"> • (HTS) Human Target Selection? • (SS) Site Selection? • Does it denote a significant increase in BASELINE behavior? 	
<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.



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

February 5, 2019

Submitted by: Kathleen Waxer, Director

Reporting period: November and December 2018

Community and Family Services

New Horizons for Seniors: A proposal was submitted in January after discovering a potential grant that supports the development and implementation of collaborative approaches to increase the social inclusion of seniors. At our Senior CAT meetings, it has been identified that there has been a lack of programming and services for the social inclusion of seniors. Social inclusion can be defined as the ability to fully participate in, contribute to and benefit from all aspects of society.

Emergency Services Forum: In December, I attended the Emergency Services Forum with Greg Van Tighem, which for the first time had an emergency social services stream. While there, I made connections with the newly established Provincial Emergency Social Services (PESS) division. Through that connection, Jasper will now be a pilot community for PESS' online registration system, which would allow self-sufficient evacuees to register themselves, rather than having to appear at a reception centre. This brand-new system will replace the carbon copy card system that was developed by the federal government in the 60s. PESS is continuing to work closely with our department in ensuring that our emergency social services plan is state of the art and of the appropriate scale for our community.

Emergency Social Service Plan: Significant progress was achieved in the development of an ESS plan that is appropriately scaled to Jasper's needs. Through this process, I have learned that the plan will never truly be complete; as PESS evolves, so too will we. An ESS readiness workplan was developed for 2019. It includes a schedule for volunteer recruitment, staff and volunteer training, and the development of memorandums of understanding with businesses and nearby communities. Our workplan was guided by advice from our counterparts in Wood Buffalo and from PESS.

Professional Development: The Community Outreach team, Community Development and Community and Family Services staff travelled to Banff to meet the Town of Banff's Family and Community Support Services team and to share insights into the work that is done in our national park communities. The two-day trip was an opportunity for staff to meet their counterparts, to learn about what is working well in each community and to discuss common challenges. The trip was also a tremendous team building opportunity.

Community Development – November and December 2018

Santas Anonymous Program: In 2018, the program supported 70 local families (more than 200 individuals) with gifts and holiday food. The funding for the program came from fundraisers, events and donations. This long-standing program of the Jasper Community Team Society (JCTS) received an overhaul in 2018. All of the marketing materials, as well as administrative processes were revamped and brought up to date by the Community Development team to ensure the JCTS will be able to hire a contractor to run the program in 2019 with consistent branding, inclusive communications, low impact (less plastic packaging and more sustainable materials), confidential, locally-focused and engaging for the community at large. This year saw an increase in giving and volunteer participation from local residents and the business community. Volunteers and recipients were surveyed and provided positive feedback about the program and its changes.

Coordinated Community Response to Elder Abuse: With funding from the Government of Alberta - Seniors and Housing, community conversations (CAT) were held to discuss elder abuse in our community, an elder abuse prevention brochure was created and a member of the Seniors Collaborative Action Team was certified in Mental Health First Aid Seniors. Training is also being organized for 2019 to help front-line professionals in identifying elder abuse and empowering them with resources so they are able to refer people to the existing supports and services that exist in the community.

Currently, we are undertaking an environmental scan to see how other communities address home support needs after concerns were raised at the CAT and by seniors themselves that there is a need for support in the home, as well as a need for supports for caregivers.

A final report on the overall project will be submitted to the funder March 1.

Capacity Building for Community Coalitions: CFS received \$5,000 in grant funding from Alberta Health Services – Addictions and Mental Health to provide learning opportunities and training relating to addictions and mental health, as well as to increase engagement in the Collaborative Action Teams. With the funding, lunch and learns will be organized and offered to the community. Topics may include anything from living with anxiety to identity and mental health, or the fentanyl crisis in Alberta.

Community Foundation Fund: A research project was undertaken to determine the steps required for setting up a Community Foundation. This work was completed and a comprehensive report was written. The next step will be to gauge public interest in taking on the work of developing a Community Foundation.

Welcoming and Inclusive Communities: With \$10,000 in funding from the Human Rights, Education and Multicultural Fund (HREM), CFS has been engaging municipal staff in assessing the municipality’s level of inclusivity. This has been done through short surveys conducted by the Community Development Coordinator. Work is also being done with HR to develop a Diversity Statement, relating to employee recruitment, as well as with the Aquatic Centre to designate a washroom for all genders, including creating new signage.

A landing page is also being developed on the municipal website to highlight the work that Jasper is doing to foster a welcoming and inclusive community, as well as to provide residents with information about how they can do their part to make the community welcoming and inclusive. On that webpage there will also be a short Jasper-specific video that was produced to promote inclusion. To further work on the Welcoming and Inclusive Communities grant, a WIC Committee will be formed. Anyone interested is invited to join the committee. An email will circulate with further information.

Rural Mental Health Project: In December, CFS received \$4,000 in funding from the Canadian Mental Health Association to train local facilitators to improve mental health outcomes by building local capacity and local coalitions. Community Development Manager Lisa Riddell will be taking four days of in-person training and 10-hours of online training, and she then local conversations to build understanding of mental health, mental illness and mental wellness and to support collaborative community direction setting and decision making.

Community Conversations:

- **Early Childhood CAT:** The group continues to problem solve around the lack of licensed, agency-approved day homes in Jasper.
- **School-Age CAT:** The group has noted an increase in Fitness and Aquatic centre usage since the free passes were granted by Council starting in September 2019. Youth and teens seem to be using the fitness centre and climbing wall more. The Aquatic Centre noted more newcomer families utilizing the pool after having become aware that their children ages 0-17 get a free pass.
- **Adult CAT:** The group continues to problem solve around the issue of people not knowing what they can get involved in when it comes to recreation/clubs/organizations.
- **Senior CAT:** The group continues to problem solve around the lack of programs and supports for seniors (including light housekeeping and home visitation) and the challenge of engaging older adult males in recreation and program opportunities that already exist in Jasper.

Funding Applications:

Potential Funder:	For what	Amount	Submitted	Response to which issue cited by CATs:
Family and Community Safety Program	Increasing trauma-informed training in Jasper	\$250,000	Dec 2018	To address increased mental health issues in school-aged children.
Aging Well in Community	Seniors Outreach and Community Development	\$99,000	Dec 2018	Need for support for seniors in town.
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.

Newcomer Services – November and December 2018

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. Over the final three months of 2018, the Jasper Immigration Coalition was active on several fronts:

- Reintroducing language instruction for Newcomers to Canada (LINC) to Jasper: The Government of Canada funds LINC ESL classes to assist newcomers in adjusting to life in Canada by improving their English language skills and sharing information about Canadian culture, society and systems. The classes had been available in Jasper in the past, but ceased several years ago. The Jasper Immigration Coalition was informed by a manager in a local hotel that several newcomers were planning to leave Jasper so that they could attend LINC classes in the city. The JIC then began working with Norquest College to reintroduce the classes in Jasper. LINC classes began again in January 2019 with a current enrollment of 12 students. Most of the employees who had been planning to leave Jasper stayed and enrolled in the classes.
- The final quarter of 2018 saw significant activity in the research phase of the Jasper Immigration Coalition's work. The coordinator of the JIC concluded in-depth interviews with more than 50 newcomer households, surveyed local businesses, and analyzed statistical data from the Canadian household census and other sources. A research report will be completed in early 2019.
- The Jasper Immigrant and Refugee Advisory group (a sub-committee of the JIC) met in December 2018 to discuss the challenges and benefits of settling in Jasper. Conversations such as this help set the direction for Newcomer Services in Jasper and for the Local Settlement Strategy that the JIC will produce in 2019.
- The Jasper Immigration Coalition coordinator travelled to Montreal to attend the Pathways to Prosperity Conference. The conference is one of the largest gatherings of settlement practitioners and academics in Canada and has a full-day workshop for Local Immigration Partnership program coordinators. It is a valuable opportunity to learn about settlement initiatives and strategies across the country.

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. During the final quarter of 2018, Settlement Services was engaged in numerous activities, including:

- Providing direct settlement services to 49 unique clients between October and December, including 32 unique clients receiving needs assessment and referrals services, 42 unique clients receiving information and orientation services and 11 unique clients receiving community connections services.
- The Settlement Worker in Schools programming continued through this period with the Settlement Worker spending one full day per week split between the Jasper Junior/Senior High School and the Jasper Elementary School. The primary function of the Settlement Worker in Schools program is to assist newcomer parents in navigating the school system, to support school staff in addressing the specific needs of newcomer students and to create an easy point of contact for newcomers who may wish to access Settlement Services. The Settlement Worker also facilitates a newcomer student club called Newcomers in Action.
- The Mosaic Mondays language exchange program began on November 15. Mosaic Mondays is a program where a fluent English speaker shares a brief talk about a topic of their choosing and participants then discuss that topic from the perspective of the different culturally-specific practices around it. It takes place at the Municipal Library every Monday evening.

Community Outreach Services – November and December 2018

One-on-One Supports: Community Outreach Services has six lifestage-focused Outreach Workers. In the last quarter of 2018, the Outreach team met with and provided support to 84 unique clients. Of those 84 clients, 58 had mental health as a cited issue and 10 had addiction as a cited issue.

Parent Link: November kicked off the beginning of the Parent Link Indoor Play Group at the Jasper Activity Centre. On Tuesday and Thursday mornings, all winter long, the multi purpose hall is transformed into a gross motor play area for children and their parents. Also hosted in this space was Parent Link's Annual Christmas Party. This year it brought out nearly 100 community members (parents and children) for an opportunity to enjoy Christmas treats, dance, craft, play games, meet their peers and to have their pictures taken with Santa Claus. Other Parent Link programs in November and December included Drumming with Matricia, the Parent Link

Free Swim, Baby Rhyme Time and Community Reads—story time with a special guest reader at the Municipal Library. These programs give families a place to connect with their peers, while also having an opportunity to meet and build relationships with an Outreach Worker.

Kids Adventures of the School year (KAOS): This popular program offered activities throughout the first-ever November break from school. Activities for this period included a collaboration with the Santas Anonymous program, where 10-12-year-olds decorated paper mittens for the program’s mitten line initiative, a Grinch-themed craft-ernoon sponsored by the Chaba Theatre, skating at the Jasper Arena, and a Christmas cookie decorating party at COS. The program continues to provide a safe, fun environment for youth who are too young to work and too old for care, an issue repeatedly identified at the School-Age CAT. KAOS runs during the school year hosting afternoon events on non-school days.

Kids Helping Kids (KHK): Kids Helping Kids is a program led by Middle Childhood Outreach Worker Carla Gallop that is designed to teach Grade 5 and 6 students conflict resolution skills, which are important life skills. In collaboration with GYPSD 52 students received a full day training workshop. Following the workshop, student volunteers take shifts being “on duty” at recess and lunch. Children and teachers refer younger children that are experiencing conflict to the older KHK members who are on duty. If there is an incident on the playground or in school, kids can be referred to the KHK program to work out their conflict.

GSA Conference: Teen Outreach Worker Anna DeClercq took a group of six gay-straight alliance members to the Annual GSA conference in Edmonton. The students expressed that going to the GSA conference helped them feel more positive about themselves. They also reported that going to the conference made them feel good about taking a leadership role in their community.

Jasper Life: Once again Jasper Life organized the annual Winter Welcome Event at the Jasper Legion. This event saw more than 50 new seasonal staff, who went booth to booth to learn about the supports and activities that are available in Jasper. Outreach Worker Ian Goodge was also invited to be a part of the Marmot Basin Employee Orientation this year. Ian presented on the supports and services offered in Jasper and reached more than 300 staff at Marmot. This is a great opportunity for Ian to make a face-to-face connection with new staff, so they know who he is and that he’s here if they need assistance.

Suicide Prevention Training: On Nov. 15, Community Outreach Services hosted QPR Suicide Prevention Training. There were 15 community members in attendance. Some of the topics covered in this training included warning signs, epidemiology and statistics, the “Question, Persuade, Refer” steps and how to assess the risk of suicidal thoughts. This training session is tailor specifically to Jasper and provides participants with local resources they can use or refer people to in times of crisis.

Christmas Sing Along – The annual Christmas Sing Along attracted more than 100 community members to the Jasper Activity Centre to sing Christmas carols, drink apple cider and enjoy Christmas cookies. This year, the Jasper Choir took part, singing a few songs. This event connects people from all age groups in a fun and festive way, creating community connections.

Coat Rescue – For the second year in a row, COS ran the Coat Rescue program. In an attempt to keep coats out of the landfill and Jasper residents warm, coats donated from Lole’s Yellow Coat Program and from community members were given out to clients who are unable to afford an appropriate winter coat.

Childcare Services – November 2018

Wildflowers Childcare

- 90 children enrolled
- 73 spaces are filled full time
- 48 spaces of the 73 are occupied by children attending full time
- 25 full time spaces are occupied by 47 children who share a space
- Drop in care was utilized by 3 families for a total of 7 days

1. Buttercups: 0 to 19 months – 7 out of 7 spaces occupied – 3 spaces shared
2. Marigolds: 19 months to 2.5 years – 17 out of 17 spaces occupied – 9 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 – 19 out of 20 spaces occupied – 3 spaces are shared
4. Sunflowers: 4 to 5 years – 18 out of 18 spaces occupied - 5 spaces are shared

Waitlist

- 91 families on the waitlist – 1 family has a spot for a Dec. 1 start
- 7 families are looking for enrollment in the next few months
- 83 are waiting for a future date ranging from three to 36mths away
- 31 of those families are currently pregnant or planning to become pregnant.

Daycare

- Yard renovations are behind schedule and could be another month or so. The younger children are using our other outdoor space in the interim.
- We went Purple for Family Violence Prevention month with specific messaging on our newsletters and on social media.

Friends of Jasper Childcare

- A Steeped Tea Fundraiser began in November.
- The board supported OOSC with a pizza lunch.
- AGM was held on November 20th, new board members were elected and a recap of the years spending and activities were discussed.

ELCC Grant Savings – In November, families in our community saved \$ 47,108.59 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 (full time 35 and drop in 15)
- The highlights this month included two new club days that the children picked: a sewing club and a gym club. The cooking club was busy making apple ice cream, apple crumble and pizza.
- This was the first year that the schools had a one-week fall break in November and we had 34 children enrolled.

Childcare Services – December 2018

Wildflowers Childcare

- 89 children enrolled
- 73 spaces are filled full time
- 51 spaces of the 73 are occupied by children attending full time
- 22 full time spaces are occupied by 38 children who share a space
- Drop in care was utilized by 2 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 – 8 spaces are shared
3. Clovers: 2 years to 3 years – 11 out of 11 spaces occupied – 3 spaces are shared
3. Bluebells: 3 to 4 years – 20 out of 20 spaces occupied – 5 spaces are shared
4. Sunflowers: 4 to 5 years – 18 out of 18 spaces occupied - 3 spaces are shared

Waitlist

- 94 families on the waitlist
- 7 families looking for enrollment in the next few months
- 83 waiting for a future date ranging from 3 to 36mths away
- 31 of those families are currently pregnant or planning to become pregnant.

Daycare

- Finding qualified staff and retaining staff continues to be an issue. We believe that we may have exhausted the Jasper market and are advertising our positions around the province. Currently we have two positions open and another maternity leave term coming up in the new year.
- In December, the Sunflowers and Bluebells went on the Santa Train and the entire centre helped decorate the World Tree and visited the Grandmas and Grandpas at Alpine Summit for our annual Christmas Sing Along.

Friends of Jasper Childcare

- The Steeped Tea Fundraiser raised \$542 and the Magazine Fundraiser raised \$391 for our programs.
- The next board meeting is January 14, 2019.
- Planning for our annual Storytelling Fundraiser has begun.

ELCC Grant Savings – in December families in our community saved \$ 51,168.40 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 (full time 33 and drop in 17)
- The highlights this month included the redecorating of our room into Santa's workshop. The children used their creative skills to make ornaments, holiday cards, snowflakes and miniature snowboarders. They especially loved making paper mache lanterns for the Lantern Walk and World Tree lighting. We had St. Nicholas visit our program all the way from his home country of Czech Republic and it was a fun experience for the children.

Municipality of Jasper Bylaw Summary

Updated: 2/1/2019

	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
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
196	Parking Authority 2017		186		6-Dec-16	6-Dec-16	20-Dec-16	7-Dec-16	12-Dec-16



**Certification of Municipality of Jasper
Bylaw #213
SUPPLEMENTARY ASSESSMENT OF IMPROVEMENTS BYLAW 2019**

I, Alan Fehr, Field Unit Superintendent of Jasper National Park of Canada, pursuant to Article 4.4 of the Agreement for the Establishment of Local Government in the Town Of Jasper (“Local Government Agreement”) have reviewed the Municipality of Jasper Bylaw # 213, which received first reading on the 22nd day of January, 2019 and second reading on the 22nd day of January, 2019 by the Council of the Municipality hereby certify with respect to Bylaw #213 that:

- 1) there are no impacts on the environment, or that any environmental impacts can be appropriately mitigated; and
- 2) there is no encroachment on Canada’s authority in the areas of land use planning and development.

Dated at the Town of Jasper, in the Province of Alberta, this 24th day of January, 2019.

Alan Fehr
Field Unit Superintendent of
Jasper National Park of Canada

Bylaw #206 “Supplementary Assessment of Improvements Bylaw 2018” is repealed.



**MUNICIPALITY OF JASPER
BYLAW #213**

BEING A BYLAW OF THE SPECIALIZED MUNICIPALITY OF JASPER IN THE PROVINCE OF ALBERTA TO AUTHORIZE THE SUPPLEMENTARY ASSESSMENT OF IMPROVEMENTS FOR THE TAXATION YEAR 2019.

WHEREAS pursuant to the provisions of the *Municipal Government Act* (RSA 2000, cM-26), a municipality may adopt a bylaw authorizing supplementary assessments to be prepared for the purpose of imposing a tax in the same year;

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

1. Citation

- 1.1 This Bylaw may be cited as the "Supplementary Assessment of Improvements Bylaw 2019".
- 1.2 The Specialized Municipality of Jasper Bylaw #206 "Supplementary Assessment of Improvements Bylaw 2018" is hereby repealed.

2. Definitions

- 2.1 In this Bylaw:
 - 2.1.1 "*Council*" means the Council of the Specialized Municipality of Jasper;
 - 2.1.2 "*Municipality*" means the Specialized Municipality of Jasper in Jasper National Park in the Province of Alberta;

3. Supplementary Assessment

- 3.1 Council hereby directs the assessor for the Municipality to prepare supplementary assessments for improvements in the Municipality if such improvements:
 - 3.1.1 are completed in the year in which they are to be taxed;
 - 3.1.2 are occupied during all or any part of the year in which they are to be taxed;
or
 - 3.1.3 are moved into the Municipality during the year in which they are to be taxed and will not be taxed in that year by another municipality.
- 3.2 The Municipality shall prepare and maintain a supplementary assessment roll within the times and in the manner set out in the *Municipal Government Act* (RSA 2000, cM-26).

4. Severance

- 4.1 If any section in this bylaw is found to be invalid by a court of competent jurisdiction, it shall be severed from the remainder of the bylaw and shall not invalidate the whole bylaw.

5. Coming into Force

5.1 This Bylaw shall come into force and effect on the date of final passing thereof.

READ a first time this 22nd day of January 2019

READ a second time this 22nd day of January 2019

READ a third time and finally passed this day of 2019

Mayor

Chief Administrative Officer



**Certification of Municipality of Jasper
Bylaw #214
SUPPLEMENTARY TAX BYLAW 2019**

I, Alan Fehr, Field Unit Superintendent of Jasper National Park of Canada, pursuant to Article 4.4 of the Agreement for the Establishment of Local Government in the Town Of Jasper (“Local Government Agreement”) have reviewed the Municipality of Jasper Bylaw # 214, which received first reading on the 22nd day of January, 2019 and second reading on the 22nd day of January, 2019 by the Council of the Municipality hereby certify with respect to Bylaw #214 that:

- 1) there are no impacts on the environment, or that any environmental impacts can be appropriately mitigated; and
- 2) there is no encroachment on Canada’s authority in the areas of land use planning and development.

Dated at the Town of Jasper, in the Province of Alberta, this 24th day of January, 2019.

Alan Fehr
Field Unit Superintendent of
Jasper National Park of Canada

Bylaw #207 “Supplementary Tax Bylaw 2018” is repealed.



**MUNICIPALITY OF JASPER
BYLAW #214**

BEING A BYLAW OF THE SPECIALIZED MUNICIPALITY OF JASPER IN THE PROVINCE OF ALBERTA TO AUTHORIZE THE IMPOSITION OF A SUPPLEMENTARY TAX FOR THE TAXATION YEAR 2019.

WHEREAS pursuant to the provisions of the *Municipal Government Act* (RSA 2000, cM-26), a municipality may authorize the imposition of a supplementary tax;

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

1. Citation

- 1.1 This Bylaw may be cited as the "Supplementary Tax Bylaw 2019".
- 1.2 The Specialized Municipality of Jasper Bylaw #207 "Supplementary Tax Bylaw 2018" is hereby repealed.

2. Definitions

- 2.1 In this Bylaw:
 - 2.1.1 "*Council*" means the Council of the Specialized Municipality of Jasper;
 - 2.1.2 "*Chief Administrative Officer*" means the individual duly appointed to that position for the Specialized Municipality of Jasper at any given time and includes any person authorized to act for and in the name of that individual;
 - 2.1.3 "*Municipality*" means the Specialized Municipality of Jasper in Jasper National Park in the Province of Alberta;

3. Supplementary Tax

- 3.1 Council hereby directs the Chief Administrative Officer to levy on all properties listed on the supplementary tax roll established pursuant to the Municipality's Supplementary Assessment of Improvements Bylaw 2019, taxes at the rate established in the Municipality's Tax Rate Bylaw 2019.

4. Severance

- 4.1 If any section in this bylaw is found to be invalid by a court of competent jurisdiction, it shall be severed from the remainder of the bylaw and shall not invalidate the whole bylaw.

5. Coming into Force

- 5.1 This bylaw shall come into force and effect on the date of final passing thereof.

READ a first time this 22nd day of January 2019

READ a second time this 22nd day of January 2019

READ a third time and finally passed this day of 2019

Mayor

Chief Administrative Officer



REQUEST FOR DECISION

Subject: Studded Bicycle Tire Rebate Program

Prepared by: Janet Cooper, Environmental Stewardship Coordinator

Reviewed by: Mark Fercho, CAO
John Greathead, Director of Operations

Date – Notice: January 22, 2019

Date – Discussion: January 29, 2019

Date – Decision: February 5, 2019

Recommendation:

- That Council approve the expenditure of \$5,000 from the Environmental Stewardship reserve account to fund the Studded Bicycle Tire Rebate Program.

Options:

1. The proposed rebate program would be administered as follows:
 - a. Coupons with a value of \$50/tire (maximum two coupons per resident – total value \$100) will be available for pick-up at the town office for Jasper residents;
 - b. After purchasing studded bike tire(s) at one of Jasper’s three bike shops (The Bench, Source for Sports and Vicious Cycle), the resident will bring their coupon(s) and the purchase receipt to the town administration office in exchange for a cash rebate.
 - c. Eligibility for the rebate would be back-dated to January 1, 2019 and coupons would have an expiry date of April 30th.
2. Not approve the request.

Background:

The Studded Bicycle Tire Rebate Program will assist Jasper residents in overcoming the financial barrier of purchasing studded winter bike tires. The rebate program will support local bike shops.

Studded bike tires contribute to safe winter cycling. They are sold locally and generally range in cost from \$100 to \$200 for conventional bikes, more for fat bikes. Promotion of the rebate would include a communication campaign with tips for safe winter cycling including high visibility with lights and reflectors, helmets and proper clothing, lower tire pressure and reduced speed.

Cycling in Jasper is extremely popular, both as a mode of transportation year-round and as a recreational activity. The Municipality of Jasper is committed to supporting an active and healthy lifestyle for residents

through the promotion of walking and cycling. The Municipality also supports an environmentally sustainable lifestyle, through the reduced consumption of fossil fuels and greenhouse gas emissions produced by vehicles.

The Town of Banff offered a studded bicycle tire rebate in December 2018. Jasper's offer is modelled on Banff's program which was extremely successful and fully subscribed by mid-January 2019.

Strategic Relevance:

- Jasper Community Sustainability Plan (2011)

2.1 Environmental Integrity: Foster sustainable living by reducing community resource dependency and demonstrating leadership in environmental stewardship.

2.1.3 Services – Energy: The Municipality and Parks Canada will pursue opportunities to promote and support green energy alternatives

2.1.4 Transportation Networks: Promote walking and cycling in Jasper

2.2.1 Sustainable Tourism Economy: Increase green transportation options and access to and from Jasper

2.2.2 A Green Destination, a Green Community: Support and showcase Jasper as a green destination and a leader in environmental practices and sustainability.

Financial:

- There is approximately \$153,000 in the environmental stewardship reserve fund. Approval from both partners (Municipality of Jasper and Parks Canada) is required for funds to be expended. The Parks Canada management team supported the use of \$5,000 from this reserve account for a studded tire rebate program in December 2018.

Communications:

- This rebate program would be communicated through local newspaper ads and social media.

Follow Up Actions:

- The studded bike tire rebate program would be launched immediately.

Policy Title: PROCLAMATION, LETTER OF SUPPORT AND
FLAG RAISING REQUEST POLICY

Policy #: F-012

Effective Date:

Date adopted by Council:



POLICY

Council may authorize requests for proclamations, letters of support and flag raisings at municipal facilities. The sponsoring agency must be an organization located or having a presence within the municipality.

Requests should meet at least one of the following criteria:

- The cause be one of national or international significance and be brought forward and endorsed by a citizen of the Municipality of Jasper;
- The cause be one of benefit to the community; or
- The cause be an initiative of the Municipality of Jasper.

Requests must align with Council's strategic priorities and Council policies. Requests may be denied for any reason deemed sufficient by Council.

PURPOSE

This policy is intended to guide Council and provide consistency in how requests for proclamations, letters of support and flag raisings at municipal facilities are handled.

RESPONSIBILITY

Administration of this policy shall be the responsibility of the Legislative Services Manager.

Policy Title: PROCLAMATION, LETTER OF SUPPORT AND
FLAG RAISING REQUEST POLICY

Policy #: F-012

ADMINISTRATIVE PROCEDURES

Effective Date:

Date approved by the CAO:



SCOPE

These procedures shall apply to all external requests received by the Municipality of Jasper for proclamations, letters of support and flag raisings at municipal facilities.

GENERAL

Regular Council meetings are held on the first and third Tuesday of each month.

Requestors must indicate whether they wish to appear before Council to present their request. No person shall address Council for more than three (3) minutes, exclusive of the time required to answer questions, unless and to the extent allowed by Council.

PROCLAMATIONS

Requests for proclamations must be made in writing to the Legislative Services Department and received at least six (6) days prior to the applicable regular Council meeting at which the request will go forward. Council must approve proclamations by motion.

All requests for proclamations must contain a draft copy of the wording of the proclamation. The Municipality of Jasper may revise the wording of the proclamation at the request of Council.

Organizations may only request one (1) proclamation annually.

Once approved, the proclamation will be posted on the Municipality of Jasper's website. All other advertising, publicity or media coverage is the responsibility of the organization or person requesting the proclamation.

LETTERS OF SUPPORT

Requests for letters of support must be made in writing to the Legislative Services Department and received at least six (6) days prior to the applicable Council meeting at which the request will go forward. Requests that do not fall under the parameters outlined in the policy may require additional processing time.

Requests for letters of support must provide details regarding the project or grant being applied for and the amount of the grant (if applicable), contact information of who the letter should be addressed to, and background information on the organization requesting the letter. A draft copy of the letter of support should be provided.

Requests for letters of support will be presented to Council at regular or committee of the whole meetings as part of the agenda package. In the absence of objection from Council, the Legislative Services Department will coordinate with the Mayor or Deputy Mayor to finalize, approve and sign the letter of support. Once signed, the letter of support will be provided to the requesting organization who is then responsible for forwarding the letter to the appropriate organization.

Policy Title: PROCLAMATION, LETTER OF SUPPORT AND
FLAG RAISING REQUEST POLICY

Policy #: F-012

ADMINISTRATIVE PROCEDURES

Effective Date:

Date approved by the CAO:



REQUESTS TO RAISE FLAGS AT MUNICIPAL FACILITIES

Requests to raise flags at municipal facilities must be made in writing and received at least six (6) days prior to the applicable regular Council meeting at which the request will go forward. The request can be made to the Legislative Services Department. Council must approve flag raising requests by motion.

In the event multiple requests are received for the same day, the first request received by the Municipality of Jasper shall be considered first by Council.

2019 Budget Discussion and Decision Schedule

*Subject to Change

Itinerary	Details
October 2, 2018 Regular Meeting	Request for <u>Direction</u> on Budget Process
November 20, 2018 (9-12pm)	Capital Field Visit/Presentations (NEW this year)
November 27, 2018 Committee of the Whole	Presentations by Jasper Municipal Library, Museum and Jasper Victim Services Society & Habitat for the Arts
November 27, 2018 Public Presentation (6-9pm)	Finance, Community Family Services and Protective Services
November 28, 2018 Public Presentation (6-9pm)	Culture & Recreation and Operations
December 4, 2018 Regular Meeting	Request for <u>Decision (Notice)</u> 2019-2023 Interim Operating Budget Request for <u>Decision (Notice)</u> 2019-2023 Capital Budget Request for <u>Decision (Notice)</u> 2019 Utility Rates
December 11, 2018 Committee of the Whole	Request for Discussion and Direction on External Requests
December 18, 2018 Regular Meeting	Request for <u>Decision</u> 2019-2023 Interim Operating Budget Request for <u>Decision</u> 2019-2023 Capital Budget Request for <u>Decision</u> 2019 Utility Rates 1 st and 2 nd Reading of 2019 Utility Rate Bylaw
January 8, 2019 Regular Meeting	3 rd Reading of 2019 Utility Rate Bylaw
January 15, 2019 Committee of the Whole	TBD
January 22, 2019 Regular Meeting	Community and Family Services Operating Budget Discussion
January 29, 2019 Committee of the Whole	Operations Operating and Capital Budget Discussion
February 5, 2019 Regular meeting	Culture and Recreation Operating and Capital Budget Discussion
February 12, 2019 Committee of the Whole	Administration and Protective Services Operating and Capital Budget Discussion
February 19, 2019 Regular Meeting	Jasper Yellowhead Museum & Archives, Jasper Municipal Library
February 26, 2019 Committee of the Whole	Habitat for the Arts
March 5, 2019 Regular Meeting	TBD
March 12, 2019 Committee of the Whole	TBD
Regular Meeting	Request for <u>Decision</u> 2019 Operating Budget
May 1, 2018 Regular Meeting	2019 Tax Rate Bylaw – 1 st and 2 nd reading request
May 15, 2018 Regular Meeting	2019 Tax Rate Bylaw – 3 rd reading request



REQUEST FOR DECISION

Subject: 2019 Capital Budget Parking Lot Items (Operations)

Prepared by: Natasha Malenchak, Director of Finance and Administration

Reviewed by: Mark Fercho, CAO
John Greathead, Director of Operations
Christine Nadon, Legislative Services Manager

Date – Discussion: December 18, 2018 and January 29, 2019

Date - Decision: February 5, 2019

Recommendation:

- That Council approve a budget of \$775,000 for the S-Block Parking project, including funding from the Parking Authority Restricted Reserves and external grant funding.
- That Council approve a budget of \$275,000 for the Patricia-Willow Intersection Regrading project, subject to water valve replacement work being completed in 2019.

Options:

- Not approve the requests;
- Request further information on the items above; or
- Direct Administration to remove the aforementioned items from the 2019 Capital Budget.

Background:

At the December 18, 2018 regular meeting, Council approved the 2019 to 2023 capital budget as presented, with exception of several items that have been earmarked for further discussion. Council requested these earmarked items come back for approval by separate Council resolutions.

At the January 29th committee of the whole meeting, Council received more information about the requested items still on the parking lot list. Information provided included Capital Request Forms that included more information on the project through narrative, priority assessment, pictures, and information on the assets requested. Council also heard more verbal explanation from Director of Operations.

Relevant Legislation:

- *Municipal Government Act* (RSA 2000, cM-26)
- Policy B-009: Fiscal and Financial Control Policy



Strategic Relevance:

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

Communications:

- Residents were invited to attend two public budget presentations held on November 27 and 28, 2018. The public budget presentations were advertised in the Fitzhugh and the Jasper Local newspapers. Each municipal director presented their respective budgets, followed by questions from both Council and residents in attendance.

Follow Up Actions:

- If approved, these items will be placed in the accounting software and directors will begin to secure contractors to complete the work.

Attachments:

- Capital Request Forms

Capital Expense Request Form

Finance & Administration



Date:	November 28, 2018	
Submitted by:	Gordon Hutton	
Department:	Operations	
Project Name:	Patricia/Willow Intersection Regrading	
Total Amount Requested:	\$275,000	
	Design, planning and engineering:	30%
	Construction, rehabilitation:	70%
	Purchase:	%
	Other:	%
Fiscal Year:	2019	
Project Start Date:	January 2019	
Anticipated End Date:	December 2019	
Project type:	<input type="checkbox"/> New <input checked="" type="checkbox"/> Rehabilitation <input checked="" type="checkbox"/> Replacement <input type="checkbox"/> Other	
Asset Class:	<input type="checkbox"/> Building <input type="checkbox"/> Vehicle <input type="checkbox"/> Machinery and Equipment <input type="checkbox"/> Intangible Capital Asset <input type="checkbox"/> Land <input checked="" type="checkbox"/> Engineered Structures <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Road <input type="checkbox"/> Water <input checked="" type="checkbox"/> Sewer <input type="checkbox"/> Recycle <input type="checkbox"/> Other Length of road (lineal meters): 75 Length of sidewalk (lineal meters): 30 Other dimensions (specify measurement units):	
Project Location:	Patricia/Willow Intersection	
Project Description:	Regrade the intersection of Patricia and Willow to address drainage issues.	

Priority Assessment

Please rank your project using the following criteria.

Evaluation Criteria		Rating Scale	
☒	A. Required Service or Product Is the project required to meet legal, compliance, OH&S or regulatory mandates?	<input type="checkbox"/>	1 = not required
		<input checked="" type="checkbox"/>	3 = aligns with some strategies
		<input type="checkbox"/>	5 = required or mandated
☒	B. Strategic Alignment To what extent is the project aligned with our organization's overall strategies?	<input type="checkbox"/>	1 = does not align
		<input checked="" type="checkbox"/>	3 = aligns with some strategies
		<input type="checkbox"/>	5 = aligns with all strategies
☒	C. Value to Customer How much value will the outcome of this project bring to our customers? Does it align with recent Resident Satisfaction Surveys feedback?	<input type="checkbox"/>	1 = little value
		<input checked="" type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value/essential to customer
☒	D. Asset Management Plan Does the project align with the recommendations of our Asset Management Plan?	<input type="checkbox"/>	1 = does not align
		<input checked="" type="checkbox"/>	3 = aligns w/ some recommendations
		<input type="checkbox"/>	5 = aligns w/ all recommendations
☒	E. Risk Reduction Does the project reduce risks associated to staff and/or patrons?	<input type="checkbox"/>	1 = little reduction
		<input checked="" type="checkbox"/>	3 = some reduction
		<input type="checkbox"/>	5 = high reduction
☒	F. Generate Increased Revenue Will the project increase revenue (eg. new bookable space, increased capacity, etc.)	<input checked="" type="checkbox"/>	1 = little value
		<input type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
☒	G. Reduce Expense Will the project decrease expenses (eg. green projects, more efficient processes, etc.)	<input type="checkbox"/>	1 = little value
		<input checked="" type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
TOTAL SCORE:		19	

Project Narrative

Help us make the case for your project; is this a replacement or a new initiative? If it's a replacement, what is the current asset condition and what are the consequences of not replacing the asset at this time? Are there any alternative solutions? If so, please explain if and why the alternative is preferred. Overall, make the case for this investment or expenditure. Expand this text box as needed!

The intersection of Patricia Street and Willow does not have adequate drainage. The intersection holds standing water and discharges overflow towards the town's water wells. Re-grading the intersection will direct all surface water into the existing storm water mains eliminating runoff from discharging towards the water wells. Additionally, the elimination of standing water will reduce the ongoing road surface repairs caused by the water and the freeze/thaw cycles.



Financial Impact

Funding sources:	Restricted Reserves:	\$
	Grant funding:	
	○ FGTF:	\$
	○ MSIO:	\$
	○ MSIC:	\$275,000
	○ CFEP:	\$
	○ Other:	\$
	Debenture:	\$
Additional financial impact information: Please describe how this will affect your future operating budget, either through increased service delivery, additional utilities cost, etc. Include revenue and expenses forecasts if possible.		

Useful information links

Municipal Resources

- <http://www.jasper-alberta.com/2324/Sustainability-Plan>
- <http://jasper-alberta.com/2298/Strategic-Priorities>
- <http://jasper-alberta.com/2455/Asset-Management>
- <http://jasper-alberta.com/2307/Resident-Satisfaction-Surveys>
- <http://municipalaffairs.alberta.ca/materials-and-resources>

External Resources

- Federal Gas Fund (**FGTF**)
<http://municipalaffairs.alberta.ca/documents/2017%20GTF%20Guidelines.pdf>
- Municipal Sustainability Initiative Operating (**MSIO**)
[http://www.municipalaffairs.alberta.ca/documents/2017%20MSI%20Operating%20program%20Guidelines%20\(BH%20test\).pdf](http://www.municipalaffairs.alberta.ca/documents/2017%20MSI%20Operating%20program%20Guidelines%20(BH%20test).pdf)
- Municipal Sustainability Initiative Capital (**MSIC**)
<http://www.municipalaffairs.alberta.ca/documents/2017MSICapitalGuidelines.pdf>

For Finance Office Use Only

Project Name:	Patricia/Willow Intersection Regrading	
Finance Office	Council	
<input type="checkbox"/> Complete	<input type="checkbox"/> Approved	Date:
<input type="checkbox"/> Incomplete	<input type="checkbox"/> Not Approved	Date:
<input type="checkbox"/> Deferred	<input type="checkbox"/> Deferred	Date:
Date:		
Use of Funds:		
Asset Class Assigned:		
Asset ID Assigned:		
Follow up information:		
Carry Forward Requested?	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	

Capital Expense Request Form

Finance & Administration



Date:	November 28, 2018	
Submitted by:	Gordon Hutton	
Department:	Operations	
Project Name:	S Block parking lot	
Total Amount Requested:	\$775,000	
	Design, planning and engineering:	15%
	Construction, rehabilitation:	85%
	Purchase:	%
	Other:	%
Fiscal Year:	2019	
Project Start Date:	May 2019	
Anticipated End Date:	October 2019	
Project type:	<input checked="" type="checkbox"/> New <input type="checkbox"/> Rehabilitation <input type="checkbox"/> Replacement <input type="checkbox"/> Other	
Asset Class:	<input type="checkbox"/> Building <input type="checkbox"/> Vehicle <input type="checkbox"/> Machinery and Equipment <input type="checkbox"/> Intangible Capital Asset <input type="checkbox"/> Land <input checked="" type="checkbox"/> Engineered Structures <input type="checkbox"/> Road <input type="checkbox"/> Water <input type="checkbox"/> Sewer <input type="checkbox"/> Recycle <input checked="" type="checkbox"/> Other Length of road (lineal meters): Length of sidewalk (lineal meters): Other dimensions (specify measurement units):	
Project Location:	S Block (northwest area of Stan Wright Industrial Park)	
Project Description:	Construction of a 50+ stall parking lot in S Block to accommodate RV parking.	

Priority Assessment

Please rank your project using the following criteria.

Evaluation Criteria		Rating Scale	
<input type="checkbox"/>	A. Required Service or Product Is the project required to meet legal, compliance, OH&S or regulatory mandates?	<input type="checkbox"/>	1 = not required
		<input type="checkbox"/>	3 = aligns with some strategies
		<input type="checkbox"/>	5 = required or mandated
<input checked="" type="checkbox"/>	B. Strategic Alignment To what extent is the project aligned with our organization's overall strategies?	<input type="checkbox"/>	1 = does not align
		<input checked="" type="checkbox"/>	3 = aligns with some strategies
		<input type="checkbox"/>	5 = aligns with all strategies
<input checked="" type="checkbox"/>	C. Value to Customer How much value will the outcome of this project bring to our customers? Does it align with recent Resident Satisfaction Surveys feedback?	<input type="checkbox"/>	1 = little value
		<input checked="" type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value/essential to customer
<input type="checkbox"/>	D. Asset Management Plan Does the project align with the recommendations of our Asset Management Plan?	<input type="checkbox"/>	1 = does not align
		<input type="checkbox"/>	3 = aligns w/ some recommendations
		<input type="checkbox"/>	5 = aligns w/ all recommendations
<input checked="" type="checkbox"/>	E. Risk Reduction Does the project reduce risks associated to staff and/or patrons?	<input checked="" type="checkbox"/>	1 = little reduction
		<input type="checkbox"/>	3 = some reduction
		<input type="checkbox"/>	5 = high reduction
<input checked="" type="checkbox"/>	F. Generate Increased Revenue Will the project increase revenue (eg. new bookable space, increased capacity, etc.)	<input checked="" type="checkbox"/>	1 = little value
		<input type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
<input type="checkbox"/>	G. Reduce Expense Will the project decrease expenses (eg. green projects, more efficient processes, etc.)	<input type="checkbox"/>	1 = little value
		<input type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
		8	

Project Narrative

- This new parking lot would accommodate 50+ RVs or trailering units increasing the number of available stalls and taking pressure off the existing RV parking lot and other RV stalls within the town
- The proposed location is close to the CN underpass and in the same district as the other dedicated RV lot
- Potential for cost recovery through user fees



Financial Impact

Funding sources:	Restricted Reserves:	\$200,000
	Grant funding:	
	○ FGTF:	\$
	○ MSIO:	\$
	○ MSIC:	\$325,000 (ID12 MSIC contribution) \$250,000 (Muni MSIC contribution)
	○ CFEP:	\$
	○ Other:	\$
	Debenture:	\$
Additional financial impact information: Please describe how this will affect your future operating budget, either through increased service delivery, additional utilities cost, etc. Include revenue and expenses forecasts if possible.	No impact	

Useful information links

Municipal Resources

- <http://www.jasper-alberta.com/2324/Sustainability-Plan>
- <http://jasper-alberta.com/2298/Strategic-Priorities>
- <http://jasper-alberta.com/2455/Asset-Management>
- <http://jasper-alberta.com/2307/Resident-Satisfaction-Surveys>
- <http://municipalaffairs.alberta.ca/materials-and-resources>

External Resources

- Federal Gas Fund (**FGTF**)
<http://municipalaffairs.alberta.ca/documents/2017%20GTF%20Guidelines.pdf>
- Municipal Sustainability Initiative Operating (**MSIO**)
[http://www.municipalaffairs.alberta.ca/documents/2017%20MSI%20Operating%20program%20Guidelines%20\(BH%20test\).pdf](http://www.municipalaffairs.alberta.ca/documents/2017%20MSI%20Operating%20program%20Guidelines%20(BH%20test).pdf)
- Municipal Sustainability Initiative Capital (**MSIC**)
<http://www.municipalaffairs.alberta.ca/documents/2017MSICapitalGuidelines.pdf>

For Finance Office Use Only

Project Name:	S Block parking lot
Finance Office	Council
<input type="checkbox"/> Complete	<input type="checkbox"/> Approved Date:
<input type="checkbox"/> Incomplete	<input type="checkbox"/> Not Approved Date:
<input type="checkbox"/> Deferred	<input type="checkbox"/> Deferred Date:
Date:	
Use of Funds:	
Asset Class Assigned:	
Asset ID Assigned:	
Follow up information:	
Carry Forward Requested?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No



REQUEST FOR DIRECTION

Subject: 2019 Capital Budget Parking Lot Items (Culture and Recreation)

Prepared by: Natasha Malenchak, Director of Finance and Administration

Reviewed by: Mark Fercho, CAO
Yvonne McNabb, Director of Culture & Recreation
Christine Nadon, Legislative Services Manager

Date – Discussion: December 18, 2018 and February 5, 2019

Date – Decision: February 5 (Universal and Accessible Change Rooms) or February 19, 2019

Recommendation:

- That Council approve a budget of \$200,000 for the Universal and Accessible Change Rooms project at the Fitness and Aquatic Centre.
- That Council consider approving the following Culture and Recreation capital items on February 5 or February 19, 2019:
 - Multipurpose hall updates - \$120,000 (debenture)
 - Fitness & Aquatic Centre Roof Beams (Sealed and Watershield) - \$53,000 (debenture)
 - Dressing Room Wall Recoated -\$25,000 (debenture)
 - Wade Pool Resurfacing - \$11,000 (debenture)
 - Planter Replacement - \$30,000 (debenture)

Options:

- Not approve the requests;
- Request further information on the items above; or
- Direct Administration to remove the aforementioned items from the 2019 Capital Budget.

Background:

At the December 18, 2018 regular meeting, Council approved the 2019 to 2023 capital budget as presented, with exception of several items that have been earmarked for further discussion. Council requested these earmarked items come back for approval by separate Council resolutions.

Capital Request Forms for the projects above present more information on each project through narrative, priority assessment, quotes, pictures, external group recommendations and information on the asset. Council also received information and toured these areas in 2018.



Relevant Legislation:

- *Municipal Government Act* (RSA 2000, cM-26)
- Policy B-009: Fiscal and Financial Control Policy

Strategic Relevance:

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

Communications:

- Residents were invited to attend two public budget presentations held on November 27 and 28, 2018. The public budget presentations were advertised in the Fitzhugh and the Jasper Local newspapers. Each municipal director presented their respective budgets, followed by questions from both Council and residents in attendance.

Follow Up Actions:

- If approved, these items will be placed in the accounting software and directors will begin to secure contractors to complete the work.

Attachments:

- Capital Request Forms

NEW PROPOSED 2019 CAPITAL

Department	Project	Budget	Funding Source
Culture and Recreation			
Ice Plant/Condenser	Construction phase of ICE PLANT & CONDENSER MOVE AND REBUILD to achieve code compliance, including project management*	3,390,810	740k FGT
	* estimated; construction costs to be confirmed during design phase in 2019		2,650,810 Debenture
	Contingency	340,000	Debenture
Activity Centre	Computer Upgrades	4,000	RR
Recreation	Recreation Program and Service Review	80,000	RR
Activity Centre	Multi Purpose hall updates	120,000	Debenture
Fitness & Aquatic Centre	Roof Beams (Sealed and Watershield)	53,000	Debenture
	Dressing Room Wall Recoated	25,000	Debenture
	Wade Pool Resurfacing	11,000	Debenture
	Universal and Accessible Change Rooms	200,000	Debenture
Log Cabin/Centennial Park	Planter Replacement	30,000	Debenture
Sub-total Recreation		4,253,810	
Protective Services:			
	Turnout Gear	16,000	RR
	Rescue Vehicle (Phase 1)	375,000	MSIC
	Commercial Washer/Dryer	12,000	RR
	Breathing Air Fill Station Replacement	20,000	RR
Sub-total Protective Services		423,000	
Operations			
Maintenance	BMS Software Consolidation	100,000	RR
Roads/Grounds	Fleet Replacement Program - Tandem Chasis with Sanding Hopper and Dump Box	325,000	MSIC
	Fleet Replacement Program - Turf & Gutter Vacuum Unit	50,000	RR
	Micro-surfacing - Location TBD...based on positive findings from 2017 pilot project	100,000	MSIC
	Jim Vena Stage Project, Commemoration Park	800,000	External Funding
	Memorial bench replacements @ 10 per year (backlog)	15,000	RR
	Train Engine Relocation	25,000	RR
	S-Block Parking	775,000	Parking Auth/MSIC
Sub-total Operations		2,190,000	
Utilities:			
Water	Valve Replacement Program	50,000	RR
	Fleet Replacement Program - 3/4 tonne 4x4 Pickup	50,000	RR
	Fleet Replacement Program - 3/4 tonne 4x4 Pickup	50,000	RR
	Hydrant rebuilds - 20 units per year - ongoing annual BMP program	55,000	RR
	Athabasca Park (Info Center) Potable Water Line Re-Routing	250,000	MSIC/Federal
Sewer	WWTP Annual Capital Requirement	2,200,000	Debenture
	Sleepy Hollow Lift Station (Phase 2)	570,000	LIL
	Bio-Solids Disposal	50,000	RR
	Patricia/Willow Intersection Regrading	275,000	MSIC
Garbage & Recycling	Garbage Bin Replacement Program	60,000	MSIC
Sub-total Utilities		3,610,000	
Administration:			
	Management Software	20,000	RR
	Upgrade To Windows 10 (Software upgrade)	15,000	RR
	MDJES2 Server Upgrade	35,000	RR
	Improve Offsite Backup	17,500	RR
	JCHC Housing (Program Development)	75,000	RR
	Sustainability Plan (with Parks Canada 75,000 contribution)	150,000	MSIO/Federal
	Municipal Housing Repairs	20,000	RR (from rent)
Sub-total Administration		332,500	
Total		10,809,310	
	Parking Authority Restricted Reserve (RR)	200,000	
	Restricted Reserve (RR)	759,500	
	Federal Contribution (Federal)	200,000	
	Local Improvement Levy (LIL)	570,000	
	Federal Gas Tax (FGT)	740,000	
	External Funding	800,000	
	Municipal Sustainability Initiative (Operating) (MSIO)	75,000	
	Municipal Sustainability Initiative (Capital) (MSIC)	1,835,000	
	Debenture WWTP (25 years at 3.454%)	2,200,000	
	Debenture C&R (25 years at 3.454%)	3,429,810	
	NOTE 2019 Payment on Debenture = \$274,831 (3.6%)		
Total		10,809,310	

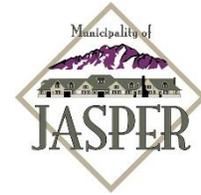
0

Approved

Parking Lot

Capital Expense Request Form

Finance & Administration



Date:	December 14, 2018	
Submitted by:	Yvonne McNabb	
Department:	Culture & Recreation	
Project Name:	Multi-purpose Hall Upgrades	
Total Amount Requested:	\$120,000	
	Design, planning and engineering:	%
	Construction, rehabilitation:	100 %
	Purchase:	%
	Other:	%
Fiscal Year:	2019	
Project Start Date:	September 2019	
Anticipated End Date:	October 2019	
Project type:	<input type="checkbox"/> New <input checked="" type="checkbox"/> Rehabilitation <input checked="" type="checkbox"/> Replacement <input type="checkbox"/> Other	
Asset Class:	<input checked="" type="checkbox"/> Building <input type="checkbox"/> Vehicle <input type="checkbox"/> Machinery and Equipment <input type="checkbox"/> Intangible Capital Asset <input type="checkbox"/> Land <input type="checkbox"/> Engineered Structures <ul style="list-style-type: none"> <input type="checkbox"/> Road <input type="checkbox"/> Water <input type="checkbox"/> Sewer <input type="checkbox"/> Recycle <input type="checkbox"/> Other Length of road (lineal meters): Length of sidewalk (lineal meters): Other dimensions (specify measurement units):	
Project Location:	Multi-purpose hall, Jasper Activity Centre	
Project Description:	Remove and replace flooring, replace rotten wall by kitchen (anticipate asbestos and mold) repaint walls, tile and seal kitchen side behind dishwasher to prevent continued damage, General repairs as required.	

Priority Assessment

Please rank your project using the following criteria.

Evaluation Criteria		Rating Scale	
<input type="checkbox"/>	A. Required Service or Product Is the project required to meet legal, compliance, OH&S or regulatory mandates?	<input type="checkbox"/>	1 = not required
		<input type="checkbox"/>	3 = aligns with some strategies
		<input checked="" type="checkbox"/>	5 = required or mandated
<input type="checkbox"/>	B. Strategic Alignment To what extent is the project aligned with our organization's overall strategies?	<input type="checkbox"/>	1 = does not align
		<input type="checkbox"/>	3 = aligns with some strategies
		<input checked="" type="checkbox"/>	5 = aligns with all strategies
<input type="checkbox"/>	C. Value to Customer How much value will the outcome of this project bring to our customers? Does it align with recent Resident Satisfaction Surveys feedback?	<input type="checkbox"/>	1 = little value
		<input checked="" type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value/essential to customer
<input type="checkbox"/>	D. Asset Management Plan Does the project align with the recommendations of our Asset Management Plan?	<input type="checkbox"/>	1 = does not align
		<input type="checkbox"/>	3 = aligns w/ some recommendations
		<input checked="" type="checkbox"/>	5 = aligns w/ all recommendations
<input type="checkbox"/>	E. Risk Reduction Does the project reduce risks associated to staff and/or patrons?	<input type="checkbox"/>	1 = little reduction
		<input type="checkbox"/>	3 = some reduction
		<input checked="" type="checkbox"/>	5 = high reduction
<input type="checkbox"/>	F. Generate Increased Revenue Will the project increase revenue (eg. new bookable space, increased capacity, etc.)	<input type="checkbox"/>	1 = little value
		<input checked="" type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
<input type="checkbox"/>	G. Reduce Expense Will the project decrease expenses (eg. green projects, more efficient processes, etc.)	<input checked="" type="checkbox"/>	1 = little value
		<input type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
TOTAL SCORE:		27	

Project Narrative

Help us make the case for your project; is this a replacement or a new initiative? If it's a replacement, what is the current asset condition and what are the consequences of not replacing the asset at this time? Are there any alternative solutions? If so, please explain if and why the alternative is preferred. Overall, make the case for this investment or expenditure. Expand this text box as needed!

The multi-purpose hall floors are from the original build in 1977, so they are 41 years old. They have been sanded down numerous times over the years, leaving the wood very thin and fragile. The flooring is no longer sealed and is susceptible to water damage and heaving. Two previous floods have contributed to the wear. A leak from the kitchen has contributed to rotten walls between the kitchen and the hall. The wall is spongy, with signs of mold and rot. This was discovered when assessing the dishwasher in January 2019. The floor replacement was in the recapitalization plan for 2007 and has been bumped several times. Note that the wall requiring replacement may contain asbestos.



Financial Impact

Funding sources:	Restricted Reserves:	\$
	Grant funding:	
	○ FGTF:	\$
	○ MSIO:	\$
	○ MSIC:	\$
	○ CFEP:	\$
	○ Other:	\$
	Debenture:	\$120,000
Additional financial impact information: Please describe how this will affect your future operating budget, either through increased service delivery, additional utilities cost, etc. Include revenue and expenses forecasts if possible.	The flooring that is being considered is an epoxy-based product that has been used in many different applications. Grand Prairie convention Centre is one of the places that has their product in the main conference centre which is a high use area. Discussions with Grand Prairie indicate the floor is easily maintained with little to no product requirements or extra maintenance. If repairs are ever required, it can be spot specific. Appearance of the room may help to increase revenue. It would be easier to sell a more aesthetically pleasing room to potential users.	

Useful information links

Municipal Resources

- <http://www.jasper-alberta.com/2324/Sustainability-Plan>
- <http://jasper-alberta.com/2298/Strategic-Priorities>
- <http://jasper-alberta.com/2455/Asset-Management>
- <http://jasper-alberta.com/2307/Resident-Satisfaction-Surveys>
- <http://municipalaffairs.alberta.ca/materials-and-resources>

External Resources

- Federal Gas Fund (**FGTF**)
<http://municipalaffairs.alberta.ca/documents/2017%20GTF%20Guidelines.pdf>
- Municipal Sustainability Initiative Operating (**MSIO**)
[http://www.municipalaffairs.alberta.ca/documents/2017%20MSI%20Operating%20program%20Guidelines%20\(BH%20test\).pdf](http://www.municipalaffairs.alberta.ca/documents/2017%20MSI%20Operating%20program%20Guidelines%20(BH%20test).pdf)
- Municipal Sustainability Initiative Capital (**MSIC**)
<http://www.municipalaffairs.alberta.ca/documents/2017MSICapitalGuidelines.pdf>

For Finance Office Use Only

Project Name:	Multi-purpose Hall Upgrades
Finance Office	Council
<input type="checkbox"/> Complete	<input type="checkbox"/> Approved Date:
<input type="checkbox"/> Incomplete	<input type="checkbox"/> Not Approved Date:
<input type="checkbox"/> Deferred	<input type="checkbox"/> Deferred Date:
Date:	
Use of Funds:	
Asset Class Assigned:	
Asset ID Assigned:	
Follow up information:	
Carry Forward Requested?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No

Capital Expense Request Form

Finance & Administration



Date:	December 14/18	
Submitted by:	Yvonne McNabb	
Department:	Culture and Recreation	
Project Name:	Fitness/Aquatic Centre Roof Beams	
Total Amount Requested:	\$53,000	
	Design, planning and engineering:	%
	Construction, rehabilitation:	100 %
	Purchase:	%
	Other:	%
Fiscal Year:	2019	
Project Start Date:	April	
Anticipated End Date:	June	
Project type:	<input type="checkbox"/> New <input checked="" type="checkbox"/> Rehabilitation <input type="checkbox"/> Replacement <input type="checkbox"/> Other	
Asset Class:	<input checked="" type="checkbox"/> Building <input type="checkbox"/> Vehicle <input type="checkbox"/> Machinery and Equipment <input type="checkbox"/> Intangible Capital Asset <input type="checkbox"/> Land <input type="checkbox"/> Engineered Structures <ul style="list-style-type: none"> <input type="checkbox"/> Road <input type="checkbox"/> Water <input type="checkbox"/> Sewer <input type="checkbox"/> Recycle <input type="checkbox"/> Other Length of road (lineal meters): Length of sidewalk (lineal meters): Other dimensions (specify measurement units):	
Project Location:		
Project Description:	Refinish and seal roof beams and water shield/flashing installed on the beams .	

Priority Assessment

Please rank your project using the following criteria.

Evaluation Criteria		Rating Scale	
<input type="checkbox"/>	A. Required Service or Product Is the project required to meet legal, compliance, OH&S or regulatory mandates?	<input type="checkbox"/>	1 = not required
		<input checked="" type="checkbox"/>	3 = aligns with some strategies
		<input type="checkbox"/>	5 = required or mandated
<input type="checkbox"/>	B. Strategic Alignment To what extent is the project aligned with our organization's overall strategies?	<input type="checkbox"/>	1 = does not align
		<input type="checkbox"/>	3 = aligns with some strategies
		<input checked="" type="checkbox"/>	5 = aligns with all strategies
<input type="checkbox"/>	C. Value to Customer How much value will the outcome of this project bring to our customers? Does it align with recent Resident Satisfaction Surveys feedback?	<input checked="" type="checkbox"/>	1 = little value
		<input type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value/essential to customer
<input type="checkbox"/>	D. Asset Management Plan Does the project align with the recommendations of our Asset Management Plan?	<input type="checkbox"/>	1 = does not align
		<input checked="" type="checkbox"/>	3 = aligns w/ some recommendations
		<input type="checkbox"/>	5 = aligns w/ all recommendations
<input type="checkbox"/>	E. Risk Reduction Does the project reduce risks associated to staff and/or patrons?	<input checked="" type="checkbox"/>	1 = little reduction
		<input type="checkbox"/>	3 = some reduction
		<input type="checkbox"/>	5 = high reduction
<input type="checkbox"/>	F. Generate Increased Revenue Will the project increase revenue (eg. new bookable space, increased capacity, etc.)	<input checked="" type="checkbox"/>	1 = little value
		<input type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
<input type="checkbox"/>	G. Reduce Expense Will the project decrease expenses (eg. green projects, more efficient processes, etc.)	<input type="checkbox"/>	1 = little value
		<input checked="" type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
TOTAL SCORE:		15	

Project Narrative

Help us make the case for your project; is this a replacement or a new initiative? If it's a replacement, what is the current asset condition and what are the consequences of not replacing the asset at this time? Are there any alternative solutions? If so, please explain if and why the alternative is preferred. Overall, make the case for this investment or expenditure. Expand this text box as needed!

The roof beams need refinishing, this should be included on the preventative maintenance schedule so that they are done on a regular basis. It has been 8 years since the structure was built and it is time to refinish and seal the beams. Flashing needs to be installed on the beams as it was not installed at the time of the build, this is causing leakage into the fitness centre. This is an item that needs to occur as we do not want permanent damage to occur to the building.



Financial Impact

Funding sources:	Restricted Reserves:	\$
	Grant funding:	
	○ FGTF:	\$
	○ MSIO:	\$
	○ MSIC:	\$
	○ CFEP:	\$
	○ Other:	\$
	Debenture:	\$53,000
Additional financial impact information: Please describe how this will affect your future operating budget, either through increased service delivery, additional utilities cost, etc. Include revenue and expenses forecasts if possible.	If we can stay on top of the resealing of the beams it will likely be less expensive in years to come.	

Useful information links

Municipal Resources

- <http://www.jasper-alberta.com/2324/Sustainability-Plan>
- <http://jasper-alberta.com/2298/Strategic-Priorities>
- <http://jasper-alberta.com/2455/Asset-Management>
- <http://jasper-alberta.com/2307/Resident-Satisfaction-Surveys>
- <http://municipalaffairs.alberta.ca/materials-and-resources>

External Resources

- Federal Gas Fund (**FGTF**)
<http://municipalaffairs.alberta.ca/documents/2017%20GTF%20Guidelines.pdf>
- Municipal Sustainability Initiative Operating (**MSIO**)
[http://www.municipalaffairs.alberta.ca/documents/2017%20MSI%20Operating%20program%20Guidelines%20\(BH%20test\).pdf](http://www.municipalaffairs.alberta.ca/documents/2017%20MSI%20Operating%20program%20Guidelines%20(BH%20test).pdf)
- Municipal Sustainability Initiative Capital (**MSIC**)
<http://www.municipalaffairs.alberta.ca/documents/2017MSICapitalGuidelines.pdf>

For Finance Office Use Only

Project Name:	Fitness/Aquatic Centre Roof Beams
Finance Office	Council
<input type="checkbox"/> Complete	<input type="checkbox"/> Approved Date:
<input type="checkbox"/> Incomplete	<input type="checkbox"/> Not Approved Date:
<input type="checkbox"/> Deferred	<input type="checkbox"/> Deferred Date:
Date:	
Use of Funds:	
Asset Class Assigned:	
Asset ID Assigned:	
Follow up information:	
Carry Forward Requested?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No

Capital Expense Request Form

Finance & Administration



Date:	December 14, 2018	
Submitted by:	Yvonne McNabb	
Department:	Culture & Recreation	
Project Name:	Dressing Room Wall Re-Coated	
Total Amount Requested:	\$25,000	
	Design, planning and engineering:	%
	Construction, rehabilitation:	100%
	Purchase:	%
	Other:	%
Fiscal Year:	2019	
Project Start Date:	To coincide with shut down during slide replacement.	
Anticipated End Date:	June, 2019	
Project type:	<input type="checkbox"/> New <input checked="" type="checkbox"/> Rehabilitation <input type="checkbox"/> Replacement <input type="checkbox"/> Other	
Asset Class:	<input checked="" type="checkbox"/> Building <input type="checkbox"/> Vehicle <input type="checkbox"/> Machinery and Equipment <input type="checkbox"/> Intangible Capital Asset <input type="checkbox"/> Land <input type="checkbox"/> Engineered Structures <ul style="list-style-type: none"> <input type="checkbox"/> Road <input type="checkbox"/> Water <input type="checkbox"/> Sewer <input type="checkbox"/> Recycle <input type="checkbox"/> Other Length of road (lineal meters): Length of sidewalk (lineal meters): Other dimensions (specify measurement units):	
Project Location:	Fitness & Aquatic Centre	
Project Description:	Coat all cinder block walls with an epoxy type coating to prevent paint peeling due to high humidity levels.	

Priority Assessment

Please rank your project using the following criteria.

Evaluation Criteria		Rating Scale	
<input type="checkbox"/>	A. Required Service or Product Is the project required to meet legal, compliance, OH&S or regulatory mandates?	<input type="checkbox"/>	1 = not required
		<input type="checkbox"/>	3 = aligns with some strategies
		<input checked="" type="checkbox"/>	5 = required or mandated
<input type="checkbox"/>	B. Strategic Alignment To what extent is the project aligned with our organization's overall strategies?	<input type="checkbox"/>	1 = does not align
		<input type="checkbox"/>	3 = aligns with some strategies
		<input checked="" type="checkbox"/>	5 = aligns with all strategies
<input type="checkbox"/>	C. Value to Customer How much value will the outcome of this project bring to our customers? Does it align with recent Resident Satisfaction Surveys feedback?	<input checked="" type="checkbox"/>	1 = little value
		<input type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value/essential to customer
<input type="checkbox"/>	D. Asset Management Plan Does the project align with the recommendations of our Asset Management Plan?	<input type="checkbox"/>	1 = does not align
		<input type="checkbox"/>	3 = aligns w/ some recommendations
		<input checked="" type="checkbox"/>	5 = aligns w/ all recommendations
<input type="checkbox"/>	E. Risk Reduction Does the project reduce risks associated to staff and/or patrons?	<input type="checkbox"/>	1 = little reduction
		<input checked="" type="checkbox"/>	3 = some reduction
		<input type="checkbox"/>	5 = high reduction
<input type="checkbox"/>	F. Generate Increased Revenue Will the project increase revenue (eg. new bookable space, increased capacity, etc.)	<input checked="" type="checkbox"/>	1 = little value
		<input type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
<input type="checkbox"/>	G. Reduce Expense Will the project decrease expenses (eg. green projects, more efficient processes, etc.)	<input type="checkbox"/>	1 = little value
		<input checked="" type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
TOTAL SCORE:		23	

Project Narrative

Help us make the case for your project; is this a replacement or a new initiative? If it's a replacement, what is the current asset condition and what are the consequences of not replacing the asset at this time? Are there any alternative solutions? If so, please explain if and why the alternative is preferred. Overall, make the case for this investment or expenditure. Expand this text box as needed!

The cinder block walls are peeling, creating compliant issues with Alberta Health. High humidity levels penetrate latex paint very easily. We would re-do the coating on dressing room cinder block walls with an epoxy type coating. This type of coating was used in the arena washrooms and has not required painting in 14 years.



Financial Impact

Funding sources:	Restricted Reserves:	\$
	Grant funding:	
	○ FGTF:	\$
	○ MSIO:	\$
	○ MSIC:	\$
	○ CFEP:	\$
	○ Other:	\$
	Debenture:	\$ 25,000
Additional financial impact information: Please describe how this will affect your future operating budget, either through increased service delivery, additional utilities cost, etc. Include revenue and expenses forecasts if possible.		

Useful information links

Municipal Resources

- <http://www.jasper-alberta.com/2324/Sustainability-Plan>
- <http://jasper-alberta.com/2298/Strategic-Priorities>
- <http://jasper-alberta.com/2455/Asset-Management>
- <http://jasper-alberta.com/2307/Resident-Satisfaction-Surveys>
- <http://municipalaffairs.alberta.ca/materials-and-resources>

External Resources

- Federal Gas Fund (**FGTF**)
<http://municipalaffairs.alberta.ca/documents/2017%20GTF%20Guidelines.pdf>
- Municipal Sustainability Initiative Operating (**MSIO**)
[http://www.municipalaffairs.alberta.ca/documents/2017%20MSI%20Operating%20program%20Guidelines%20\(BH%20test\).pdf](http://www.municipalaffairs.alberta.ca/documents/2017%20MSI%20Operating%20program%20Guidelines%20(BH%20test).pdf)
- Municipal Sustainability Initiative Capital (**MSIC**)
<http://www.municipalaffairs.alberta.ca/documents/2017MSICapitalGuidelines.pdf>

For Finance Office Use Only

Project Name:	Dressing Room Walls
Finance Office	Council
<input type="checkbox"/> Complete	<input type="checkbox"/> Approved Date:
<input type="checkbox"/> Incomplete	<input type="checkbox"/> Not Approved Date:
<input type="checkbox"/> Deferred	<input type="checkbox"/> Deferred Date:
Date:	
Use of Funds:	
Asset Class Assigned:	
Asset ID Assigned:	
Follow up information:	
Carry Forward Requested?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No

Capital Expense Request Form

Finance & Administration



Date:	December 14, 2018	
Submitted by:	Yvonne McNabb	
Department:	Culture & Recreation	
Project Name:	Wade Pool Re-surfacing	
Total Amount Requested:	\$11,000	
	Design, planning and engineering:	%
	Construction, rehabilitation:	100%
	Purchase:	%
	Other:	%
Fiscal Year:	2019	
Project Start Date:	To coincide with shut down during slide replacement	
Anticipated End Date:	June, 2019	
Project type:	<input type="checkbox"/> New <input checked="" type="checkbox"/> Rehabilitation <input checked="" type="checkbox"/> Replacement <input type="checkbox"/> Other	
Asset Class:	<input checked="" type="checkbox"/> Building <input type="checkbox"/> Vehicle <input type="checkbox"/> Machinery and Equipment <input type="checkbox"/> Intangible Capital Asset <input type="checkbox"/> Land <input type="checkbox"/> Engineered Structures <ul style="list-style-type: none"> <input type="checkbox"/> Road <input type="checkbox"/> Water <input type="checkbox"/> Sewer <input type="checkbox"/> Recycle <input type="checkbox"/> Other Length of road (lineal meters): Length of sidewalk (lineal meters): Other dimensions (specify measurement units):	
Project Location:	Fitness & Aquatic Centre	
Project Description:	Resurface the wade pool basin.	

Priority Assessment

Please rank your project using the following criteria.

Evaluation Criteria		Rating Scale	
<input type="checkbox"/>	A. Required Service or Product Is the project required to meet legal, compliance, OH&S or regulatory mandates?	<input type="checkbox"/>	1 = not required
		<input type="checkbox"/>	3 = aligns with some strategies
		<input checked="" type="checkbox"/>	5 = required or mandated
<input type="checkbox"/>	B. Strategic Alignment To what extent is the project aligned with our organization's overall strategies?	<input type="checkbox"/>	1 = does not align
		<input type="checkbox"/>	3 = aligns with some strategies
		<input checked="" type="checkbox"/>	5 = aligns with all strategies
<input type="checkbox"/>	C. Value to Customer How much value will the outcome of this project bring to our customers? Does it align with recent Resident Satisfaction Surveys feedback?	<input type="checkbox"/>	1 = little value
		<input type="checkbox"/>	3 = some value
		<input checked="" type="checkbox"/>	5 = high value/essential to customer
<input type="checkbox"/>	D. Asset Management Plan Does the project align with the recommendations of our Asset Management Plan?	<input type="checkbox"/>	1 = does not align
		<input type="checkbox"/>	3 = aligns w/ some recommendations
		<input checked="" type="checkbox"/>	5 = aligns w/ all recommendations
<input type="checkbox"/>	E. Risk Reduction Does the project reduce risks associated to staff and/or patrons?	<input type="checkbox"/>	1 = little reduction
		<input type="checkbox"/>	3 = some reduction
		<input checked="" type="checkbox"/>	5 = high reduction
<input type="checkbox"/>	F. Generate Increased Revenue Will the project increase revenue (eg. new bookable space, increased capacity, etc.)	<input checked="" type="checkbox"/>	1 = little value
		<input type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
<input type="checkbox"/>	G. Reduce Expense Will the project decrease expenses (eg. green projects, more efficient processes, etc.)	<input checked="" type="checkbox"/>	1 = little value
		<input type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
TOTAL SCORE:		27	

Project Narrative

Help us make the case for your project; is this a replacement or a new initiative? If it's a replacement, what is the current asset condition and what are the consequences of not replacing the asset at this time? Are there any alternative solutions? If so, please explain if and why the alternative is preferred. Overall, make the case for this investment or expenditure. Expand this text box as needed!

The coating on the wade pool is starting to peel. The coating is usually re-applied every 5 years under the restricted reserve plan, this was last done 7 years ago. The old product is currently chipping. This poses a health concern for trapped bacteria and is also a hazard for fingers and toes.



Financial Impact

Funding sources:	Restricted Reserves:	\$
	Grant funding:	
	○ FGTF:	\$
	○ MSIO:	\$
	○ MSIC:	\$
	○ CFEP:	\$
	○ Other:	\$
	Debenture:	\$11,000
Additional financial impact information: Please describe how this will affect your future operating budget, either through increased service delivery, additional utilities cost, etc. Include revenue and expenses forecasts if possible.	This is part of our asset management plan and restricted reserve plan.	

Useful information links

Municipal Resources

- <http://www.jasper-alberta.com/2324/Sustainability-Plan>
- <http://jasper-alberta.com/2298/Strategic-Priorities>
- <http://jasper-alberta.com/2455/Asset-Management>
- <http://jasper-alberta.com/2307/Resident-Satisfaction-Surveys>
- <http://municipalaffairs.alberta.ca/materials-and-resources>

External Resources

- Federal Gas Fund (**FGTF**)
<http://municipalaffairs.alberta.ca/documents/2017%20GTF%20Guidelines.pdf>
- Municipal Sustainability Initiative Operating (**MSIO**)
[http://www.municipalaffairs.alberta.ca/documents/2017%20MSI%20Operating%20program%20Guidelines%20\(BH%20test\).pdf](http://www.municipalaffairs.alberta.ca/documents/2017%20MSI%20Operating%20program%20Guidelines%20(BH%20test).pdf)
- Municipal Sustainability Initiative Capital (**MSIC**)
<http://www.municipalaffairs.alberta.ca/documents/2017MSICapitalGuidelines.pdf>

For Finance Office Use Only

Project Name:	Wade Pool Re-surfacing
Finance Office	Council
<input type="checkbox"/> Complete	<input type="checkbox"/> Approved Date:
<input type="checkbox"/> Incomplete	<input type="checkbox"/> Not Approved Date:
<input type="checkbox"/> Deferred	<input type="checkbox"/> Deferred Date:
Date:	
Use of Funds:	
Asset Class Assigned:	
Asset ID Assigned:	
Follow up information:	
Carry Forward Requested?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No

Capital Expense Request Form

Finance & Administration



Date:	Dec 14/18	
Submitted by:	Yvonne McNabb	
Department:	Culture and Recreation	
Project Name:	Universal dressing rooms Aquatic Centre	
Total Amount Requested:	\$200,000	
	Design, planning and engineering:	10%
	Construction, rehabilitation:	90%
	Purchase:	%
	Other:	%
Fiscal Year:	2019	
Project Start Date:	Shut down /coordinate with slide	
Anticipated End Date:	December 2019	
Project type:	<input type="checkbox"/> New <input checked="" type="checkbox"/> Rehabilitation <input type="checkbox"/> Replacement <input type="checkbox"/> Other	
Asset Class:	<input checked="" type="checkbox"/> Building <input type="checkbox"/> Vehicle <input type="checkbox"/> Machinery and Equipment <input type="checkbox"/> Intangible Capital Asset <input type="checkbox"/> Land <input type="checkbox"/> Engineered Structures <ul style="list-style-type: none"> <input type="checkbox"/> Road <input type="checkbox"/> Water <input type="checkbox"/> Sewer <input type="checkbox"/> Recycle <input type="checkbox"/> Other Length of road (lineal meters): Length of sidewalk (lineal meters): Other dimensions (specify measurement units):	
Project Location:	Fitness and Aquatic Centre	
Project Description:	Redo family dressing rooms to become universal dressing rooms with access from the aquatic centre lobby.	

Priority Assessment

Please rank your project using the following criteria.

Evaluation Criteria		Rating Scale	
<input type="checkbox"/>	A. Required Service or Product Is the project required to meet legal, compliance, OH&S or regulatory mandates?	<input type="checkbox"/>	1 = not required
		<input type="checkbox"/>	3 = aligns with some strategies
		<input checked="" type="checkbox"/>	5 = required or mandated
<input type="checkbox"/>	B. Strategic Alignment To what extent is the project aligned with our organization's overall strategies?	<input type="checkbox"/>	1 = does not align
		<input checked="" type="checkbox"/>	3 = aligns with some strategies
		<input type="checkbox"/>	5 = aligns with all strategies
<input type="checkbox"/>	C. Value to Customer How much value will the outcome of this project bring to our customers? Does it align with recent Resident Satisfaction Surveys feedback?	<input type="checkbox"/>	1 = little value
		<input checked="" type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value/essential to customer
<input type="checkbox"/>	D. Asset Management Plan Does the project align with the recommendations of our Asset Management Plan?	<input type="checkbox"/>	1 = does not align
		<input type="checkbox"/>	3 = aligns w/ some recommendations
		<input checked="" type="checkbox"/>	5 = aligns w/ all recommendations
<input type="checkbox"/>	E. Risk Reduction Does the project reduce risks associated to staff and/or patrons?	<input type="checkbox"/>	1 = little reduction
		<input checked="" type="checkbox"/>	3 = some reduction
		<input type="checkbox"/>	5 = high reduction
<input type="checkbox"/>	F. Generate Increased Revenue Will the project increase revenue (eg. new bookable space, increased capacity, etc.)	<input checked="" type="checkbox"/>	1 = little value
		<input type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
<input type="checkbox"/>	G. Reduce Expense Will the project decrease expenses (eg. green projects, more efficient processes, etc.)	<input type="checkbox"/>	1 = little value
		<input checked="" type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
TOTAL SCORE:		23/50	

Project Narrative

Help us make the case for your project; is this a replacement or a new initiative? If it's a replacement, what is the current asset condition and what are the consequences of not replacing the asset at this time? Are there any alternative solutions? If so, please explain if and why the alternative is preferred. Overall, make the case for this investment or expenditure. Expand this text box as needed!

The family dressing rooms are in dire need of repair as the water leaks under the walls and into the men's dressing room causing damage to the interior walls. They are deteriorating and have black mold inside the wall. The dressing rooms also lead directly onto deck requiring a lifeguard to stay on deck after the end of a public swim to ensure the safety of the patrons. This takes up time and money having to have the lifeguard remain on deck when he/she could be doing other duties. Reconfiguration of the dressing rooms will provide safe access/egress to and from the swimming pool. The reconfiguration will also provide universal changing areas to help meet the needs of aging clients.



Financial Impact

Funding sources:	Restricted Reserves:	\$
	Grant funding:	
	○ FGTF:	\$
	○ MSIO:	\$
	○ MSIC:	\$
	○ CFEP:	\$
	○ Other:	\$
	Debenture:	\$200,000
Additional financial impact information: Please describe how this will affect your future operating budget, either through increased service delivery, additional utilities cost, etc. Include revenue and expenses forecasts if possible.		

Useful information links

Municipal Resources

- <http://www.jasper-alberta.com/2324/Sustainability-Plan>
- <http://jasper-alberta.com/2298/Strategic-Priorities>
- <http://jasper-alberta.com/2455/Asset-Management>
- <http://jasper-alberta.com/2307/Resident-Satisfaction-Surveys>
- <http://municipalaffairs.alberta.ca/materials-and-resources>

External Resources

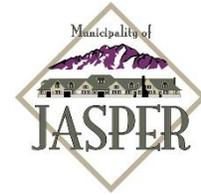
- Federal Gas Fund (**FGTF**)
<http://municipalaffairs.alberta.ca/documents/2018%20GTF%20Guidelines.pdf>
- Municipal Sustainability Initiative Operating (**MSIO**)
[http://www.municipalaffairs.alberta.ca/documents/2018%20MSI%20Operating%20program%20Guidelines%20\(BH%20test\).pdf](http://www.municipalaffairs.alberta.ca/documents/2018%20MSI%20Operating%20program%20Guidelines%20(BH%20test).pdf)
- Municipal Sustainability Initiative Capital (**MSIC**)
<http://www.municipalaffairs.alberta.ca/documents/2018MSICapitalGuidelines.pdf>

For Finance Office Use Only

Project Name:	Universal dressing rooms Aquatic Centre	
Finance Office	Council	
<input type="checkbox"/> Complete	<input type="checkbox"/> Approved	Date:
<input type="checkbox"/> Incomplete	<input type="checkbox"/> Not Approved	Date:
<input type="checkbox"/> Deferred	<input type="checkbox"/> Deferred	Date:
Date:		
Use of Funds:		
Asset Class Assigned:		
Asset ID Assigned:		
Follow up information:		
Carry Forward Requested?	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	

Capital Expense Request Form

Finance & Administration



Date:	December 14, 2018	
Submitted by:	Yvonne McNabb	
Department:	Culture & Recreation	
Project Name:	Planter Replacement	
Total Amount Requested:	\$30,000	
	Design, planning and engineering:	%
	Construction, rehabilitation:	100%
	Purchase:	%
	Other:	%
Fiscal Year:	2019	
Project Start Date:	April	
Anticipated End Date:	June	
Project type:	<input type="checkbox"/> New <input type="checkbox"/> Rehabilitation <input checked="" type="checkbox"/> Replacement <input type="checkbox"/> Other	
Asset Class:	<input type="checkbox"/> Building <input type="checkbox"/> Vehicle <input type="checkbox"/> Machinery and Equipment <input type="checkbox"/> Intangible Capital Asset <input checked="" type="checkbox"/> Land <input type="checkbox"/> Engineered Structures <ul style="list-style-type: none"> <input type="checkbox"/> Road <input type="checkbox"/> Water <input type="checkbox"/> Sewer <input type="checkbox"/> Recycle <input type="checkbox"/> Other Length of road (lineal meters): Length of sidewalk (lineal meters): Other dimensions (specify measurement units):	
Project Location:	Centennial Park	
Project Description:	Replace rotten planters at the log cabin and within Centennial Park.	

Priority Assessment

Please rank your project using the following criteria.

Evaluation Criteria		Rating Scale	
<input type="checkbox"/>	A. Required Service or Product Is the project required to meet legal, compliance, OH&S or regulatory mandates?	<input checked="" type="checkbox"/>	1 = not required
		<input type="checkbox"/>	3 = aligns with some strategies
		<input type="checkbox"/>	5 = required or mandated
<input type="checkbox"/>	B. Strategic Alignment To what extent is the project aligned with our organization's overall strategies?	<input type="checkbox"/>	1 = does not align
		<input checked="" type="checkbox"/>	3 = aligns with some strategies
		<input type="checkbox"/>	5 = aligns with all strategies
<input type="checkbox"/>	C. Value to Customer How much value will the outcome of this project bring to our customers? Does it align with recent Resident Satisfaction Surveys feedback?	<input type="checkbox"/>	1 = little value
		<input checked="" type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value/essential to customer
<input type="checkbox"/>	D. Asset Management Plan Does the project align with the recommendations of our Asset Management Plan?	<input type="checkbox"/>	1 = does not align
		<input type="checkbox"/>	3 = aligns w/ some recommendations
		<input checked="" type="checkbox"/>	5 = aligns w/ all recommendations
<input type="checkbox"/>	E. Risk Reduction Does the project reduce risks associated to staff and/or patrons?	<input type="checkbox"/>	1 = little reduction
		<input type="checkbox"/>	3 = some reduction
		<input checked="" type="checkbox"/>	5 = high reduction
<input type="checkbox"/>	F. Generate Increased Revenue Will the project increase revenue (eg. new bookable space, increased capacity, etc.)	<input checked="" type="checkbox"/>	1 = little value
		<input type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
<input type="checkbox"/>	G. Reduce Expense Will the project decrease expenses (eg. green projects, more efficient processes, etc.)	<input checked="" type="checkbox"/>	1 = little value
		<input type="checkbox"/>	3 = some value
		<input type="checkbox"/>	5 = high value
TOTAL SCORE:		19	

Project Narrative

Help us make the case for your project; is this a replacement or a new initiative? If it's a replacement, what is the current asset condition and what are the consequences of not replacing the asset at this time? Are there any alternative solutions? If so, please explain if and why the alternative is preferred. Overall, make the case for this investment or expenditure. Expand this text box as needed!

The planters at Centennial Park and the log cabin are rotten and presently being held together with plywood. This is a Health & Safety risk to the public and children playing in the area. This location is used for many events including our July 1st Celebrations. Replacement or removal is required. Ideally we would replace as the planters are aesthetically pleasing and create an inviting atmosphere.



Financial Impact

Funding sources:	Restricted Reserves:	\$
	Grant funding:	
	○ FGTF:	\$
	○ MSIO:	\$
	○ MSIC:	\$
	○ CFEP:	\$
	○ Other:	\$
	Debenture:	\$30,000
Additional financial impact information: Please describe how this will affect your future operating budget, either through increased service delivery, additional utilities cost, etc. Include revenue and expenses forecasts if possible.	N/A Part of asset management plan and restricted reserve plan.	

Useful information links

Municipal Resources

- <http://www.jasper-alberta.com/2324/Sustainability-Plan>
- <http://jasper-alberta.com/2298/Strategic-Priorities>
- <http://jasper-alberta.com/2455/Asset-Management>
- <http://jasper-alberta.com/2307/Resident-Satisfaction-Surveys>
- <http://municipalaffairs.alberta.ca/materials-and-resources>

External Resources

- Federal Gas Fund (**FGTF**)
<http://municipalaffairs.alberta.ca/documents/2017%20GTF%20Guidelines.pdf>
- Municipal Sustainability Initiative Operating (**MSIO**)
[http://www.municipalaffairs.alberta.ca/documents/2017%20MSI%20Operating%20program%20Guidelines%20\(BH%20test\).pdf](http://www.municipalaffairs.alberta.ca/documents/2017%20MSI%20Operating%20program%20Guidelines%20(BH%20test).pdf)
- Municipal Sustainability Initiative Capital (**MSIC**)
<http://www.municipalaffairs.alberta.ca/documents/2017MSICapitalGuidelines.pdf>

For Finance Office Use Only

Project Name:	
Finance Office	Council
<input type="checkbox"/> Complete	<input type="checkbox"/> Approved Date:
<input type="checkbox"/> Incomplete	<input type="checkbox"/> Not Approved Date:
<input type="checkbox"/> Deferred	<input type="checkbox"/> Deferred Date:
Date:	
Use of Funds:	
Asset Class Assigned:	
Asset ID Assigned:	
Follow up information:	
Carry Forward Requested?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No



2019 Tax Funded Services by Department (including external requests)

Does not include utility fees (water, sewer, garbage and recycling)

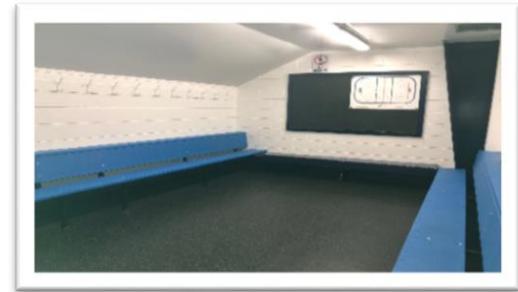
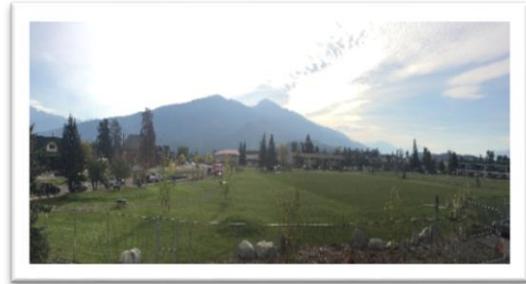
Municipal Service Provision	\$199,939 (2.6%) \$251,302 (3.3%) *incl. WCB
Operations	Fleet, Roads & Sidewalks (Snow Removal, Traffic Signs) Building Maintenance, Grounds, Cemetery, Environmental Stewardship
Culture and Recreation	Fitness & Aquatic Centre (local enjoyment and tourist attraction), Arena (large economic impact to the town), Curling Rink, Activity Centre, Playgrounds, Parks (town events), Sports Fields, Racquet Sports, Skate Park, Connaught Washrooms (commercial need for tourists), Library and Cultural Centre (Library, Jasper Artists Guild, Habitat for the Arts, meeting space), Health & Safety Program
Protective Services	Fire Department, Bylaw Department (business Licensing, bylaw education and enforcement), Emergency Management
Administration and Council	Budget, Taxes, Assessments, Council, Legislative Services, HR, Accounts Payable and Receivable, Utility Invoicing, Payroll, Audits and Reporting, IT Services
Community and Family Services	Daycare, Out of School Care, Community Outreach Services (worker, administration and programs), Community Dinners, Parent Link, Local Immigration Partnership, Settlement Services, Community Development and Family and Community Support Services (FCSS). Projected grant funding for 2019 \$2.8M.
Land Rent, Use and Planning	Mandatory federal payment for land rent, use and planning
Other	General Capital, Jasper Housing Corporation, Museum
*Workers Compensation Board Premium Increase (mandatory)	\$51,363 (0.67%)
Arena, Aquatic and Activity Centre Debenture request	\$91,069 (1.19%) for 2019 only, payments on debenture 2020+ \$274,831
Administration, part time to full time request	\$25,000 (0.33%)
Community and Family Services part time to 0.8 FTE request	\$25,000 (0.33%)
Environmental Stewardship Program Funding	\$100,000 (1.31%)
<u>Total Internal Requests</u>	<u>\$492,370 (6.46%)</u>
Jasper Yellowhead Museum & Archives Request	2018 budget \$49,000 + increase request of \$50,000 (0.66% increase)
Jasper Victim Services	2018 budget \$11,838 + no increase request \$0 (0% increase)
Jasper Municipal Library	2018 budget \$190,000 + increase request of \$16,000 (0.21% increase)
Habitat	2018 budget \$0 + increase request of \$35,000 (0.46% increase)
Habitat Lease	2018 budget \$0 + increase request of \$22,000 (0.29% increase)
<u>Total External Requests</u>	<u>\$123,000 (1.6%)</u>

Culture & Recreation



Year in Review

- Arena asbestos abatement project included removal of arena flooring, installation of new flooring and removal of vermiculite in the dressing room walls, ceilings and hallway;
- Asbestos Management Plan updates and completion;
- No hockey or skating camp was held in 2018 due to asbestos/vermiculite abatement in arena;
- Centennial Park field upgrade to irrigation system and turf through assistance of the Canada 150 grant. Field to re-open in the spring of 2019;
- Continued work on the exchange lands, now called Commemoration Park, which opened in May 2018. The first large scale event was the Jasper Folk Festival held in September 2018;
- New recreation facilities software in use for scheduling, memberships, POS and registrations. Rental of the Library & Cultural Centre, Commemoration Park, Robson Park, and the Activity Centre parking lot are included in the software and can be booked through the Activity Centre.
- New roof installation and grading over the administration office completed in January 2018;
- Alternate location for the Dark Sky Festival, pilot project in 2018 (Activity Centre parking lot);
- New LED lighting in curling rink;
- New benches installed in arena dressing rooms;
- Climbing wall mat replacement;



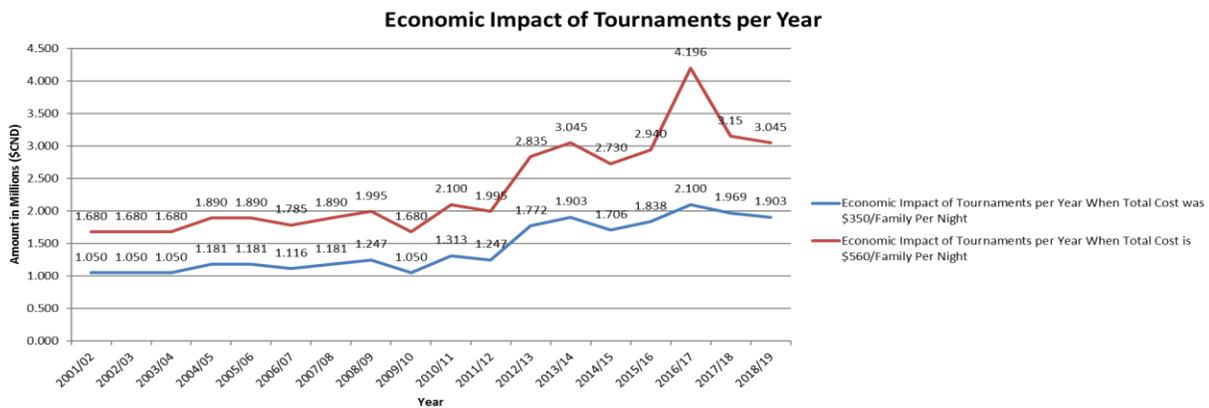
Focus for the Year Ahead

- Operationally: review pilot locations for the Jasper Dark Sky Festival; new Book King recreation facility software familiarity and possible online registrations; continue to work towards preventative maintenance program with Operations; enhance Health & Safety training and knowledge throughout the Municipality; provide training to a new H&S Auditor; implement risk management position with Chief Administrative Officer; rebuild pumps in curling rink.
- Capital projects and debenture request are outlined in the *Proposed Culture & Recreation Capital Projects 2019-2020*.

Value for Money

The Culture & Recreation Department strives to maximize use of the facilities to increase revenues, achieve best possible cost-recovery and promote as many of our facilities as multi-function facilities. While ongoing maintenance and upkeep of aging facilities remains a challenge, the economic impact generated by sporting and community events hosted in our facilities is significant, bringing visitors to Jasper during the winter and shoulder seasons.

Facilities	Economic Impact of Hockey Tournaments
Fitness & Aquatic Centre, Arena, Curling Rink, Activity Centre, Tennis Courts, Skateboard Park, Centennial Park, Cabin Creek Park, Connaught Washrooms, Library and Cultural Centre, Robson Park and Commemoration Park Total outdoor space: estimated at 524,744 sq. feet Total indoor space: 138,043 sq. feet	The number of hockey tournaments in the Jasper Arena has increased from approximately 15 in 2001-02 to 30 in 2018-19, with a few tournaments lasting up to four days. Based on Travel Alberta statistics on expenditures per night per family, the estimated economic impact of tournaments has grown from \$1.6 million in 2001-2002 to upwards of \$4 million in 2018-2019.



Alignment with Strategic Priorities

Governance – Ensure maximum service life of existing infrastructure

- **Maintain existing infrastructure, buildings and fleet vehicles to accepted standards**
 - Preventative maintenance program to align with Asset Management best practices
 - Recreation facilities overhaul planned for 2019/2020

Governance – Provide quality municipal services to the community

- **Focus municipal team efforts on ensuring the provision of best possible municipal services**
 - Updated the booking and memberships system to include online registration and booking of facilities

Financial Information (rounded numbers)

- Increase of salaries and benefits by **\$54,500** and reallocation of maintenance costs salaries and benefits of **\$64,500** as per CUPE contract, policy and grid placements;
- Net surplus decrease of **\$12,500** due to a decrease in camp participants
- Increase in expense of **\$25,500** due to debenture taken to cover capital projects, offset by transfer from prior year not used in debenture application;
- Other decreases in expenses: **\$1,500**

Culture and Recreation	
(not incl. Library and Cultural Centre, Museum or Health and Safety)	
2018 Budget	\$2,032,751
2019 Budget	\$2,187,882
Increase	\$155,130



MUNICIPALITY OF JASPER
Department Operating Budget
Culture and Recreation

Museum
C&R
Rec-Gen
Activity Centre
Grounds Recreation
Connaught Washrooms
Skatepark
Getaway and Sport Camps
Volunteer Appreciation
Library and Cultural Centre
Arena
Fitness & Aquatic Centre
Health & Safety
Debt and Restricted Reserves

	2018	2019	Inc/Dec	Comments
	-49,000	-49,980	980	Inflation increase only
	-1,554	-1,586	31	Inflation increase only
	-240,056	-238,786	-1,269	New hardware removed as thies was purchased in 2018
	-608,892	-659,225	50,333	Reallocation of Maintenance wages, increase in benefit as per contract
	-8,270	-10,414	2,144	Reallocation of maintenance wages
	-40,475	-41,558	1,083	Salary and benefit increase as per contract and inflation increase
	-3,216	-3,216	0	No increase
	69,571	56,897	12,673	Net Surplus decreased due to less campers (2018 trending)
	-5,650	-5,305	-345	Increase in anticipated revenue for the event
	-275,692	-287,343	11,651	Salary and benefit increase as per contract and inflation increase
	-242,300	-262,841	20,541	Reallocation of Maintenance wages, increase in benefit as per contract
	-545,439	-589,923	44,484	Reallocation of Maintenance wages, increase in benefit as per contract
	-82,901	-85,099	2,198	Salary and benefit increase as per contract and inflation increase
	-406,470	-274,831	-131,639	Increase due to debenture taken to cover capital projects, offset by transfer from prior year not used in debenture application

Overall	Net Surplus/-Deficit	-2,440,344	-2,453,209	12,865
----------------	-----------------------------	-------------------	-------------------	---------------



MUNICIPALITY OF JASPER
Operating Budget
Culture and Recreation

	2018	2019	2020	2021	2022	2023
Revenue						
Museum - Revenues	-200	-200	-200	-200	-200	-200
Culture and Rec Board - Revenues	0	0	0	0	0	0
Activity Centre - Revenues	-116,746	-119,081	-121,462	-123,891	-126,369	-128,897
Grounds-Rec - Revenues	-9,100	-9,282	-9,468	-9,657	-9,850	-10,047
Connaught Washrooms - Revenues	0	0	0	0	0	0
Skatepark - Revenues	0	0	0	0	0	0
Getaway and Sport Camps - Revenues	-223,380	-200,000	-204,000	-208,080	-212,242	-216,486
Volunteer Appreciation - Revenues	-3,000	-4,000	-4,080	-4,162	-4,245	-4,330
Library - Revenues	-59,970	-61,170	-62,393	-63,641	-64,914	-66,212
Arena - Revenues	-241,500	-248,570	-203,778	-256,917	-260,892	-264,930
Fitness & Aquatic Centre - Revenues	-517,786	-534,922	-330,922	-545,227	-556,132	-567,255
Health and Safety - Revenues	0	0	0	0	0	0
Debenture and Restricted - Revenues	0	-114,276	0	0	0	0
Total Revenues	-1,171,682	-1,291,501	-936,304	-1,211,775	-1,234,843	-1,258,357
Expense						
Museum - Expenditures	49,200	50,180	51,180	52,199	53,239	54,300
Culture and Rec Board - Expenditures	1,554	1,586	1,617	1,650	1,683	1,716
Recreation General - Expenditures	240,056	238,786	244,225	249,109	254,092	259,173
Activity Centre - Expenditures	725,637	778,306	796,541	814,766	831,061	847,682
Grounds-Rec - Expenditures	17,370	19,696	20,079	20,481	20,890	21,308
Connaught Washrooms - Expenditures	40,475	41,558	42,563	43,414	44,282	45,168
Skatepark - Expenditures	3,216	3,216	3,280	3,346	3,412	3,481
Getaway and Sport Camps - Expenditures	153,809	143,103	146,170	149,094	152,076	155,117
Volunteer Appreciation - Expenditures	8,650	9,305	9,491	9,681	9,875	10,072
Library - Expenditures	335,663	348,513	356,029	363,149	370,412	377,821
Arena - Expenditures	483,800	511,411	523,214	533,678	544,351	555,239
Fitness & Aquatic Centre - Expenditures	1,063,225	1,124,845	1,121,619	1,144,051	1,166,932	1,190,271
Health and Safety - Expenditures	82,901	85,099	87,185	88,928	90,707	92,521
Debenture and Restricted- Expenditures	406,470	389,107	701,896	1,100,686	1,100,686	1,100,686
Total Expense	3,612,026	3,744,710	4,105,087	4,574,231	4,643,698	4,714,555
Net Surplus/-Deficit	-2,440,344	-2,453,209	-3,168,783	-3,362,456	-3,408,855	-3,456,198

Kirsten Schmitten
B0x 946
Jasper, Alberta
T0E 1E0.
780 852-5193

January 26, 2019

Re: Supporting a single-use plastic bag ban

To : Our Jasper Mayor, Municipal Council and Janet Cooper, Environmental Stewardship Coordinator,

I am in full support of an immediate single use plastic bag ban in Jasper. I am asking that we get some traction on this movement and take a **leadership** role in reducing pollutants.

In my research on the subject, I read articles in the Fitzhugh, dated as far back as 2010, that stated the municipality and Environmental Stewardship Coordinator were “looking into” the bag ban. I would like to know what we have discovered in the 8 years since this investigation started? Why are we no further ahead on the ban or even reduction of bag use? This inaction is getting very frustrating!

I am also very concerned that improper plastic bag recycling has meant all of our plastic recycling is in danger. If we have a single-use plastic ban, this would reduce this type of contamination.

Finally, we have a chance to join the other leading communities and even countries in reducing our pollution. We live in a National Park and should be setting examples for all of our visitors! It is time for us to implement the single use bag ban.

I do not believe we need petitions, further studies (they have been done in many municipalities and countries), or “stakeholder” meetings. We need leadership! I am asking you- the Mayor, council members and Environmental Stewardship Coordinator to be our leaders in banning single use bags. You have my, and I would think most Jasperites, full support.

I would appreciate a response to this letter.

Sincerely,

Kirsten Schmitten

Municipality of Jasper

List of recommendations
Regular meeting, Tuesday, February 5, 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, February 5, 2019 as presented.

Approval of minutes

BE IT RESOLVED that Council approve the minutes of the January 22, 2019 regular Council meeting as presented.

Supplementary Assessment of Improvements Bylaw 2019 – 3rd reading

BE IT RESOLVED that Council read, for the third and final time, Bylaw #213– Supplementary Assessment of Improvements 2019, being a bylaw of the Specialized Municipality of Jasper in the province of Alberta to authorize the supplementary assessment of improvements for the taxation year 2019.

Supplementary Tax Bylaw 2019 – 3rd reading

BE IT RESOLVED that Council read, for the third and final time, Bylaw #214– Supplementary Tax Bylaw 2019, being a bylaw of the Specialized Municipality of Jasper in the province of Alberta to authorize the imposition of a supplementary tax for the taxation year 2019.

Studded Bicycle Tire Rebate

BE IT RESOLVED that council approve the expenditure of \$5,000 from the Environmental Stewardship reserve account to fund the Studded Bicycle Tire Rebate Program.

Policy F-012: Proclamation, Letter of Support, Flag Raising Request Update

BE IT RESOLVED that council approve Policy F-012: Proclamation, Letter of Support, Flag Raising Request as presented.

2019 Capital Budget Parking Lot Items (Operations)

BE IT RESOLVED that council approve a budget of \$775,000 for the S-Block Parking project, including funding from the Parking Authority Restricted Reserves and external grant funding.

BE IT RESOLVED that council approve a budget of \$275,000 for the Patricia-Willow Intersection Regrading project, subject to water valve replacement work being completed in 2019.

2019 Capital Budget Parking Lot Items (Culture and Recreation)

BE IT RESOLVE that Council approve a budget of \$200,000 for the Universal and Accessible Change Rooms project at the Fitness and Aquatic Centre.

Municipality of Jasper



List of recommendations Regular meeting, Tuesday, February 5, 2019

BE IT RESOLVED that Council approve a budget of _____ for the _____ project.

In Camera

BE IT RESOLVED that Council move in camera at _____ to discuss agenda items 14.1.

Revert to Open Meeting

BE IT RESOLVED that council revert to open meeting at _____.

Adjournment

BE IT RESOLVED that, there being no further business, the regular meeting of February 5, 2019 be adjourned at _____.