

## A quick note...

This course material contains recommendations, suggestions, and instructor opinions based on personal experience. This course material contains recommendations, suggestions, and instructor opinions based on personal industry experience working with Species at Risk. It is also your responsibility to ensure that any materials used, or activities completed are compliant with ALL applicable laws and regulations. These materials are intended to assist participants as they strive to improve their knowledge of **Species at Risk Assessment**. While we attempt to thoroughly address specific topics, it is not possible to include discussion of everything necessary to ensure each participant is in compliance with local laws including a healthy and safe working environment. Thus, this information, and how the information has been interpreted by the end user, is not the responsibility of the instructor or Natural Resources Training Group.

## TABLE OF CONTENTS

1.0	General Course Information .....	3
1.1	Instructor & Contact .....	3
1.2	Course Expectations .....	3
1.2.1	Zoom Time .....	3
1.2.2	Attendance and Participation .....	3
1.2.3	Assignment.....	4
1.3	Schedule .....	4
1.4	Learning Outcomes .....	4
2.0	Resources for Species Records Searches .....	5
2.1	British Columbia .....	5
2.2	Ontario .....	6
2.3	Alberta.....	7
2.4	Canada Wide .....	8
3.0	Group Activity Instructions.....	9
3.1	DAY 1.....	9
3.2	DAY 2.....	9
4.0	Independent Assignment.....	9
4.1	Part 1 – Finding Species Records.....	9
4.2	Part 2 – Desktop Assessment.....	10
4.3	Part 3 – Field Assessment .....	10
5.0	independent Assignment: WHAT TO SUBMIT .....	11
6.0	Example Field Assessment .....	12
7.0	Example Excel Table.....	14
8.0	Blank Field Assessment .....	15
9.0	Blank Hazard Assessment .....	17

## 1.0 GENERAL COURSE INFORMATION

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### 1.1 INSTRUCTOR & CONTACT

**Instructor:** Maggie Pugh, M.Sc.

I am an Ecologist with more than 19 years specializing in ecosystem assessment. I completed graduate research in Canada's northern wetlands and have worked as an ecologist in the private sector for more than 16 years. I am a seasoned field biologist with expertise in Species at Risk assessments and permitting, flora and fauna inventories, seasonal wildlife surveys, significant wildlife habitat assessment, rare species monitoring programs, wetland and vegetation community assessments, sediment/ erosion control and environmental monitoring. I am an Ontario Wetland Evaluation System (OWES) evaluator, Butternut Health Assessor, and certified in Ecological Land Classification (ELC).

**email:** [MaggiePugh@live.ca](mailto:MaggiePugh@live.ca)

**phone:** 519-505-2751

### 1.2 COURSE EXPECTATIONS

#### 1.2.1 Zoom Time

**Microphones:** keep on mute to eliminate background noise

**Cameras:** please turn your camera on if possible. Zoom classrooms are more inviting and collaborative when you can put a face to the voice.

**Questions:** raise your hand for questions or ask a question in the chat – questions let me know you are engaged and paying attention! There are no silly questions.

**Breaks:** scheduled each hour of zoom time but manage your own energy. If you require a bio break, please take it.

**Respect:** NRTG supports a safe and inclusive learning space. Please be respectful in all interactions throughout the course.

#### 1.2.2 Attendance and Participation

To receive your course completion certificate, students are expected to be present at all Zoom sessions on Day 1 and Day 2. Students are generally expected to participate in both small and large group discussions and share information about their Field

Assignment Site. Please speak to the instructor if you have particular concerns or circumstances that would prevent participating, and accommodations will be made.

### 1.2.3 Assignment

Assignments and activities are designed to provide an opportunity for students to “try out” the skills discussed in class and ask questions about the process. A digital copy the completed Assignment, following the instructions outlined in **Section 4.0**, is requested by 7 pm Pacific on Day 2 of the course. Students can work in groups or pairs, but each person should submit their own work.

## 1.3 SCHEDULE

PACIFIC TIME	DAY 1	DAY 2
9:00 – 10:00	Introductions, Overview	Assigning Potential
10:00 – 10:15	Break	Break
10:15 – 11:00	Species Records	Group Activity & Independent Assignment 2
11:00 – 11:15	Break	Break
11:15 – 12:00	Group Activity	Mitigation & Field Assessment Prep
12:00 – 1:00	Lunch	Lunch
1:00 – 2:00	Independent Assignment 1	Independent Assignment 3: Field Assessment
2:00 – 2:15	Break	↓
2:15 – 3:00	Habitats	↓
3:00 – 3:15	Break	↓
3:15 – 4:00	Desktop Assessment of Habitat	Wrap Up & Discussion

## 1.4 LEARNING OUTCOMES

Upon successful completion, participants will be able to:

- Identify Species at Risk (SAR) known to occur in a particular geographic region
- Find species statuses and critical habitat information
- Conduct a desktop assessment of potential habitat for SAR
- Conduct a field assessment to document potentially suitable habitat
- Assign relative potential for a SAR to be present based on habitat availability
- Identify and recommend industry best practices for mitigation to avoid impacts

## 2.0 RESOURCES FOR SPECIES RECORDS SEARCHES

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Online records are a convenient tool for finding records of species occurrences at or near your site. Resources along with clickable links are listed by province below. If the clickable link does not work for you, try googling the name of the resource.

### 2.1 BRITISH COLUMBIA

**iMap BC** allows the user to upload a shapefile into this search tool then put on a number of layers to find species at risk occurrences, mapped critical habitat, wildlife habitat areas, wetlands, old-growth forest areas, ungulate winter range etc. Link: <https://maps.gov.bc.ca/ess/hm/imap4m/>

**CDC iMap BC** allows the user to search for species at risk occurrences using either the zoomable map or by uploading a shapefile.

**BC Species and Ecosystem Explorer** is an older resource now, but still provides some relevant info. Link: <https://a100.gov.bc.ca/pub/eswp/>

**Habitat Wizard** <https://maps.gov.bc.ca/ess/hm/habwiz/>

**Regional district online mapping** websites are for plotting sensitive features / trails, or other local environmental features that should be considered by regional district. Link: <https://www.rdn.bc.ca/gis-mapping>)

**Wildlife Tree Atlas** is a mapping tool that allows you to see locations of wildlife trees. Link: [https://cmnmaps.ca/WITS\\_gomap/](https://cmnmaps.ca/WITS_gomap/)

**Great Blue Heron Atlas** for known locations of Great Blue Heron. Link: <https://cmnmaps.ca/GBHE/>

**EFauna** <http://linnet.geog.ubc.ca/efauna/> /

**EFora** <https://linnet.geog.ubc.ca/biodiversity/eflora/index.html>

**BC Marine Conservation Atlas** <https://bcmca.ca/>

**BC Breeding Bird Atlas (BBA)** <https://www.birdatlas.bc.ca/>

**Bat Conservation International (BCI) provides range maps by region** – look to see which species overlap your area. [Bats by Region - Bat Conservation International](#)

**eBird** for publicly recorded species occurrences. These lists tend to be long and are not confirmed species records as individuals report sighting as they wish. The resource can be helpful if you are looking for a general idea of species presence, or to see whether a Species at Risk has been recorded multiple by multiple observers. Also useful to search by species. Link: <https://ebird.org/home>

**iNaturalist interactive map of observations.** Click the Map view, and Zoom into your site. <https://www.inaturalist.org/observations>

**DFO Aquatic SAR Maps** <https://www.dfo-mpo.gc.ca/species-especes/sara-lep/map-carte/index-eng.html>

**DFO Habitat Ecology Assessment Tool (HEAT)** <https://habitatassessment.ca/>

**Aquatic Barriers to Fish passage** <https://aquaticbarriers.ca/>

## 2.2 ONTARIO

**Natural Heritage Information Centre (NHIC)** is a government website that is used as a starting point for species at risk records searches in Ontario. The Make-a-Map Tool allows the user to zoom to a geographic location and conduct a records search (with 1 km square layer turned on). Link: <https://www.ontario.ca/page/make-natural-heritage-area-map>

**Atlas of the Breeding Birds of Ontario (OBBA)** is an interactive map that allows you to zoom into your site, click on the square closest and get a list of species with breeding evidence. Not exclusive to Species at Risk, so you need to have a list handy while reviewing species occurrences. Link: <https://naturecounts.ca/nc/onatlas/findsquare.jsp>

**Ontario Reptile and Amphibian Atlas** is an interactive map that allows you to zoom into your site, click on the square closest and get a list of species with breeding evidence. Not exclusive to Species at Risk, so you need to have a list handy while reviewing species occurrences. Link: <https://www.ontarioinsects.org/herp/>

**Ontario Atlas of Mammals.** This is an older document, but range maps are provided for Ontario. For bats, use the Bat Conservation International link below. [https://longpointbiosphere.com/download/mammals/mammal\\_atlas-1994.pdf](https://longpointbiosphere.com/download/mammals/mammal_atlas-1994.pdf)

**Ontario Butterfly Atlas** is an interactive map that allows you to zoom into your site, click on the square closest and get a list of species with breeding evidence. Not exclusive to Species at Risk, so you need to have a list handy while reviewing species occurrences. Link: <https://www.ontarioinsects.org/atlas/>

**Ontario Moth Atlas** <https://www.ontarioinsects.org/moth/>

**eBird** you can explore hot-spots for bird lists, but ebird is generally more for checking whether a certain species has been in the area, rather than a general records search. <https://ebird.org/explore>

**iNaturalist interactive map of observations.** Click the Map view, and Zoom into your site. <https://www.inaturalist.org/observations>

**Bat Conservation International (BCI) provides range maps by region** – look to see which species overlap your area. [Bats by Region - Bat Conservation International](#)

**MNRF Fish-online** provides an interactive map that allows you to zoom into your area of interest  
<https://www.lioapplications.lrc.gov.on.ca/fishonline/Index.html?viewer=FishONLine.FishONLine>

**DFO Aquatic SAR Maps** <https://www.dfo-mpo.gc.ca/species-especes/sara-lep/map-carte/index-eng.html>

**DFO Habitat Ecology Assessment Tool (HEAT)** <https://habitatassessment.ca/>

**Aquatic Barriers to Fish passage** <https://aquaticbarriers.ca/>

## 2.3 ALBERTA

**Fish and Wildlife Management Information System (FWMIS):** this is the primary resource for Alberta species data. The Fish and Wildlife Internet Mapping Tool (FWMIT) can be used to find fish and wildlife observation information, generate reports, and create maps. Link: <https://www.alberta.ca/fisheries-and-wildlife-management-information-system-overview.aspx#jumplinks-1> . If you are not familiar with FWIMT be sure to look at the quick reference guide first. Link: <https://open.alberta.ca/publications/quick-reference-guide-fish-and-wildlife-internet-mapping-tool>

**Alberta Conservation Information Management System (ACIMS):** Link: <https://www.albertaparks.ca/albertaparksca/management-land-use/alberta-conservation-information-management-system-acims/>



**Alberta Sensitivity Layers:** key range and wildlife layers. Link: <https://www.alberta.ca/wildlife-sensitivity-maps.aspx#jumplinks-0>

**DFO Aquatic SAR Maps** <https://www.dfo-mpo.gc.ca/species-especes/sara-lep/map-carte/index-eng.html>

**DFO Habitat Ecology Assessment Tool (HEAT)** <https://habitatassessment.ca/>

**Aquatic Barriers to Fish passage** <https://aquaticbarriers.ca/>

**iNaturalist interactive map of observations.** Click the Map view, and Zoom into your site. <https://www.inaturalist.org/observations>

**Bat Conservation International (BCI) provides range maps by region** – look to see which species overlap your area. [Bats by Region - Bat Conservation International](#)

**eBird** <https://ebird.org/home>

## 2.4 CANADA WIDE

**DFO Aquatic SAR Maps** <https://www.dfo-mpo.gc.ca/species-especes/sara-lep/map-carte/index-eng.html>

**DFO Habitat Ecology Assessment Tool (HEAT)** <https://habitatassessment.ca/>

**Aquatic Barriers to Fish passage** <https://aquaticbarriers.ca/>

**iNaturalist interactive map of observations.** Click the Map view, and Zoom into your site. <https://www.inaturalist.org/observations>

**Bat Conservation International (BCI) provides range maps by region** – look to see which species overlap your area. [Bats by Region - Bat Conservation International](#)

**eBird** <https://ebird.org/home>

**Aquatic Barriers to Fish passage** <https://aquaticbarriers.ca/>

**SARA Critical Habitat Mapping:** Link: <https://search.open.canada.ca/openmap/47caa405-be2b-4e9e-8f53-c478ade2ca74>





## 3.0 GROUP ACTIVITY INSTRUCTIONS

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We will be using Breakout Rooms for class discussions. The specific discussion topic/task for each session is provided below.

### 3.1 DAY 1

#### Finding Species Records

1. In the chat, select a Google Earth KMZ file and open it.
2. Choose a breakout room for the corresponding province
3. Look for species records within 1 km of the KMZ site provided.
4. Choose at least 3 species records
5. Look up the species in your Provincial Policy. If not already on the **Master List** tab, add it as a new record and fill in relevant columns.
6. Keep track of your records and sources in the **Record Sources** tab.

### 3.2 DAY 2

#### Assigning Potential (Desktop Assessment)

1. Go back to your breakout room
2. Determine habitat requirements for the 3 species records identified yesterday
3. Compare habitat requirements to habitats available on your Site
4. Assign low, medium, or high in the *Potential to Occur on Site or in the Study Area* (Desktop) column. Include your reasoning in the same column.

## 4.0 INDEPENDENT ASSIGNMENT INSTRUCTIONS

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### 4.1 PART 1 – FINDING SPECIES RECORDS

1. Using Google Earth Pro, pick a location near you that is natural, publicly accessible, and safe to visit; you will be going there tomorrow.
2. Draw and save a polygon of at least 200m by 200m. This is your “Site”
3. Using the links provided in **Section 2 Resources** of this document, or other reliable sources that you know of, find records of SAR within 1 km of your site.
3. For each species record, add a Y in *Record* column next to the species in the **Master SAR List** tab. Look up and add provincial habitat information to the *Habitat Description* column for each of your 3 species.
4. Sort your list so that the species with a Y in the *Record* column are at the top.

5. Copy and paste the species with an Y in the *Record* column to the **Site Screening Results** tab. You should be able to just copy and paste the whole row.

#### 4.2 PART 2 – DESKTOP ASSESSMENT

1. Using Google Earth, look at your Site with 3D-viewing, street view, and historical images. Note the general habitats available on your site: is there a watercourse or waterbody? Wetland? Are there meadows or fields? Individual Trees or Forest/woodlots?
2. For the 3 species in your **Site Screening Results** tab, compare habitat requirements to your desktop observations of the habitats available on your site.
3. For each species, assign low, medium, or high in the *Potential to Occur on Site or in the Study Area (Desktop)* column. Include corresponding rationale and be as specific as possible – what habitat was or was not present; if present, is it located on the site or in the study area?

#### 4.3 PART 3 – FIELD ASSESSMENT

1. Complete your Hazard Assessment Form and email to [MaggiePugh@live.ca](mailto:MaggiePugh@live.ca)
2. If you are going out into the field alone, text me at 519-505-2751 to “check in”. Make sure you “check out” by texting again to let me know you’re home safely from the field site.
3. Go to your site and walk around. Look at the habitat areas you identified on google earth. Take some GPS/ KMZ locations of notable features (open water areas, beaver lodges, rock outcrops, etc.).
4. Compare the site conditions to your desktop observations of habitat. Think about the landscape and available habitat as best you can. Does it look wet or dry? Vegetated or non-vegetated? Woody plants or grass/ forb dominated? If woody, tree or shrub dominated? Deciduous or coniferous? What does the groundcover look like? Mosses or lichens? Rocky or soils? Bedrock outcrops or soft wet soils? If you know ELC/ BEC classify the area.
5. Using the **Field Notes** pages as a guide, document any wildlife observations you can, sightings, signs (scat, tracks, browse) etc.
6. Identify and document plant species in each habitat area (to the best of your ability). i.e., what tree species are dominant in the forest? What wildflowers are present in the meadow?

7. For at least 3 species in your **Site Screening Results** tab, assign low, medium, or high in the *Potential to Occur on Site or in the Study Area (Field)* column. Include the corresponding rationale in the *Rationale* column.

For example, if you had a record of Little Brown Myotis (bat) within 1km of your site and saw deciduous woody vegetation was present on Google Earth, you would have assigned 'high' to the *Potential for it to be present on the site or in the Study Area (desktop)* column in Part 3. While onsite, you notice that the deciduous vegetation is in fact shrubs and there are no large deciduous trees with knots, peeling bark, or cavities. In this situation, you would assign 'low' in the *Potential to Occur on Site or in the Study Area (field)* column. In the *Rationale (field)* column you would state 'there were no large deciduous trees with knots, peeling bark, or cavities observed onsite or in the study area, thus habitat potential for Little Brown Myotis is low'

8. **Meet back on ZOOM at 3:00 PT for field assignment discussion and course wrap up.**

## 5.0 INDEPENDENT ASSIGNMENT: WHAT TO SUBMIT

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Submit your assignment by sending a copy of the following to [MaggiePugh@live.ca](mailto:MaggiePugh@live.ca) by **7 pm Pacific Time on Day 2:**

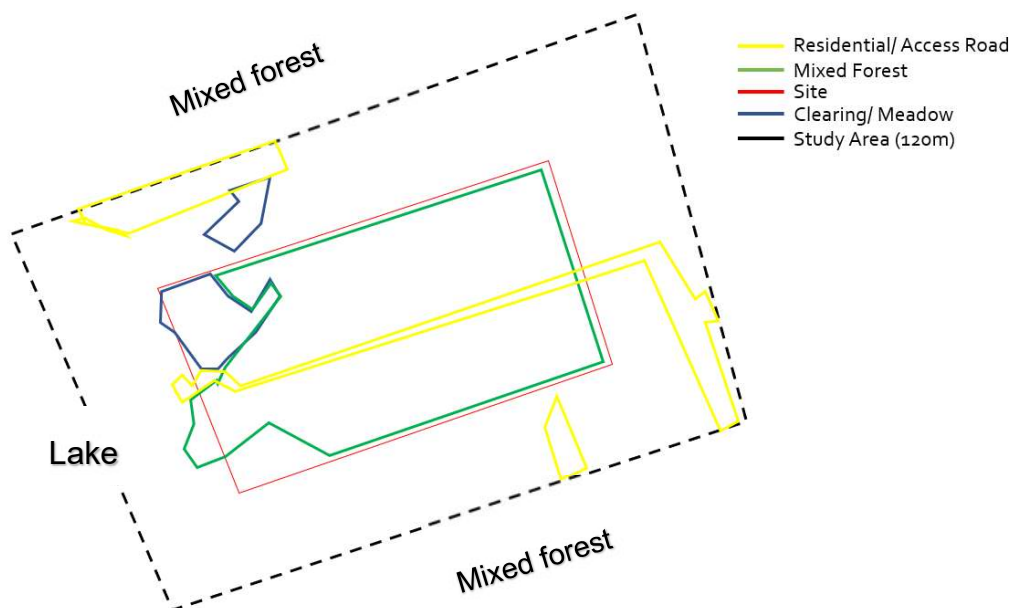
1. your excel table (with the **Records Search, Site Screening Results, Aerial Photo, Record Sources** tabs completed for at least 3 species)
2. A photograph of your field notes



## 6.0 EXAMPLE FIELD ASSESSMENT

<b>Location/ Site Name:</b>	Stokes Bay		
<b>Date:</b> 18 October 2022	<b>Time:</b> 1:00pm	<b>Assessor:</b> M. Pugh	
<b>Temperature:</b>	8C		
<b>Precipitation:</b>	none		
<b>Cloud Cover:</b>	20%		
<b>Wind (Beaufort Scale):</b>	calm, smoke rises vertically Light air movement, smoke drifts Slight breeze, wind felt on face: leaves rustle	Gentle breeze, leaves & twigs in constant motion Moderate breeze, small branches moving, raises dust & loose paper	Fresh breeze, small trees begin to sway Strong breeze, large branches in motion
<b>Land use observations</b> General description, such as evidence of logging, sugar bush, gaps, livestock, exotic species, plantation, trails, dumping, fill, rec. use, noise, disease/death of trees, wind throw, browse, beaver, flooding, fire, ice etc	Gravel road from the end of Richard St. to waterfront/ house. Trails off into the surrounding forest, no signs of dumping/ fill. Deer browse on underbrush. Some dog-strangling vine along gravel road.		
<b>General Site Description</b> if someone had never seen your site, how would you describe it? Conifer dominated forest or open meadow? Is it on a slope or tableland or is in a valley or is it a wetland? Is there a watercourse or waterbody?	Primarily natural mixed, dense forest continuous with large similar adjacent forest. South east of property fronts Stokes Bay (Lake Huron). Residential house along waterfront, gravel driveway bisects property east-west. Clearing (meadow?) at north east of property, north of house.		

**Map** Sketch and label a map of the general areas of your site. For example, area 1 might be a meadow, area 2 might be a forest.





<b>Species + Habitat</b> Note each species with a record within 1 km of the site and list its habitat requirements.	<b>Site Habitat Observations</b> Describe whether the habitat for this species is present on the site, in the study area, or not present at all. Be as specific as possible in your description. If present, note which area of your map it corresponds to, the quality of the habitat. You may want to take a representative photo of the habitat.
<p><b>Butternut (END)</b> Grows in rich, moist, and well-drained soils often found along streams. It may also be found on well-drained gravel sites, especially those made up of limestone. It is also found, though seldomly, on dry, rocky and sterile soils. In Ontario, the Butternut generally grows alone or in small groups in deciduous forests as well as in hedgerows.</p>	<p>NHIC record from within 1 km of Site/ Study Area. No butternut observed during field assessment. Potentially suitable habitat is present, gravelly soils and mixed forest, hedgerows on site and in study area.</p>
<p><b>Eastern Whip-poor-will (THR)</b> Usually found in areas with a mix of immature / mid-aged open and forested areas, such as savannahs, barrens, open woodlands or openings in more mature, deciduous, coniferous and mixed forests (or pine plantations). Avoids both wide-open spaces and dense forest. More dependent on forest structure, rather than composition, though common tree species in confirmed habitat include pines and oaks. Associated with &gt;100 ha forests.</p>	<p>eBird record from within 1 km; potentially suitable habitat is present in clearings of Site and Study Area and associated &gt;100ha forest. However mixed forest canopy quite dense, moderate potential to be present at most.</p>
<p><b>Eastern Massasauga Rattlesnake (END).</b> Found on Bruce Peninsula in forested areas on exposed limestone bedrock with fissures extending to ground water. Hibernacula: fissure in bedrock, cavities associated with tree roots, animal burrows. Water levels in hibernacula are close to surface. Gestation sites found in areas of low canopy cover such as forest openings, areas of bedrock outcropping, alvars and in and along the open shorelines of wetlands and lakes.</p>	<p>NHIC records from within 1 km of site/ study area. Potentially suitable hibernation and gestation habitat likely present in mixed forest/ shoreline bedrock outcroppings of Lake Huron. Karst rock observed onsite.</p>



# 7.0 EXAMPLE EXCEL TABLE

AutoSave Off SAR LIST\_Students 2023 Search (Alt+Q) Pugh, Margaret

File Home Insert Page Layout Formulas Data Review View Help BLUEBEAM PDF-XChange

Clipboard Font Alignment Number Styles Cells Editing Analysis Sensitivity Bluebeam Jira Cloud Speckle

	B	C	D	E	F	G	H	I	J	K	L	M	N
	Taxon	Common Name	Scientific Name	Range	Population	SARA Status	COSEWIC Status	Schedule 1?	Provincial Status	Habitat Description	Potential to Occur on Site or in the Study Area (Desktop)	Potential to Occur on Site or in the Study Area (Field)	Likelihood of Impact to Species or Habitat
1	Vascular Plants	Butternut	<i>Juglans cinerea</i>	Ontario, Quebec, New Brunswick		Endangered	Endangered		END	Grows in rich, moist, and well-drained soils often found along streams. It may also be found on well-drained gravel sites, especially those made up of limestone. It is also found, though seldomly, on dry, rocky and sterile soils. In Ontario, the Butternut generally grows alone or in small groups in deciduous and mixed forests as well as in hedgerows and on residential properties.	Potentially suitable habitat is present in mixed forest and hedgerows onsite and in study area. Field Assessment: No butternut observed during field assessment. Potentially suitable habitat is present, gravely soils and mixed forest present on site and in study area.	No butternut observed during field assessment. Potentially suitable habitat is present, gravely soils and mixed forest present on site and in study area.	Detailed tree inventory recommended to determine species no present.
2	Birds	Eastern Whip-poor-will	<i>Antrostomus vociferus</i>	Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia		Threatened	Threatened	Yes	THR	Usually found in areas with a mix of immature / mid-aged open and forested areas, such as savannahs, barrens, open woodlands or openings in more mature, deciduous, coniferous and mixed forests (or pine plantations). Avoids both wide-open spaces and dense forest. More dependent on forest structure, rather than composition, though common tree species in confirmed habitat include pines and oaks. Associated with >100 ha forests.	eBird record from within 1 km; potentially suitable habitat is present in clearings of Site and Study Area and associated >100ha forest.	Mixed forest canopy quite dense, moderate potential to be present at most.	Whip-poor-will surveys recommended during appropriate timing window to confirm presence.
3	Reptiles	Massasauga	<i>Sistrurus catenatus</i>	Ontario	Great Lakes / St. Lawrence population	No Status	Threatened	Yes	END	Found on Bruce Peninsula in forested areas on exposed limestone bedrock with fissures extending to ground water. Hibernacula: fissure in bedrock, cavities associated with tree roots, animal burrows. Water levels in hibernacula are close to surface. Gestation sites found in areas of low canopy cover such as forest openings, areas of bedrock outcropping, alvars and in and along the open shorelines of wetlands and lakes.	NHIC records from within 1 km of site/ study area. Potentially suitable hibernation and gestation habitat likely present in mixed forest/ shoreline bedrock outcroppings of Lake Huron.	Karst rock observed onsite is potentially suitable habitat for gestation and hibernation.	Gestation and hibernation habitat surveys recommended to confirm habitat use.
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12													

Master SAR List Site Screening Results Aerial Photo Record Sources

Ready Accessibility: Good to go Display Settings



## 8.0 BLANK FIELD ASSESSMENT

<b>Location/ Site Name:</b>			
<b>Date:</b>	<b>Time:</b>	<b>Assessor:</b>	
<b>Temperature:</b>			
<b>Precipitation:</b>			
<b>Cloud Cover:</b>			
<b>Wind (Beaufort Scale):</b>	calm, smoke rises vertically Light air movement, smoke drifts Slight breeze, wind felt on face: leaves rustle	Gentle breeze, leaves & twigs in constant motion Moderate breeze, small branches moving, raises dust & loose paper	Fresh breeze, small trees begin to sway Strong breeze, large branches in motion
<b>Land use observations</b> General description, such as evidence of logging, sugar bush, gaps, livestock, exotic species, plantation, trails, dumping, fill, rec. use, noise, disease/death of trees, wind throw, browse, beaver, flooding, fire, ice etc			
<b>General Site Description</b> if someone had never seen your site, how would you describe it? Conifer dominated forest or open meadow? Is it on a slope or tableland or is in a valley or is it a wetland? Is there a watercourse or waterbody?			

**Map** Sketch and label a map of the general areas of your site. For example, area 1 might be a meadow, area 2 might be a forest.



<b>Species + Habitat</b> Note each species with a record within 1 km of the site and list its habitat requirements.	<b>Site Habitat Observations</b> Describe whether the habitat for this species is present on the site, in the study area, or not present at all. Be as specific as possible in your description. If present, note which area of your map it corresponds to, the quality of the habitat. You may want to take a representative photo of the habitat.





## 9.0 BLANK HAZARD ASSESSMENT

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Complete this table prior to going out for the field assessment and email to [MaggiePugh@live.ca](mailto:MaggiePugh@live.ca)

<b>Task</b>	<b>Potential Hazard</b>	<b>Control</b>	<b>Risk</b>	<b>Responsible</b>
<i>Describe Task</i>	<i>What is the risk? What could cause damage</i>	<i>How can we control the risk, safer options?</i>	<i>Low, Medium, High</i>	<i>Who is responsible to decide, lead?</i>

