

Community-Based Learning Risk Assessment Form

This risk assessment is to be completed before students participate in independent community-based learning activities, and is kept on file for a period of six years from the completion of the placement as per the *Education Act* and *Government Records Act*.

Independent community-based learning activities can include job shadows, short term placements and service learning. Refer to definitions included in this document.

Student: _____ School: _____

Grade: _____ Course: _____ Teacher: _____

Type of CBL activity: Job Shadow Short-term placement Service Learning

Date of Placement: from

D	D	M	M	Y	Y	Y	Y

 to

D	D	M	M	Y	Y	Y	Y

Placement Site: _____ Host Name: _____

Host Telephone: _____ Host Email: _____

General function/work of placement site, and expected student activity while there:

Has the teacher delivered introductory health and safety information to the student? Yes No

The following must be answered by a supervisor at the student's placement site. Will the student work with or be exposed to the following?	
Hazardous materials (e.g., chemical, biological) or WHMIS-controlled substances	<input type="checkbox"/> Yes <input type="checkbox"/> No
Typical office functions: prolonged sitting, standing, keyboarding, telephone use, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Patients/persons/children/youth requiring health services or day-programs	<input type="checkbox"/> Yes <input type="checkbox"/> No
Animals, insects, poisonous or irritant plants	<input type="checkbox"/> Yes <input type="checkbox"/> No
Working with the public: stores, office settings, hospitality, community events, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No
A ride-on or push lawn mower	<input type="checkbox"/> Yes <input type="checkbox"/> No
General physical labour: lifting, moving, transporting materials	<input type="checkbox"/> Yes <input type="checkbox"/> No
Environmental extremes: hot, cold, dust, dirt in air, exposure to noise, hard terrain	<input type="checkbox"/> Yes <input type="checkbox"/> No
Working at height: interior or exterior (Refer to attached guide for completing form)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Around moving vehicles and/or mobile equipment? <i>(Please note: students may not drive or operate vehicles or mobile equipment other than a farm tractor or skid-steer loader. Check attached document for details.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Power machinery/tools, and/or non-powered hand tools, including kitchen tools	<input type="checkbox"/> Yes <input type="checkbox"/> No
Environments requiring specialized supervision (See attached information for risks teachers must refer to regional centre/CSAP Youth Pathways consultants)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Handling money: community events, store settings, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Placement site's health and safety measures for the student:

List clothing appropriate to the worksite and any required protective clothing (e.g., jeans, long sleeves) and footwear (e.g., steel toe footwear, sneakers).

Orientation: Placement sites are expected to provide an orientation that includes a walk-through of work area and exits, how to respond in an emergency (e.g., fire, security), how to access first aid, how to use telephone system, and any other pertinent information the host deems appropriate.

Date of placement site's orientation for student(s):

D	D	M	M	Y	Y	Y	Y

 (typically the first day of placement)

Acknowledgements (print and sign name)

Risk assessment completed by: _____ Date: _____
(Teacher or designate approved by school)

Student signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

Completing the CBL Risk Assessment Form

The following information is intended to help guide the risk assessment process between the teacher and the placement site. Placement sites must be able to describe protective measures to support student health and safety. Key protective measures should include site orientation, safe-work training, use of safe-work procedures and appropriate safety measures, as well as proper supervision. To assess specialized environments, please contact your regional centre/CSAP Youth Pathways Consultant for assistance.

The acknowledgements section is required for completion of the risk assessment. **If a teacher (or designate), student, or parent/guardian will not sign the form, the placement must not proceed.**

You may refer to the [SIP Community-Based Learning Information Website](#) for additional information about SIP coverage and/or risk management advice.

Risk Assessment Considerations

Animals, insects, poisonous or irritant plants: This may include indoor or outdoor work at farms, vet clinics, animal shelters, greenhouses, and laboratories. Safety measures to be expected are training, safe work procedure, proper supervision, appropriate protective clothing, PPE where required, emergency response, etc.

Environmental extremes: This may be indoor or outdoor work with regular or heavy exposures to hot, cold, dust, dirt in air, noise, and work on hard terrain. Safety measures to be expected are training, safe work procedure, supervision, proper protective clothing and personal safety equipment, access to potable water and rest areas, etc.

General physical labour: Work can include the lifting, moving, and transporting of materials. Almost all types of work have some component of general physical labour. Safety to be expected are include safe lift and move training and work procedures, assistive tools or equipment, proper supervision, etc.

Handling money: Handling money always has potential for risk and loss. The placement site must be very clear about the circumstances under which the student may handle money and must provide proper supervision to the student.

Hazardous materials: Hazardous materials and WHMIS-controlled substances are found in all workplaces. Safety measures to be expected are proper supervision of the student, some WHMIS training, availability of personal protective equipment (PPE) (e.g., gloves, mask, goggles), etc.

Lawn Mowers: Students may operate ride on and push lawn mowers with the following safety measures in place: students must have sufficient training and wear proper PPE including safety glasses, boots and long pants.

Moving vehicles, mobile equipment: Students can be around moving vehicles, but are not permitted to drive/operate them. This includes off-road vehicles.

Please note the following important information:

Students cannot operate or drive any vehicles or off-road vehicles. This includes all vehicles owned by host employers, as well as host employers customer vehicles. It is important to understand that operating a vehicle includes more than just driving it. It includes anything that changes the state of the vehicle such as turning it on, changing gears or being in the driver seat and rolling down the window.

The **only** exception is that students under the direct supervision of the host employer may operate and drive **farm tractors and/or skid-steer loaders (bobcat)** that are owned by the host employer, are **NOT** plated/licenced for the road and used on private land only. Students cannot operate/drive a tractor or skid steer loader (bobcat) on a public road, or even to cross a road, nor can they drive/operate any that are plated/licenced.

If the farm tractor or skid-steer loader is plated/licenced, there is no coverage for the student to drive/operate them under SIP.

Office functions: Typical hazards include prolonged or awkward postures and repetitive actions. Safety measures to be expected are orientation to the site, safe work process (e.g., getting up and stretching), workspaces and chairs that are appropriate and safe for the student, etc.

Patients/persons in health services or day-programs: This may include work with persons (of any age) receiving physical, emotional, or mental health care in hospitals, nursing homes, group homes, child care, adult day programs, and private home-care services. Safety measures to be expected are training, close supervision, emergency response, appropriate PPE, etc.

Power machinery/tools, non-powered hand tools: Work can be with or around powered equipment, machines, and hand tools, or non-powered equipment and hand tools (e.g., kitchen implements/knives, hammers, shears). Safety measures to be expected are proper training, safe work procedures and proper supervision during use, restricted access, etc.

Specialized environments: Specialized environments can include working on or around bodies of water, around firearms or explosives, with infectious, poisonous, or toxic substances, around radioactive materials, and in or around high-voltage settings. Contact your regional centre/CSAP Youth Pathways Consultant with specifics and for appropriateness of activity.

***There are certain risks that need to be referred to regional centre/CSAP Youth Pathways Consultants (who can then refer to SIP as needed) in order to ensure that the current insurance program covers the student and the legal liability of school staff, schools, regional centres for education, Conseil scolaire acadien provincial. They are as follows:

- Being around firearms
- All work experience outside of Nova Scotia
- Any experience where students are on water
- All work experience and/or school trips that are at an airport (including any placements where the student will be working at a restaurant/vendor within the airport, ie. Tim Horton's) or airside.
- Students that will be doing a work experience where the host employer uses aircraft as a tool in their work. For example, studying the impact of clear cutting on watersheds.

Working at height: If students will be working more than 3 metres off of the ground they must have fall protection training, have appropriate PPE, and a fall protection system must be in place.

Fall protection is required when work takes place:

- 3 metres or more above the nearest safe surface or water;
- Or less than 3 metres and the work area is above one of the following:
 - (i) a surface or thing that could cause injury to the person on contact that is worse than an injury from landing on a solid, flat surface,
 - (ii) exposed hazardous material, such as in an open tank, pit or vat.

Working with the public: This may include work at stores, offices, hotels, restaurants, libraries, community events, and conferences. Safety measures to be expected are some form of hazard awareness training, safe work procedure, proper supervision by the placement site personnel, etc.

Definitions

<p>Job Shadow</p>	<p>Ages 13+</p>	<p>Independent observation for a period of no more than 8 hours at a community placement, for example, Take Our Kids to Work Day.</p> <p>Pre-planning and reflection are required components of all job shadows.</p> <p>Community-Based Learning risk Assessment Form must be completed (see Appendix) if the learner is not under direct supervision of an RCE/ CSAP employee, or parent or family member.</p> <p>The risk assessment form must be kept at the school for 1 year from the completion of the experience (RCE/CSAP policies/paperwork will apply).</p>
<p>Short-term Placements</p>	<p>16 years of age, or 15 years of age and in Grade 11</p>	<p>These placements are intended to provide community or workplace exposure for shorter periods of time than a co-op placement; students make connections between classroom learning, skill development and a workplace or community organization; maximum total of 25 hours.</p> <p>Approval of the school principal and families would be required prior to commencement of a short-term placement.</p> <p>Community-Based Learning risk Assessment Form must be completed (see Appendix) if the learner is not under direct supervision of an RCE/CSAP employee, or parent or family member.</p> <p>The risk assessment form must be kept at the school for 1 year from the completion of the experience (RCE/CSAP policies/paperwork will apply).</p>
<p>Service Learning</p>	<p>All grades with teacher supervision</p> <p>Age 13+ for independent engagement</p>	<p>A structured learning experience that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience and skill development.</p> <p>Service Learning must be student-driven and inquiry-based.</p> <p>Whenever tools are used, teachers and students must comply with Safety Net requirements (see Technology Education).</p> <p>Community-Based Learning risk Assessment Form must be completed if the learner is not under direct supervision of an RCE/CSAP employee, or parent or family member.</p> <p>The risk assessment form must be kept at the school for 1 year from the completion of the experience (RCE/CSAP policies/ paperwork will apply).</p> <p>Examples could include development of walking trails, planting of a community garden, or responding to a community need.</p>