

A Guide to the Class Screening Process

under the *Canadian Environmental Assessment Act*

Prepared by the
Canadian Environmental Assessment Agency

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Document Information

Disclaimer

This guide is for information purposes only. It is not a substitute for the *Canadian Environmental Assessment Act* (the Act) or any of its regulations. In the event of any inconsistency between this guide and the Act or regulations, the Act or regulations, as the case may be, would prevail.

To ensure that you have the most up-to-date versions of the Act and regulations, please consult the Department of Justice Web site at <http://laws.justice.gc.ca/en/C-15.2/index.html>.

Updates

The Canadian Environmental Assessment Agency (the Agency) may periodically review and update this document. To ensure that you have the most up-to-date version, please contact the Agency's Class Screening Advisor at ClassScreening@ceaa-acee.gc.ca.

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Guide Overview

Purpose

This guide has been prepared by the Canadian Environmental Assessment Agency (the Agency) to provide guidance to federal departments and agencies to meet section 19 requirements of the *Canadian Environmental Assessment Act* (the Act) pertaining to class screenings.

This document gives an overview of the class screening process and outlines the step-by-step guidance on:

- determining the applicability of a class screening process;
 - selecting an appropriate type of class screening;
 - developing a model or replacement class screening report;
 - applying a model or replacement class screening report; and
 - revise a class screening report and submit for amendment or re-declaration.
-

Intended audience

This guide is primarily intended for practitioners and managers in federal departments that are interested in the application of the class screening process or the development of class screening reports. It may also be of interest to various levels of government and organizations (e.g. private sector proponents) that may participate in a class screening process in cooperation with federal authorities (FAs), as well as interested members of the public.

Contents

This guide is divided into three main parts as outlined below.

For information on...	See Part
an introduction to the class screening process	1
using an existing class screening report	2
the step-by-step procedural guidance	3

Part 1. Introduction to the Class Screening Process

Overview

Introduction Part 1 gives an introduction to the types of class screening, when each type is appropriate and the roles and responsibilities of key participants throughout the class screening process.

Contents This introduction contains the following topics.

Topic	Page
1.1 Types of Class Screenings	3
1.2 When to Use the Class Screening Process	7
1.3 Checklist to Determine the Applicability of the Class Screening Process	9
1.4 Roles and Responsibilities in the Class Screening Process	11

Additional tools and guidance For additional guidance, refer to the document entitled “*Introduction to Class Screenings*” available on the Guidance Materials page of the Agency’s Web site at www.ceaa.gc.ca/default.asp?lang=En&n=DACB19EE-1 .

You may also wish to refer to the *Canadian Environmental Assessment Act* and Regulations, available at www.ceaa-acee.gc.ca/default.asp?lang=En&n=9EC7CAD2-0 .

1.1 Types of Class Screenings

What is a class screening?

A **class screening** is a special type of environmental assessment for a designated category or class of project that is subject to a screening under the Act. These are clear, well-defined and recurring projects that share or may share any or all of the following characteristics:

- project class,
- project activities,
- proponent,
- environmental settings,
- geographical location, and/or
- environmental effects.

Note: Class screening reports are not to be used for components that are part of a larger project.

For a definition of a “project” refer to the glossary in Appendix A.

Two types of class screenings

There are two types of class screenings:

- model class screenings, and
- replacement class screenings.

Both types are described below.

Model Class Screening	Replacement Class Screening
A model class screening provides a two-step environmental assessment process for a clear, well-defined class of recurring projects that:	A replacement class screening provides a complete environmental assessment process for a clear, well-defined class of recurring projects that:
<ul style="list-style-type: none"> • share common characteristics; 	<ul style="list-style-type: none"> • share common characteristics;
<ul style="list-style-type: none"> • need unique site-specific or project-specific information to complete the assessment process; 	<ul style="list-style-type: none"> • do not need site-specific or project-specific information to complete the assessment process;
<ul style="list-style-type: none"> • are not likely to cause significant adverse environmental effects when specified design standards and mitigation measures described in the class screening report are applied; 	<ul style="list-style-type: none"> • are not likely to cause significant adverse environmental effects when specified design standards and mitigation measures described in the class screening report are applied;

<ul style="list-style-type: none"> • are not likely to cause public concern; and 	<ul style="list-style-type: none"> • are shown to be without public concern;
<ul style="list-style-type: none"> • may require a project-specific follow-up program. 	<ul style="list-style-type: none"> • do not require a follow-up program; and
	<ul style="list-style-type: none"> • do not require project-specific consultation with other federal departments and agencies.

Model class screenings

The responsible authority (RA)

- prepares a **model class screening report (MCSR)** for all projects within an identified class, and
- uses information contained in the MCSR to prepare an individual screening report, called a **class screening project report (CSPR)**, for each project assessed under the model class screening.

The CSPR accounts for location or project-specific information including but not limited to:

- project design or siting criteria;
- additional environmental and cumulative effects;
- additional design standards and mitigation measures; and
- requirements with respect to federal coordination and consultation.

The CSPR records a conclusion on the significance of the environmental effects for each project.

Together, the MCSR and CSPR constitute a model class screening under the Act.

Multiple RAs

Multiple RAs may be involved in the development and the use of MCSRs, as well as in the preparation of CSPRs.

Within the text of MCSRs and CSPRs, the responsibilities of each RA are clearly identified for the following areas:

- preparation of the CSPR;
- notification/consultation procedures;
- implementation of prescribed mitigation measures; and
- meeting the Canadian Environmental Assessment Registry (the Registry) requirements.

Replacement class screenings

The RA

- prepares a **replacement class screening report (RCSR)** which provides a complete environmental assessment for all projects within an identified class and records a conclusion on the significance of the environmental effects for all projects assessed under the replacement class screening, but
- does not need to prepare a CSPR for each project that falls under the class, as no project or site-specific information is needed.

Further project-specific environmental assessment is not necessary once the RA

- confirms that a project is covered by a declared RCSR, and
- ensures that the applicable design standards and mitigation measures described in the RCSR are implemented.

Multiple RAs

Multiple RAs may be involved in the development and the use of RCSRs.

Within the text of the RCSR, the responsibilities of each RA are clearly identified for the following areas:

- notification procedures;
- implementation of prescribed mitigation measures; and
- meeting the Registry requirements.

Differences between types

Both model and replacement class screening processes streamline the process for conducting screenings required by section 18 of the Act.

With the **model class screening process**, the RA is required to

- prepare an individual CSPR for each project in the class, and
- take a screening decision on each individual project in the class as per section 20 of the Act.

With the **replacement class screening process**

- an individual project-specific environmental assessment for each project covered by the class is not required, and
- no further action is required under section 18 or 20 of the Act with respect to the project, as long as the RA ensures that the specified design standards and the mitigation measures described in the RCSR are implemented.

Registry requirements

Under section 55.1 of the Act, a statement of projects assessed under a MCSR or RCSR must be posted on the Registry by the RA. The Agency requires the RA to post a statement of projects assessed under a class screening report every three months on the Registry in accordance with the following reporting cycle:

- July 15 - (April 1 to June 30),
- October 15 - (July 1 to September 30),
- January 15 - (October 1 to December 31), and
- April 15 – (January 1 to March 31).

In cases where there are multiple RAs that have signed on to use a class screening report, the federal department who is responsible for posting the statement of projects on the Registry is clearly identified in the text of the class screening report.

1.2 When to Use the Class Screening Process

Introduction This section establishes the conditions and/or criteria that would make the class screening process appropriate for a project class.

Is it a “class” ? When a proposed physical work or activity has been determined to be a “project” as defined by the Act and requires a screening (as opposed to comprehensive study, assessment by a review panel or mediation), the RA, with the assistance of the Agency, determines if the proposed physical work or activity:

- could be considered as part of a category or class of project, and
- could benefit from the class screening process.

Considerations for class screening A class screening should be considered for projects that

- are subject to a screening under the Act;
- are clear and part of a well-defined category or class, sharing similar characteristics that include any or all of the following:
 - › proponent
 - › project activities
 - › geographical area
 - › environmental settings and environmental effects
 - › time frame, and
 - › roles and responsibilities;
- are repetitive; and
- are not likely to cause significant adverse environmental effects when well-known and proven design standards and mitigation measures are applied.

Model or replacement class screening process

Where a distinct class of projects has been identified as potentially meeting the requirements for a class screening process, they are assessed against certain criteria to determine whether the appropriate process is a model or replacement class screening, as detailed below.

When the projects...	Then the appropriate process is...
<ul style="list-style-type: none"> • have predictable environmental effects; • are unlikely to cause significant adverse environmental effects when proven design standards and mitigation measures are applied; • may require a project-specific follow-up program, if applicable; and • are unlikely to cause public concern. 	<p>model class screening</p>
<ul style="list-style-type: none"> • have well-known and understood environmental effects; • will not cause significant adverse environmental effects when specified design standards and mitigation measures are applied; • have no project-specific follow-up program and monitoring required; and • have no public concern. 	<p>replacement class screening</p>

Did you know?

A current list of declared MCSRs and RCSRS is available on the Agency’s website.

1.3 Checklist to Determine the Applicability of the Class Screening Process

Procedure Follow these steps and answer these questions to determine the applicability of the class screening process. Using the criteria below and the answers to these questions, discuss the applicability of the class screening process with the Agency’s Class Screening Advisor.

Step	Action	Yes	No
1	Determine the Applicability of the Act <ul style="list-style-type: none"> • Are the projects subject to a screening under the Act? 		
2	Determine Project Class and Associated Activities Having determined proposed project classes and associated activities: <ul style="list-style-type: none"> • How many projects occur annually? • Do projects share common characteristics, such as project activities, phases and scheduling? 		
3	Outline Environmental Settings Having outlined the environmental settings for the proposed class of projects, including environmentally or culturally sensitive areas: <ul style="list-style-type: none"> • Do the projects occur in a common geographical area? • Do the projects share common environmental settings? • Do the projects occur in environmentally or culturally sensitive areas? 		
4	Describe Environmental Effects and Mitigation Having identified environmental effects during any/all project phases and associated activities, including cumulative effects, mitigation measures and a determination of significance: <ul style="list-style-type: none"> • Do the projects share common and well-known or predictable environmental effects? • Do the projects share common and proven design standards and mitigation measures? • Is the proposed class of projects unlikely to have any significant adverse environmental effects following application of design standards and mitigation measures? 		

Step	Action	Yes	No
5	<p>Determine Costs and Benefits</p> <p>Having reviewed past screening experience:</p> <ul style="list-style-type: none"> • Are there potential savings in time, staff resources or money in using the class screening process? • Does the class screening process offer greater predictability and clarity to the EA process? • Does the class screening process offer the potential for more consistent and higher quality environmental assessments in terms of consideration of environmental effects and application of design standards and mitigation measures? 		
6	<p>Coordinate Roles and Responsibilities</p> <p>Having identified and coordinated roles and responsibilities:</p> <ul style="list-style-type: none"> • Do the projects share a common proponent? • Do the projects involve more than one RA? • Are there other permitting/regulatory bodies involved? 		
7	<p>Confirm Scope of Project and Activities</p> <p>Having gathered information from Step 1 through Step 6:</p> <ul style="list-style-type: none"> • Does the proposed class share a common scope of project and associated activities? 		

1.4 Roles and Responsibilities in the Class Screening Process

Introduction This topic identifies the main roles and responsibilities of the participants involved in the class screening process for both model and replacement.

Who's involved Class screenings are developed by RAs with assistance and guidance from the Agency. Others who may participate in the development process include:

- Federal authorities (FAs)
- the proponent
- other jurisdictions, and
- the public.

Note: For definitions of the participants involved in the class screening process, refer to the glossary in Appendix A.

Roles and responsibilities The following table provides a summary of the roles and responsibilities during the four phases of the class screening process. Each phase is described in more detail in Part 3 of this guide.

Note: There may be more than one RA involved in the development of class screening reports. These RAs will coordinate amongst themselves, with the assistance of the Agency, all tasks involved in each phase of the class screening process.

Phase 1 – Determine the Applicability and Type of Class Screening Process

Responsible Authority	The Agency	Federal Authorities	Proponents	Other Jurisdictions	The Public
<ul style="list-style-type: none"> • Initiate contact with and seek input from Agency. • Identify and coordinate FA involvement. • Determine scope of project, type of activities for the class and the factors to be included in the assessment (ss.16(1) of the Act). • Determine if project-specific variations, environmental effects or public concerns are likely. • Choose model or replacement class screening process. 	<ul style="list-style-type: none"> • Provide expert advice and information. • Assist in determining scope of project, type of activities for the class and factors to be assessed (ss.16(1) of the Act). • Facilitate stakeholder coordination. • Assist in determining type of class screening process. 	<ul style="list-style-type: none"> • Provide input and information, including past experience, assist in defining the scope of project and activities for the class. • Assist in identifying and coordinating FA involvement. • Assist in determining if project-specific variations, environmental effects or public concerns are likely. • Assist in determining applicability of class screening process. 	<ul style="list-style-type: none"> • Provide information, as requested. 	<ul style="list-style-type: none"> • Identify any applicable regulatory interests. • Provide information, as requested. 	<ul style="list-style-type: none"> • Provide information, as requested.

Phase 2 – Develop a Class Screening Report (CSR)

Responsible Authority	The Agency	Federal Authorities	Proponents	Other Jurisdictions	The Public
<ul style="list-style-type: none"> • Define proposed class. • Consider FA consultations in development of report. • Assess environmental effects and determine their significance. • Draft, translate and submit CSR to Agency for review and declaration. 	<ul style="list-style-type: none"> • Provide expert advice and information. • Conduct content and Agency legal staff review of the CSR. • Promote the CSR to FAs and other jurisdictions. • Provide coordination between FAs and other jurisdictions during development of the CSR. • Oversee and coordinate public consultation period for CSRs. • Solicit and review public comments. • Declare the CSR. • Post declared CSR on the Registry. 	<ul style="list-style-type: none"> • Participate in the development of the CSR, providing advice and information, drafting selected segments, reviewing drafts, etc. 	<ul style="list-style-type: none"> • Participate in the development of the CSR providing advice and information and reviewing drafts. 	<ul style="list-style-type: none"> • Provide regulatory context and stipulate mitigation measures or other conditions that apply. • Participate in the development of the CSR, providing advice and information and reviewing drafts. 	<ul style="list-style-type: none"> • Review the CSR. • Provide comments on the appropriateness of the report during the public consultation period.

Phase 3 – Apply a Class Screening Report (CSR)					
Responsible Authority	The Agency	Federal Authorities	Proponents	Other Jurisdictions	The Public
<ul style="list-style-type: none"> • Determine if a project included in the class. • Complete a CCSR, (if using the model class screening process). • Ensure applicable and appropriate design standards and mitigation measures are implemented. • Post statement of projects assessed under report on the Registry every 3 months. • Compile information on the use of CSRs. 	<ul style="list-style-type: none"> • Provide expert advice and information. • Ensure that RA is posting a statement of projects assessed under the CSR on the Registry. 	<ul style="list-style-type: none"> • Provide expert advice and information as requested. • Ensure that prescribed mitigation measures are implemented. 	<ul style="list-style-type: none"> • Provide information, as requested. • In coordination with the RA, ensure the appropriate and applicable design standards and mitigation measures are implemented. 	<ul style="list-style-type: none"> • Provide information, as requested. 	<ul style="list-style-type: none"> • Provide information, as requested.

Phase 4 – Revise a Class Screening Report (CSR) and Submit for Amendment or Re-declaration

Responsible Authority	The Agency	Federal Authorities	Proponents	Other Jurisdictions	The Public
<ul style="list-style-type: none"> • Review application of CSRs. • Review design standards and mitigation measures. • Compare predicted environmental effects with those that actually occurred. • Revise CSRs. • Submit revisions to the Agency for review as an Amendment or a Re-declaration. 	<ul style="list-style-type: none"> • Provide expert advice and information. • Review revisions made by the RA. • Make determination in regard to amending or re-declaring. • Conduct the process for amending or re-declaring the revised CSR. • Post amended CSR, or re-declared CSR on the Registry. 	<ul style="list-style-type: none"> • Provide expert advice and information, as requested. • Review revisions to the CSR. 	<ul style="list-style-type: none"> • Provide information, as requested. • Review revisions to the CSR. 	<ul style="list-style-type: none"> • Provide information, as requested. • Review revisions to the CSR. 	<ul style="list-style-type: none"> • Review revised CSR. • Provide comments to the Agency.

Part 2. Using an Existing Class Screening

Overview

Introduction Part 2 provides guidance for responsible authorities (RAs) who wish to use a class screening that has been previously developed by another RA.

Contents Part 2 contains the following topics.

Topic	Page
2.1 Applicability of a Declared Class Screening Report to a New Responsible Authority	17
2.2 Adapting a Declared Class Screening Report to Another Federal Department's Project Class	18

2.1 Applicability of a Declared Class Screening Report to a New Responsible Authority

Introduction

It is clearly identified within a declared class screening report which federal department or departments, acting as RAs, are allowed to use the report to conduct screenings under the Act for projects covered by the class.

In the event that a new department becomes an additional RA for projects covered by that class, it may

- approach the lead federal department that developed the class screening report, and
 - request signing on to the document in order to use it to fulfill its screening requirements under the Act.
-

What needs to be done?

The new RA would need to write a letter to the lead federal department indicating that it would

- follow the environmental assessment process, and
 - fulfill the Registry requirements as specified in the class screening report.
-

Federal department's decision

The table below describes what happens depending on the lead federal department's decision.

When the lead federal department...	
accepts the request	The class screening report must be revised to reflect the new user of the document and prepared for re-declaration.
does not accept the request	The <i>proposed</i> RA cannot use the class screening report and must conduct individual screenings under the Act for those projects covered by the class.

2.2 Adapting a Declared Class Screening Report to Another Federal Department’s Project Class

Introduction Federal departments are allowed to adapt existing declared class screening reports to similar project classes subject to screenings under the Act.

Process This table describes the process for adapting a declared class screening report to another federal department’s project class.

Stage	Description
1	The federal department contacts the Agency to discuss the potential adaptation of the class screening report to meet their environmental assessment requirements under the Act.
2	The federal department and the Agency confirm the applicability of the class screening process and type of class screening to be used, following the steps outlined in Phase 1– Determine the Applicability and Type of Class Screening.
3	The federal department <ul style="list-style-type: none"> • reviews the existing class screening report to ensure that scope of project and the activities involved are complete, and • follows the steps outlined in Phase 2 - Develop a Class Screening Report.
4	The “adapted” class screening report goes through the Agency’s public consultation and declaration process.
5	The Agency officially declares the report to be a class screening report under the Act.
6	The federal department complies with the procedures outlined in <ul style="list-style-type: none"> • Phase 3 – Use a Class Screening Report, and • Phase 4 – Revise a Class Screening Report and submit for amendment or re-declaration.

Part 3. The Main Steps in the Class Screening Process

Overview

Introduction Part 3 provides step-by-step guidance on the main tasks in the class screening process.

Contents Part 3 contains the following topics.

Topic	Page
Phase 1. Determine Applicability and Type of Class Screening	21
Phase 2. Develop a Class Screening Report	31
Phase 3. Use a Class Screening Report	55
Phase 4. Revise a Class Screening Report and submit for amendment or re-declaration	65

Four phases There are four phases to a typical class screening process, as described below and depicted in Figure 1 on the following page.

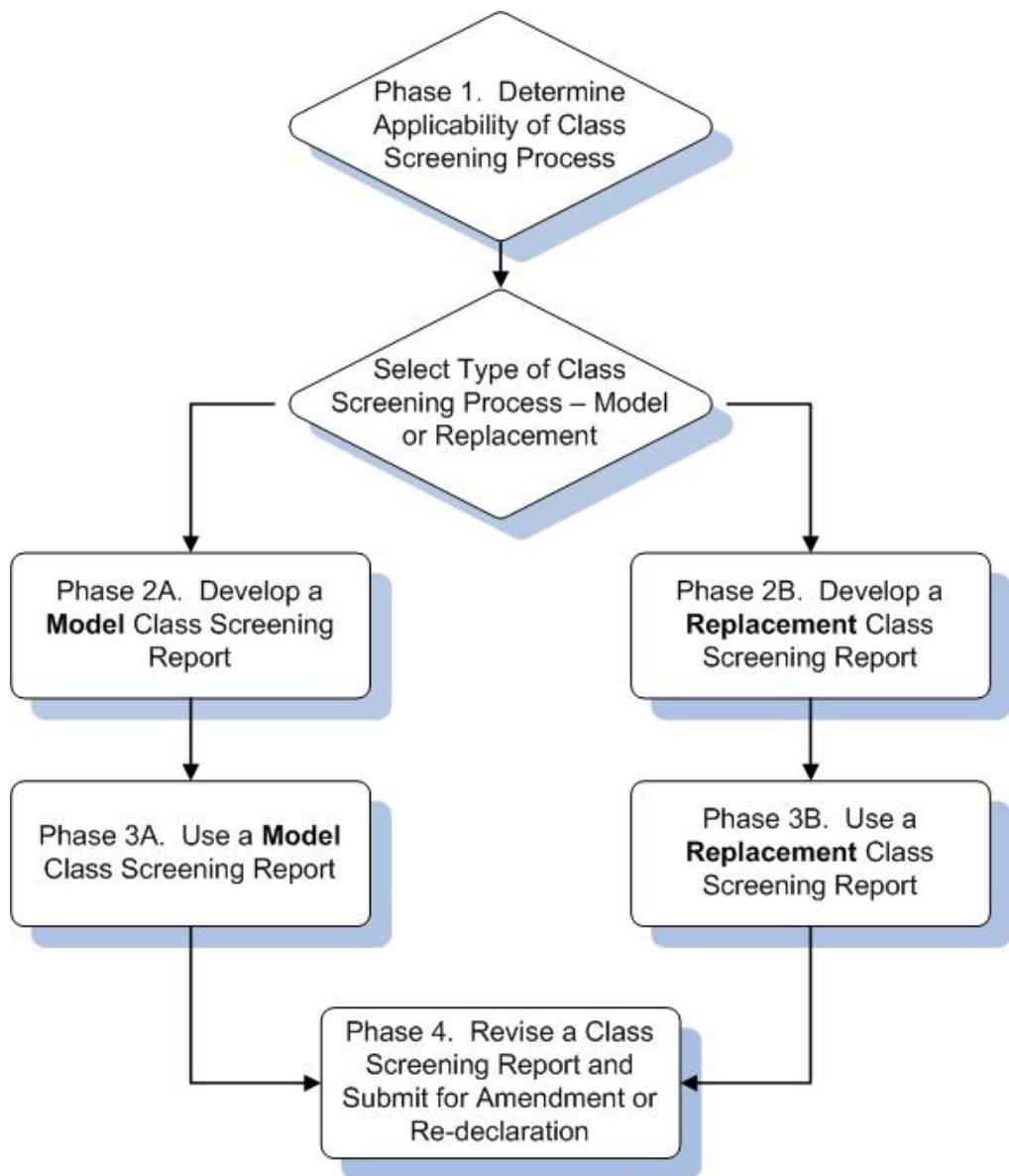
Phase	What Happens
1. Determine Applicability and Type of Class Screening	<p>The RA, with the assistance of the Agency</p> <ul style="list-style-type: none"> confirms whether the prospective projects would benefit from the class screening process, and if so determines the appropriate type of class screening process - model or replacement.
2. Develop a Class Screening Report	<p>The RA, with the assistance of the Agency</p> <ul style="list-style-type: none"> prepares and translates a MCSR or RCSR, and submits the report to the Agency for review, a formal public consultation period and declaration.
3. Use a Class Screening Report	<p>The RA applies a MCSR or RCSR to a particular project by:</p> <ul style="list-style-type: none"> determining if the project is covered by the class ensuring that all terms and conditions of the class screening report and declaration notice are implemented, and meeting the Registry requirements.

4. Revise a Class Screening Report and Submit for Amendment or Re-declaration	The RA, with the assistance of the Agency, further improves the MCSR or RCSR by reviewing and revising the report.
--	--

Figure 1: The class screening process

The four phases of a typical class screening process are illustrated below.

Note: For Phases 2 and 3, depending on the type of class screening selected, the RA completes the tasks in either section A (model class screening) or section B (replacement class screening).



Phase 1: Determine Applicability and Type of Class Screening

Overview

Tasks

The purpose of this phase is to build the foundation of the class screening process. The RA

- contacts the Agency for guidance to ensure its understanding of all process and legal requirements;
 - determines the roles and responsibilities of all interested parties;
 - identifies and confirms a proposed class of projects;
 - determines that a class screening process is appropriate to satisfy its environmental assessment obligations under the Act; and
 - determines the type of class screening process - model or replacement.
-

Who's involved?

These are the key participants in Phase 1:

- RA(s),
- the Agency, and
- proponents,
- FAs.
- other jurisdictions,

Note: There may be more than one RA involved in the development of class screening reports. These RAs will coordinate amongst themselves, with the assistance of the Agency, all tasks involved in this phase of the class screening process.

Task overview

The key tasks for Phase 1 are:

Topic	Page
1.1 Determine Project Class and Associated Activities	22
1.2 Coordinate Roles and Responsibilities	24
1.3 Confirm Benefits and Applicability	26
1.4 Select a Class Screening Process - Model or Replacement	28
Summary Checklist for Phase 1	30

Task 1.1 Determine Project Class and Associated Activities

Purpose The purpose of this task is to establish the scope of the proposed class screening by determining the project class and associated activities.

Key steps This table presents the key steps to be followed by the **RA** to determine the project class and associated activities.

Step	Action
1	Identify and briefly describe: <ul style="list-style-type: none"> • the proposed class of projects and associated activities; • purpose of the projects; • typical environmental settings and environmental effects; and • proponents, other FAs, and other jurisdictions involved in these classes of projects.
2	Identify how the Act applies to the proposed class of projects: <ul style="list-style-type: none"> • is there a “project” as defined by the Act? • is any part of the project excluded from the Act? • is there a federal authority? • is there a trigger?
3	Identify and describe the activities associated with each phase of the proposed projects, which include, but are not limited to, the following: <ul style="list-style-type: none"> • site selection and preparation; • construction and modification; • operations and maintenance; • decommissioning and abandonment; • site restoration (post construction); and • potential accidents and malfunctions during each phase.

Step	Action
4	Establish the spatial and temporal boundaries of the proposed class screening by determining <ul style="list-style-type: none"> • geographical scope of the proposed class; • geographical exclusions from the proposed class; • duration of individual projects; • the seasonal scheduling of projects and activities during all phases, (i.e. site preparation, construction, etc.); and • times or seasons excluded from the proposed class to avoid critical biological or hydrological events.
5	Using existing knowledge and prior screening experience, establish potential environmental effects, design standards, and mitigation measures associated with the proposed class of projects.

Other participants

The following key participants provide advice, past experience and information to the RA for this task:

- the Agency,
- FAs,
- other jurisdictions, and
- the proponent.

Task 1.2 Coordinate Roles and Responsibilities

Purpose

The purpose of this task is to

- identify potential participants;
 - identify potential permitting/regulatory requirements;
 - clarify roles and responsibilities; and
 - establish a coordination mechanism.
-

Federal environmental assessment coordinator

Although a class screening process does not require a federal environmental assessment coordinator (FEAC), all procedures should meet the requirements of the federal coordination procedures under section 12 of the Act.

Key steps

This table presents the key steps to be followed by the **RA** to coordinate roles and responsibilities.

Step	Action
1	Identify potential participants who have been involved in screenings of similar projects.
2	Identify potential participants based on <ul style="list-style-type: none"> • project class, • activities, and • past screening experience.
3	Initiate communication with potential key participants.
4	Determine roles and responsibilities of each of the key participants.
5	Confirm the potential involvement of other participants that may have an interest in the class screening, including other <ul style="list-style-type: none"> • FAs, and • other jurisdictions.
6	Adjust the class screening scope, as required, based on input from the key participants.

The role of the Agency

The Agency assists in

- initiating and facilitating communication and coordination among participants, and
 - determining interest of other
 - federal departments,
 - jurisdictions, and
 - permitting/regulatory bodies
- in participating in the class screening development process.
-

Other participants

The following key participants provide assistance to the RA for this task:

- FAs, and
 - other jurisdictions.
-

Task 1.3 Confirm Benefits and Applicability

Purpose

The purpose of this task is to summarize and consider the information gathered from the previous procedures in order to confirm the benefits and applicability of the proposed class screening process.

Key steps

This table presents the key steps to be followed by the **RA** to confirm benefits and applicability.

Step	Action
1	<p>Summarize and confirm the scope of the proposed class screening based on</p> <ul style="list-style-type: none"> • project class, phases and activities; • geographical and temporal limits; • environmental effects, design standards and mitigation; • existing processes, relationships, documents; • costs and benefits; • project history; • roles and responsibilities of other federal departments and other stakeholders; and • other federal regulatory/permitting requirements. <p>Seek advice and clarification from the Agency, as needed.</p>
2	<p>Estimate the potential benefits of a proposed class of projects based upon</p> <ul style="list-style-type: none"> • information from involved federal authorities, proponents, regional offices, etc.; • a review of screenings of similar projects; • probable number of projects covered by the proposed class; • frequency of projects covered by the proposed class; • contracting experience (e.g., are screenings conducted by the RA or contracted out?); • cost, time and other resources required to conduct individual screenings for projects that would be covered under the proposed class; • consolidation of past procedures and screening report format • guidance from the Agency; and • consistent application of the Act, consideration of

Step	Action
	environmental effects and application of design standards and mitigation measures.
3	Determine the applicability of the proposed class screening process based on the information above.

Proposed class of projects

The proposed class of projects should

- be subject to a screening under the Act;
- occur in sufficient numbers and frequency;
- not likely cause significant adverse environmental effects when specified designed standards and mitigation measures are applied;
- offer greater predictability to the environmental assessment process;
- offer more consistent, higher quality and streamlined environmental assessments; and
- provide cost and time efficiencies as compared to individual screenings.

Other participants

The following participants provide assistance to the RA for this task:

- the Agency,
- FAs,
- the proponent, and
- other jurisdictions.

Task 1.4 Select a Class Screening Process – Model or Replacement

Purpose

The purpose of this task is to determine the appropriate type of class screening process to be developed for the proposed class of projects.

Selecting either a model or replacement class screening process determines all subsequent phases and procedures.

Key steps

This table presents the key steps to be followed by the **RA** to select a class screening process – model or replacement.

Step	Action
1	<p>Is there a need to account for project specific variations in</p> <ul style="list-style-type: none"> • project class, • proponents, • activities, • geographical area, • design standards and mitigation measures, • environmental and cumulative effects, • environmental settings, • timeframe, • account for other federal permits, licences or authorizations, or • coordination of roles and responsibilities? <p>– <i>If yes</i>, use the model class screening process only.</p> <p>– <i>If no</i>, use the replacement or model class screening process.</p>
2	<p>Would follow-up programs and monitoring measures be necessary to validate predictions or mitigation measures for any of the projects within the proposed class?</p> <p>– <i>If yes</i>, use the model class screening process only.</p> <p>– <i>If no</i>, use either replacement or model class screening process.</p>
3	<p>Would public consultation be likely for any of the projects within the proposed class?</p> <p>– <i>If yes</i>, use the model class screening process only.</p> <p>– <i>If no</i>, use either replacement or model class screening process.</p>

Determination If you answer “Yes” to any of the questions above, then a **model class screening process** should be considered.

A **replacement class screening process** is appropriate for projects when

- environmental and cumulative effects are well-known,
- there is no public concern, and
- follow-up programs are not necessary.

Other participants

The Agency provides assistance to the RA for this task.

Summary Checklist for Phase 1

Checklist This checklist serves to review and confirm the completion of all the tasks for Phase 1: Determine the Applicability of a Class Screening Process.

Tasks	Steps	Completed (✓)
1.1 Determine Project Class and Associated Activities	<ul style="list-style-type: none"> • Describe proposed class of projects and associated activities; • establish applicability of the Act; • describe proposed project phases; • determine where and when projects occur; and • determine environmental effects, design standards and mitigation measures. 	
1.2 Coordinate Roles and Responsibilities	<ul style="list-style-type: none"> • review participation of federal departments and agencies and other jurisdictions in past screenings of similar projects; and • identify and coordinate roles and responsibilities with <ul style="list-style-type: none"> – internal RA participants, – interested FAs, – other jurisdictions, and – other permitting/regulatory bodies. 	
1.3 Confirm Benefits and Applicability	<ul style="list-style-type: none"> • summarize and confirm scope of project; • determine benefits of class screening process; and • summarize and determine the applicability of the class screening process. 	
1.4 Select a Class Screening Process - Model or Replacement	<ul style="list-style-type: none"> • identify project-specific variations; • identify the need for follow-up programs for the class of projects; • identify any public concerns associated with the class of projects; • identify the need for other federal permits, licences or authorizations; and • determine which type of class screening process is most suitable to the class of project. 	

Phase 2: Develop a Class Screening Report

Overview

Tasks In this phase, the RA develops a MCSR or RCSR, translates it and submits it to the Agency for review and declaration. This phase applies the preliminary work and documentation completed in Phase 1.

In this Phase The tasks for developing a MCSR or RCSR are presented in separate sections. Depending on the type of class screening selected, the RA completes the tasks in either section A (model class screening) or section B (replacement class screening).

Topic	See Section
Develop a Model Class Screening Report	2A
Develop a Replacement Class Screening Report	2B

2A. Develop a Model Class Screening Report

Overview

Tasks

In this phase, the RA

- develops a MCSR, including a CSPR, and
 - submits it to the Agency for review and declaration.
-

Who's involved

These are the key participants in this phase:

- RA(s),
- the Agency,
- proponents,
- interested FAs, and
- other jurisdiction,
- the public.

Note: There may be more than one RA involved in the development of class screening reports. These RAs will coordinate amongst themselves, with the assistance of the Agency, all tasks involved in this phase of the class screening process.

Task overview

The key tasks for Phase 2A are:

Topic	Page
2A.1 Confirm Scope of Proposed Class	33
2A.2 Consider Stakeholder Consultations During the Report Development	34
2A.3 Assess Environmental Effects	35
2A.4 Draft Model Class Screening Report and Class Screening Project Report	37
2A.5 Agency's Public Consultation and Declaration Process	40
Summary Checklist for Phase 2A	42

Task 2A.1 Confirm Scope of Proposed Class

Purpose

The purpose of this task is to

- determine the scope of the projects and associated activities of the proposed class, and
 - outline the roles and responsibilities of other FAs and other jurisdictions when conducting the environmental assessment of projects covered by the class.
-

Key steps

This table presents the key steps to be followed by the **RA** to confirm the scope of proposed class.

Step	Action
1	Review preliminary descriptions of the proposed class as documented in Task 1.1: Determine Project Class and Associated Activities.
2	Confirm information and update as appropriate.
3	Confirm roles and responsibilities of key participants in the environmental assessment of projects in the proposed class.
4	Obtain input from key participants in defining and confirming the scope of projects and associated activities of the proposed class.
5	Draw upon coordination efforts of Task 1.2: Coordinate Roles and Responsibilities.
6	Using information collected in Phase 1, define: <ul style="list-style-type: none"> • the main components of the proposed class; • any subclasses or categories of projects/activities within the proposed class; • exclusions from the proposed class; • project phases, spatial and temporal boundaries; • environmental settings and environmental effects; • design standards and mitigation measures; and • other permitting/regulatory requirements.

Other participants

The following participants provide assistance to the RA for this task:

- the Agency,
- the proponent,
- FAs, and
- other jurisdictions.

Task 2A.2 Consider Stakeholder Consultations During the Report Development

Purpose The purpose of this task is to determine the appropriateness and scope of stakeholder consultations during the development of a MCSR.

Key steps This table presents the key steps to be followed by the **RA** to consider stakeholder consultations during the development of the report.

Step	Action
1	<p>Is stakeholder consultation appropriate during development of the proposed MCSR?</p> <ul style="list-style-type: none"> • <i>If yes</i>, go to the next step. • <i>If no</i>, no further action is required. <p><i>Note:</i> Section 5.0 of the <i>Ministerial Guideline on Assessing the Need for and Level of Public Participation in Screenings under the Canadian Environmental Assessment Act</i> provides a list of criteria to consider for determining when public participation is appropriate in the development of the MCSR. The Guideline is available at www.ceaa-acee.gc.ca/default.asp?lang=En&n=1FE6A389-1&offset=5&toc=show .</p>
2	Draft a consultation strategy and circulate to interested participants, other federal authorities and the Agency.
3	Review comments received on the draft consultation strategy and identify appropriate techniques for public consultation.

Other participants In determining whether stakeholder consultation is appropriate and formulating the consultation strategy and techniques, the RA may consult, if appropriate, with the following groups:

- the Agency,
- interested FAs, and
- other jurisdictions.

Task 2A.3 Assess Environmental Effects

Purpose

The purpose of this task is to

- document the environmental settings in which projects will occur, and
 - determine whether projects covered by a MCSR are unlikely to cause significant adverse environmental effects when the design standards and mitigation measures described in the MCSR are applied.
-

Key steps

This table presents the key steps to be followed by the **RA** to assess environmental effects.

Step	Action
1	Determine an environmental effects assessment methodology, with input from the Agency and other FAs as appropriate.
2	Document and describe the environmental assessment methodology.
3	<p>Document and describe:</p> <ul style="list-style-type: none"> • the environmental setting(s) in which the projects covered by the proposed class are located including, but not limited to: <ul style="list-style-type: none"> – social and environmentally sensitive areas, – environmental regions and ecozones, and – detailed physical and biological environmental settings; • the environmental effects (including cumulative effects) likely to result from interactions with projects and their related activities covered by the proposed class; and • the potential effects of accidents and malfunctions associated with projects (and related activities) covered by the proposed class. <p>Reference: This builds upon and advances the work completed in Phase 1 and Task 2A.1: Confirm Scope of Proposed Class.</p>
4	Document and describe the possible effects the environment might have on the project and the resulting environmental implications.

Step	Action
5	<p>Document and describe the design standards and mitigation measures for the projects covered by the proposed class.</p> <p>Document and describe who will be responsible for ensuring the implementation of prescribed design standards and mitigation measures.</p> <p>Important: The Agency is of the view that appropriate design standards and mitigation measures are those that are well known, in the sense that they have been used in other similar projects and have proven to be appropriate.</p> <p>Reference: This builds upon and advances the work completed in Phase 1 and Task.2A.1: Confirm Scope of Proposed Class.</p>
6	<p>Taking into account the environmental effects associated with all phases and activities of the project, including potential cumulative effects:</p> <ul style="list-style-type: none"> • describe the criteria for determining significance; • assess the potential for and likelihood of significant adverse environmental effects; • describe any potential residual adverse environmental effects following application of design standards and mitigation measures; and • where the assessment supports such a determination, the documentation should demonstrate that it is unlikely that there will be significant adverse environmental effects following application of design standards and mitigation measures.
7	<p>Identify and describe any necessary follow-up programs associated with projects captured by the MCSR.</p>

Other participants

The RA consults with the following groups during this task:

- the Agency,
- FAs,
- other jurisdictions, and
- proponent.

Task 2A.4 Draft Model Class Screening Report and Class Screening Project Report

Purpose	The purpose of this task is to identify and develop the format, processes and procedures for a MCSR, including a CSPR.
MCSR and CSPR	<p>The MCSR, including a CSPR, builds on the work and documentation that has already been completed in Phase 1 and in previous screenings of similar projects.</p> <p>Together the MCSR and CSPR satisfy the requirements for a screening under the Act.</p>
MCSR components	<p>The MCSR should include:</p> <ul style="list-style-type: none">• definition of the class of projects, including:<ul style="list-style-type: none">– rationale for class, sub-classes or categories of projects,– how the class of projects meets the criteria for class screenings,– how the Act applies to the class of projects, and– projects to which the class screening does not apply;• decision-making process for environmental assessments of projects covered by the class, including:<ul style="list-style-type: none">– timelines,– roles and responsibilities of federal departments and other jurisdictions, (e.g. provinces/territories, municipalities, conservation authorities, etc.), and– identification of other federal permits, licences and/or authorizations for projects covered by the MCSR;• scope of project and associated activities for the class;• factors to be considered in the assessment (ss. 16(1) of the Act);• description of the environmental setting, including temporal and spatial boundaries;• the assessment of environmental and cumulative effects common to the class of projects, including:<ul style="list-style-type: none">– effects of the environment on the project, and– effects of potential accidents and malfunctions;• design standards, criteria and mitigation measures, as well as appropriate follow-up programs and monitoring measures, including:<ul style="list-style-type: none">– how they will be implemented, and

- who will be responsible for their implementation;
 - determination of significance of environmental effects following the application of design standards and mitigation measures;
 - detailed direction on how to prepare the CSPR for projects covered by the MCSR;
 - reporting format;
 - Registry requirements; and
 - Amendment and Re-declaration procedures for MCSR.
-

CSPR

The CSPR follows the environmental assessment process set out in the MCSR. It allows for the collection of location and project-specific data to supplement the information and procedures contained in the MCSR for each project assessed under the MCSR. The CSPR records a conclusion on the significance of the environmental effects for each project assessed.

The CSPR is developed to be used for the environmental assessment for each individual project covered by the MCSR and may include

- series of questions,
 - checklist, or
 - set of forms.
-

CSPR considerations

The CSPR should be designed to:

- gather project-specific information;
- determine if the project is:
 - subject to the Act; and
 - covered by the MCSR;
- identify site-specific and potentially sensitive environmental, cultural, social and health issues related to the project;
- determine the need for consultation with other federal authorities or jurisdictions (provincial departments) if appropriate;
- determine the need for other federal permits, licences and/or authorizations for the project;
- assess the potential for:
 - location or project-specific environmental effects that have not been identified in the MCSR and determine the significance of those environmental effects;
 - cumulative environmental effects and determine the significance of these effects;
- allow for a project to be reclassified to an individual screening under the

Act;

- summarize the design standards and mitigation measures that need to be applied to the project and outline any additional design standards and mitigation measures that have not been included in the MCSR or have been recommended by other FAs or jurisdictions (i.e. provinces);
- specify any follow-up program and monitoring requirements and who will be responsible for its implementation;
- document the screening decision under the Act for an individual project.

Key steps

This table presents the key steps to be followed by the **RA** to draft the MCSR and CSCR.

Step	Action
1	Develop the format, processes and procedures for completing a MCSR and CSCR using the results of <ul style="list-style-type: none">• Task 2A.1: Confirm Scope of Proposed Class• Task 2A.3: Assess Environmental Effects, and• any other relevant information.
2	Prepare the draft MCSR and CSCR.
3	Send the draft MCSR and CSCR to the Agency and other key participants for review and comment.
4	Revise the draft MCSR and CSCR with key participants' comments as appropriate.

Other participants

These key participants review the MCSR and CSCR and provide comments and revisions:

- the Agency,
 - FAs,
 - proponent, and
 - other jurisdictions.
-

Task 2A.5 Agency’s Public Consultation and Declaration Process

Purpose The purpose of this task is to formally submit a draft MCSR, which includes a CSPR, to the Agency for public consultation and declaration.

Important: The MCSR, including a CSPR, must be submitted in both official languages.

Key steps This table presents the key steps to be followed by the **RA** in the Agency’s public consultation and declaration process.

Step	Action
1	Confirm with the Agency about translation requirements and number of copies required.
2	<ul style="list-style-type: none"> • Make necessary copies of MCSR, including the CSPR, and • ensure availability of PDF versions in both official languages for posting on the Registry.
3	Prepare a letter to request a 30-day public consultation period on the draft MCSR, including the CSPR.
4	<p>Forward the request letter and submit sufficient hard copies and PDF versions of the report in both official languages to the Agency for the public consultation period.</p> <p>Result: The Agency places a public notice and the draft MCSR on the Registry inviting public review and comment on the appropriateness of using the draft MCSR. The public consultation period typically lasts for 30 days.</p>
5	Review and consider the public comments received during the public consultation period.
6	<p>Should the issues raised during the public consultation period be addressed in the draft MCSR?</p> <ul style="list-style-type: none"> • If yes, make the revisions to the report where appropriate. • If no, submit the draft MCSR for declaration and provide a summary of issues raised during the public comment period and explain how and why they were or were not handled.
7	Prepare a formal letter of request for declaration of the MCSR to the President of the Agency.

Step	Action
8	Forward the request letter with sufficient hard and electronic copies of the final MCSR to the Agency for declaration.
9	Provide copies of the MCSR to key participants and interested organizations, as applicable.

Role of the Agency

The Agency

- develops and places a public notice for the public consultation period and draft MCSR on the Registry;
- provides information to the public on how to obtain copies of the draft MCSR;
- may send direct notices to interested organizations and individuals inviting them to review and provide comments on the draft MCSR;
- reviews and consolidates public comments;
- receives all comments during the public consultation period and forwards them to the RA;
- determines if issues raised during the public consultation period should be addressed in the draft MCSR, or whether the draft MCSR meets the requirements of the Act;
- Agency President declares report to be a MCSR under the Act;
- submits an official notification of declaration in the *Canada Gazette* (as per section 19(4) of the Act) including:
 - title of the class screening,
 - period of use,
 - contact information to obtain copies of the reports; and
- places the notification of declaration and a PDF version of the final MCSR in both official languages on the Registry.

Role of the Public

The public

- provides comments on the draft MCSR, and
- raises any issues of concern during the public consultation period.

Summary Checklist for Phase 2A

Checklist This checklist serves to review and confirm the completion of all the tasks for Phase 2A: Develop a Model Class Screening Report.

Tasks	Steps	Completed (✓)
2A.1 Confirm Scope of Proposed Class	<ul style="list-style-type: none"> • review preliminary description of proposed class; • outline and confirm role of other FAs and jurisdictions; • define main components of the proposed class; • define subclasses and categories of projects/activities; and • define exclusions from proposed class. 	
2A.2 Consider Stakeholder Consultations During Report Development	<ul style="list-style-type: none"> • determine appropriateness of stakeholder consultation; • review and identify appropriate consultation strategy and techniques, if necessary; • draft consultation strategy, if necessary; • circulate draft to Agency and other key participants, if necessary; and • implement the consultation strategy, as applicable. 	
2A.3 Assess Environmental Effects	<p>document and describe:</p> <ul style="list-style-type: none"> • environmental effects assessment methodology; • environmental settings; • environmental effects, including: <ul style="list-style-type: none"> – cumulative effects, – potential effects of accidents and malfunctions, and – possible effects of the environment on the project; • design standards and mitigation measures; • determination of significance of residual environmental and cumulative effects; and • follow-up program and monitoring requirements. 	

Tasks	Steps	Completed (✓)
2A.4 Draft Model Class Screening Report and Class Screening Project Report	<ul style="list-style-type: none"> • draft MCSR, • draft CSPR, and • review and revise draft MCSR and CSPR. 	
2A.5 Agency’s Public Consultation and Declaration Process	<ul style="list-style-type: none"> • identify and address translation requirements; • ensure sufficient copies of draft MCSR for review; • provide PDF version of draft MCSR in both official languages; • submit draft MCSR for 30 day public consultation process; • post public notice and draft MCSR on Registry; • Agency conducts public consultation process; • review by Agency and RA of the public comments; • make changes to MCSR, if appropriate; • submit final MCSR to Agency for declaration (ensure sufficient copies and provide PDF version of final MCSR in both official languages); • Agency President officially declares that report to be a MCSR under the Act; • place declaration notice in <i>Canada Gazette</i>; and • post declaration notice and final MCSR on Registry. 	

2B. Develop a Replacement Class Screening Report

Overview

Task

In this phase, the RA

- develops a draft RCSR, and
- submits it to the Agency for review and declaration.

Note: The RA should be able use the information gathered in Phase 1 in the development of a RCSR.

Who's involved

These are the key participants in this phase:

- RA(s),
- the Agency,
- proponents,
- FAs, and
- other jurisdictions,
- the public.

Note: There may be more than one RA involved in the development of class screening reports. These RAs will coordinate amongst themselves, with the assistance of the Agency, all tasks involved in this phase of the class screening process.

Task overview

The key tasks for Phase 2B are:

Topic	Page
2B.1 Confirm Scope of Proposed Class	45
2B.2 Consider Stakeholder Consultations During the Report Development	46
2B.3 Assess Environmental Effects	47
2B.4 Draft Replacement Class Screening Report	49
2B.5 Agency's Public Consultation and Declaration Process	51
Summary Checklist for Phase 2B	53

Task 2B.1 Confirm Scope of Proposed Class

Purpose

The purpose of this task is to

- determine the scope of the projects and associated activities of the proposed class, and
 - outline the roles and responsibilities of other FAs, and other jurisdictions when conducting the environmental assessment of projects covered by the class.
-

Key steps

This table presents the key steps to be followed by the **RA** to confirm scope of proposed class.

Step	Action
1	Review preliminary descriptions of proposed class documented in Task 1.1: Determine Project Class and Associated Activities.
2	Confirm information and update as appropriate.
3	Confirm roles and responsibilities of key participants in the environmental assessment of projects in the proposed class.
4	Obtain input from key participants in defining and confirming the scope of projects and associated activities of the proposed class.
5	Draw upon coordination efforts of Task 1.2: Coordinate Roles and Responsibilities.
6	Using information collected in Phase 1, define <ul style="list-style-type: none"> • the main components of the proposed class; • any subclasses or categories of projects/activities within the proposed class and project phases; • exclusions from the proposed class; • spatial and temporal boundaries; • environmental settings and environmental effects; • design standards and mitigation measures; and • other permitting/regulatory requirements.

Other participants

The following participants provide assistance to the RA for this task:

- the Agency,
- the proponent,
- FAs, and
- other jurisdictions.

Task 2B.2 Consider Stakeholder Consultations During Report Development

Purpose The purpose of this task is to determine the appropriateness and scope of stakeholder consultations during the development of a draft RCSR.

Key steps This table presents the key steps to be followed by the **RA** to consider stakeholder consultations during the development of the report.

Step	Action
1	<p>Is stakeholder consultation appropriate during development of the proposed RCSR?</p> <ul style="list-style-type: none"> • <i>If yes</i>, go to the next step. • <i>If no</i>, no further action is required. <p><i>Note:</i> Section 5.0 of the <i>Ministerial Guideline on Assessing the Need for and Level of Public Participation in Screenings under the Canadian Environmental Assessment Act</i> provides a list of criteria to consider for determining when public participation is appropriate in the development of the RCSR. The Guideline is available at www.ceaa-acee.gc.ca/default.asp?lang=En&n=1FE6A389-1&offset=5&toc=show .</p>
2	Draft consultation strategy and circulate to interested participants, other federal authorities and the Agency.
3	Review and identify appropriate techniques for public consultation.

Other participants In determining whether stakeholder consultation is appropriate and formulating the consultation strategy and techniques, the RA may consult, if appropriate, with the following groups:

- the Agency,
- FAs, and
- other jurisdictions.

Task 2B.3 Assess Environmental Effects

Purpose

The purpose of this task is to

- document the environmental settings in which projects will occur, and
 - determine whether projects covered by a RCSR are unlikely to cause or will not cause significant adverse environmental effects when the design standards and mitigation measures described in the RCSR are applied.
-

Unlikely significant adverse environmental effects

Remember... it is essential that projects undergoing the replacement class screening process can be shown to either not cause or be unlikely to cause significant adverse environmental effects when the design standards and mitigation measures described in the RCSR are applied.

Key steps

This table presents the key steps to be followed by the **RA** to assess environmental effects.

Step	Action
1	Determine an environmental effects assessment methodology, with input from the Agency and other FAs as applicable.
2	Document and describe the environmental assessment methodology.
3	<p>Document and describe</p> <ul style="list-style-type: none"> • the environmental setting(s) in which the projects covered by the proposed class are located, i.e. <ul style="list-style-type: none"> – social and environmentally sensitive areas – environmental regions and ecozones – detailed physical and biological environmental settings • the environmental effects (including cumulative effects) likely to result from interactions with projects and their related activities covered by the proposed class, and • the potential effects of accidents and malfunctions associated with projects (and related activities) covered by the proposed class. <p>Reference: This builds upon and advances the work completed in Phase 1 and Task 2B.1: Confirm Scope of Proposed Class.</p>

4	Document and describe the possible effects the environment might have on the project and the resulting environmental implications.
5	<p>Document and describe design standards and mitigation measures for projects covered by the proposed class.</p> <p>Document and describe who will be responsible for ensuring the implementation of prescribed design standards and mitigation measures.</p> <p>Important: The Agency is of the view that appropriate design standards and mitigation measures are those that are well known, in the sense that they have been used in other similar projects and have proven to be appropriate.</p> <p>Reference: This builds upon and advances the work completed in Phase 1 and Task.2B.1: Confirm Scope of Proposed Class.</p>
6	<p>Taking into account the environmental effects associated with all phases and activities of the project, including potential cumulative effects:</p> <ul style="list-style-type: none"> • outline criteria for determining significance; • assess and describe the potential for and likelihood of significant adverse environmental effects; • describe any potential residual adverse environmental and cumulative effects following application of design standards and mitigation measures; and • should the assessment support such a determination, the report must demonstrate that it is unlikely that there will be any significant adverse environmental effects.
7	<ul style="list-style-type: none"> • Demonstrate that there are no requirements for project specific follow-up programs for projects captured by the RCSR, and • justify why projects captured by the RCSR are unlikely to have any public concern.

Other participants

The RA consults with the following groups during this task:

- the Agency,
- FAs,
- other jurisdictions, and
- proponent.

Task 2B.4 Draft Replacement Class Screening Report

Purpose

The purpose of this task is to identify and develop the format, processes and procedures for a RCSR.

The RCSR builds on the work and documentation that has already been completed in Phase 1 and in previous screenings of similar projects.

RCSR components

The RCSR should include the following information.

- Definition of class of projects, including
 - rationale for class, sub-classes or categories of projects,
 - how the class of projects meets the criteria for class screenings,
 - how the Act applies to the class of projects, and
 - projects to which the class screening does not apply.
- Decision-making process for environmental assessments of projects covered by the class, including
 - Timelines,
 - roles and responsibilities of federal departments and other jurisdictions, (e.g. provinces/territories, municipalities, conservation authorities, etc.), and
 - identification of other federal permits, licences and authorizations for projects covered by the RCSR, if applicable.
- Scope of project and associated activities for the class.
- Factors to be considered in the assessment (ss. 16(1) of the Act).
- Description of the environmental setting, including temporal and spatial boundaries.
- The assessment of environmental and cumulative effects common to the class of projects, including
 - effects of the environment on the project, and
 - effects of potential accidents and malfunctions.
- Design standards, criteria and mitigation measures.
- Justification for no project-specific follow-up program and monitoring measures.
- Demonstration that projects covered by a proposed class will not result in public concern.
- Detailed procedures on how to apply the RCSR to projects covered by the class.
- Determination of significance of environmental effects, including cumulative effects, following the application of design standards and

mitigation measures.

- Registry requirements.
 - Amendment and Re-declaration procedures for the RCSR.
-

Key steps

This table presents the key steps to be followed by the **RA** to draft the RCSR.

Step	Action
1	Develop the format, processes and procedures for completing a RCSR using the results of <ul style="list-style-type: none">• Task 2B.1: Confirm Scope of Proposed Class• Task 2B.3: Assess Environmental Effects, and• any other relevant information.
2	Prepare the draft RCSR.
3	Send the draft RCSR to the Agency, the proponent and other FAs and participants as appropriate for review and comment.
4	Revise the draft RCSR with reviewers comments as appropriate.

Other participants

These groups review the RCSR and provide comments and revisions:

- the Agency,
 - FAs,
 - proponent, and
 - other jurisdictions.
-

Task 2B.5 Agency’s Public Consultation and Declaration Process

Purpose The purpose of this task is to formally submit the draft RCSR to the Agency for public consultation and declaration.

Important: The RCSR must be submitted in both official languages.

Key steps This table presents the key steps to be followed by the **RA** in the Agency’s public consultation and declaration process.

Step	Action
1	Confirm with the Agency about translation requirements and number of copies required.
2	<ul style="list-style-type: none"> • Make necessary copies of RCSR, and • ensure availability of PDF versions in both official languages for posting on the Registry.
3	Prepare a letter to request a 30-day public consultation period on the draft RCSR.
4	<p>Forward the request letter and submit sufficient hard copies and PDF versions of the report in both official languages to the Agency for the public consultation period.</p> <p>Result: The Agency places a public notice and the draft RCSR on the Registry (at minimum) inviting public review and comment on the appropriateness of using the draft RCSR. The public consultation period typically lasts for 30 days.</p>
5	Review and consider the public comments received during the public consultation period.
6	<p>Should the issues raised during the public consultation period be addressed in the draft RCSR?</p> <ul style="list-style-type: none"> • If yes, make the revisions to the report where appropriate. • If no, submit the draft RCSR for declaration and provide a summary of issues raised during the public comment period and explain how and why they were or were not handled.
7	Prepare a formal letter of request for declaration of the RCSR to the President of the Agency.

Step	Action
8	Forward the request letter with sufficient hard and electronic copies of the final RCSR to the Agency for declaration.
9	Provide copies of the RCSR to key participants and interested organizations, as applicable.

Role of the Agency

The Agency

- develops and places a public notice for the public consultation period and draft RCSR on the Registry;
- provides information to the public on how to obtain copies of the draft RCSR;
- may send direct notices to interested organizations and individuals inviting them to review and provide comments on the draft RCSR;
- receives all comments during the public consultation period and forwards them to the RA;
- reviews and consolidates public comments;
- determines if issues raised during the public consultation period should be addressed in the draft RCSR, and whether the draft RCSR meets the requirements of the Act;
- Agency President declares report to be a RCSR under the Act;
- submits an official notification of declaration in the *Canada Gazette* (as per section 19(4) of the Act) including:
 - title of the class screening,
 - period of use,
 - contact information to obtain copies of the reports; and
- places the notification of declaration and a PDF version of the final RCSR in both official languages on the Registry.

Role of the Public

The public

- provides comments on the draft RCSR, and
- raises any issues of concern during the public consultation period.

Summary Checklist for Phase 2B

Checklist This checklist serves to review and confirm the completion of all the tasks for Phase 2B: Develop a Replacement Class Screening Report.

Tasks	Steps	Completed (✓)
2B.1 Confirm Scope of Proposed Class	<ul style="list-style-type: none"> • review preliminary description of proposed class; • outline and confirm role of other FAs and jurisdictions; • define main components of the proposed class; • define subclasses and categories of projects and activities; and • define exclusions from proposed class. 	
2B.2 Consider Stakeholder Consultations During Report Development	<ul style="list-style-type: none"> • determine appropriateness of stakeholder consultation; • review and identify appropriate consultation strategy and techniques, if necessary; • draft consultation strategy, if necessary; • circulate draft to Agency and other key participants, if necessary; and • implement the consultation strategy, as applicable. 	
2B.3 Assess Environmental Effects	<p>document and describe:</p> <ul style="list-style-type: none"> • environmental effects assessment methodology; • environmental settings; • environmental effects, including: <ul style="list-style-type: none"> – cumulative effects, – potential effects of accidents and malfunctions, and – possible effects of the environment on the project; • design standards and mitigation measures; • determination of significance of residual environmental and cumulative effects; • why project-specific follow-up programs and monitoring measures are unnecessary; and • why projects are unlikely to cause public concern. 	

Tasks	Steps	Completed (✓)
2B.4 Draft Replacement Class Screening Report	<ul style="list-style-type: none"> • draft RCSR, and • review and revise draft RCSR. 	
2B.5 Agency's Public Consultation and Declaration Process	<ul style="list-style-type: none"> • identify and address translation requirements; • ensure sufficient copies of draft RCSR for review; • provide PDF versions of draft RCSR in both official languages; • submit draft RCSR for 30-day public consultation process; • post public notice and draft RCSR on Registry; • Agency conducts public consultation process; • review by Agency and RA of the public comments; • make changes to RCSR, if appropriate; • submit final RCSR to Agency for declaration (ensure sufficient copies and provide PDF version of final RCSR in both official languages); • Agency President officially declares report to be RCSR under the Act; • place declaration notice in the Canada Gazette; and • post declaration notice and final RCSR on Registry. 	

Phase 3: Use a Class Screening Report

Overview

Tasks

In this phase, the RA uses the model or replacement class screening report by determining if a particular project is covered by the class. Once that determination is made, the RA

- ensures that all terms and conditions of the declaration are met, and
- posts a statement on the use of the class screening report on the Registry every 3 months.

In cases where there are multiple RAs that have signed on to use a class screening report, the federal department who is responsible for posting the statement of projects on the Registry is clearly identified in the text of the class screening report

In this Phase

This table presents an overview of the tasks for using model or replacement class screening reports. Depending on the type of class screening selected, the RA completes the tasks in either section A (model class screening) or section B (replacement class screening).

Topic	See Section
Use a Model Class Screening Report	3A
Use a Replacement Class Screening Report	3B

3A: Use a Model Class Screening Report

Overview

Tasks

When using the MCSR, in this phase the RA

- prepares a CSPR that accounts for location and project-specific information;
 - ensures that prescribed design standards, mitigation measures, terms and conditions within the MCSR are met; and
 - posts proper documentation on the Registry.
-

Who's involved

These are the key participants in this phase:

- RA(s)
- FAs, and
- proponents,
- other jurisdictions.

Note: Multiple RAs may be involved in the application of MCSRs, as well as in the preparation of CSPRs. Within the text of MCSRs and CSPRs, the responsibilities of each RA are clearly identified for the following areas:

- preparation of the CSPR;
 - notification/consultation procedures;
 - implementation of prescribed mitigation measures; and
 - meeting the Registry requirements.
-

Task overview

The key tasks for Phase 3A are:

Topic	Page
3A.1 Complete a Class Screening Project Report	57
3A.2 Registry Requirements	59
Summary Checklist for Phase 3A	60

Task 3A.1. Complete a Class Screening Project Report

Purpose

The purpose of this task is to complete a CSPR in a manner consistent with the requirements and procedures outlined in the MCSR.

Together the MCSR and CSPR satisfy the RA’s screening requirements under the Act.

Key steps

This table presents the key steps to be followed by the **RA** to complete a CSPR.

Note: A CSPR must be consistent with the requirements and procedures documented in the MCSR.

Step	Action
1	Document the project-specific information.
2	Determine if the project: <ul style="list-style-type: none"> • is subject to the Act; • is covered by the MCSR; or • should be subject to an individual screening under the Act.
3	Identify site-specific and potentially sensitive environmental issues related to the project.
4	Determine the need for: <ul style="list-style-type: none"> • consultation with other FAs or other jurisdictions (i.e. provinces or territories), and • other federal permits, licences and authorizations for the project.
5	<ul style="list-style-type: none"> • Assess the potential for environmental effects, including cumulative environmental effects, that have not been identified in the MCSR, and • determine the significance of those environmental effects.
6	<ul style="list-style-type: none"> • Summarize the design standards and mitigation measures that need to be applied to the project and how they will be implemented, and • outline any additional mitigation measures that have not been included in the MCSR or have been recommended by other FAs or other jurisdictions and describe how they will be implemented.

Step	Action
7	Specify any follow-up programs and monitoring requirements and describe how they will be implemented.
8	Document the screening decision for the project (s. 20 of the Act).

Other participants

The following participants play a role in determining if a project is included in a MCSR:

Proponents:

The proponents may provide input and assistance to the RA in

- providing the description of the proposed project, and
- determining if the project is covered by the MCSR.

Federal Authorities and Other Jurisdictions:

The FAs and other jurisdictions may provide assistance to the RA in determining if the project is covered by the MCSR. They can help in identifying potential sensitive sites or environmental, cultural, social and health issues associated with a project.

As well, they may provide specific design standards and mitigation measures to be applied to a project and ensure their implementation. Other FAs or jurisdictions can identify if the RA needs an additional permit, licence or authorization for a project.

Task 3A.2. Registry Requirements

Purpose The purpose of this task is to post the appropriate information relating to the environmental assessment of projects covered by the MCSR on the Registry.

Key steps This table presents the key steps to be followed by the **RA** to post the required information on the Registry.

Step	Action
1	<p>Compile the information on the individual projects that have been assessed under the MCSR, including</p> <ul style="list-style-type: none"> • project name, • location, • date of environmental assessment decision, and • contact information. <p><i>Note:</i> The above information must be consistent with the requirements and procedures documented in the MCSR.</p>
2	<p>Post a statement on the Registry listing the projects assessed under the MCSR in accordance with the following three-month reporting cycle:</p> <ul style="list-style-type: none"> • July 15 - (April 1 to June 30), • October 15 - (July 1 to September 30), • January 15 - (October 1 to December 31), and • April 15 – (January 1 to March 31). <p><i>Note:</i> In cases where they are multiple RAs that have signed on to use a class screening report, the federal department who is responsible for posting the statement of projects on the Registry is clearly identified in the text of the class screening report.</p>

Summary Checklist for Phase 3A

Checklist The purpose of this phase is to review and confirm the procedures and tasks completed in Phase 3A: Use a Model Class Screening Report.

Tasks	Steps	Completed (✓)
3A.1 Complete a Class Screening Project Report	<ul style="list-style-type: none"> • prepare a CSPR; • fulfill project-specific information requirements as outlined in the CSPR; • identify the need to consult other FAs and jurisdictions (i.e. provinces or territories); • identify the need for other federal permits, licences and authorizations for the project; • identify and assess environmental effects, including cumulative effects; • determine the significance of any residual environmental effects, including cumulative effects; • fulfill specified design standards and mitigation measures as outlined in the MCSR and prescribed by other FAs and jurisdictions; • specify any follow-up programs; and • document a screening decision for the project (s. 20 of the Act). 	
3A.2 Registry Requirements	<p>file a statement of projects assessed under the MCSR on the Registry every 3 months. The statement should provide the</p> <ul style="list-style-type: none"> • project title, • location, • date of environmental assessment decision, and • contact information. 	

3B: Use a Replacement Class Screening Report

Overview

- Purpose** When using the RCSR, in this phase the RA
- determines if the project is included within the class; and if so,
 - ensures that prescribed design standards, mitigation measures, terms and conditions within the RCSR are met; and
 - posts proper documentation on the Registry.
-

- Who's involved** These are the key participants in this phase:
- RA(s)
 - FAs, and
 - proponents,
 - other jurisdictions.
- Note:* Multiple RAs may be involved in the application of RCSR. Within the text of RCSR, the responsibilities of each RA are clearly identified for the following areas:
- notification and consultation procedures;
 - implementation of prescribed mitigation measures; and
 - meeting the Registry requirements.
-

Task overview The key tasks for Phase 3B are:

Topic	Page
3B.1 Determine if a Project is Covered by the Replacement Class Screening Report	62
3B.2 Registry Requirements	63
Summary Checklist for Phase 3B	64

Task 3B.1. Determine if a Project is Covered by the Replacement Class Screening Project Report

Purpose The purpose of this task is to review the specifics of an individual project and determine if it fits the project definition of the RCSR.

Key steps This table presents the key steps to be followed by the **RA** to determine if the project is included in the RCSR.

Step	Action
1	Provide a description of the proposed class.
2	Confirm that the Act applies to the proposed project.
3	Review the definition of the class.
4	Determine if any additional documentation is required to determine if the project is covered by the RCSR.
5	Compare the description of the particular project with the class description provided in the RCSR.
6	Determine if the project is included or excluded from the RCSR using the project description and input from other federal authorities and jurisdictions.
7	Ensure that the design standards and mitigation measures described in the RCSR are implemented for the specific project.

Other participants The following participants play a role in determining if a project is included in a RCSR:

Proponents:

The proponents may provide input and assistance to the RA in

- providing the description of the proposed project, and
- determining if the project is covered by the RCSR.

Federal Authorities and Other Jurisdictions:

The FAs and other jurisdictions may provide assistance to the RA in determining if the project is covered by the RCSR.

Task 3B.2. Registry Requirements

Purpose The purpose of this task is to document and post on the Registry a regular statement on the application of the RCSR.

Key steps This table presents the key steps to be followed by the **RA** to document and post information on the Registry.

Step	Action
1	<p>Compile the information on the individual projects that have been assessed under the RCSR, including</p> <ul style="list-style-type: none"> • project name, • location, • date of environmental assessment decision, and • contact information. <p><i>Note:</i> The above information must be consistent with the requirements and procedures documented in the RCSR.</p>
2	<p>Post a statement on the Registry listing the projects assessed under the RCSR in accordance with the following three-month reporting cycle:</p> <ul style="list-style-type: none"> • July 15 - (April 1 to June 30), • October 15 - (July 1 to September 30), • January 15 - (October 1 to December 31), and • April 15 – (January 1 to March 31). <p><i>Note:</i> In cases where they are multiple RAs that have signed on to use a class screening report, the federal department who is responsible for posting the statement of projects on the Registry is clearly identified in the text of the class screening report.</p>

Summary Checklist for Phase 3B

Purpose The purpose of this phase is to review and confirm the procedures and tasks completed in Phase 3B: Use a Replacement Class Screening Report.

Checklist This table provides a checklist of activities that need to be completed.

Tasks	Steps	Completed (✓)
3B.1 Determine if a Project is Covered by the Replacement Class Screening Report	<ul style="list-style-type: none"> • review definition of project class in RCSR; • provide project description; • compile additional documentation; • determine if project is covered by RCSR; • ensure that specified design standards and mitigation measures in the RCSR are implemented; and • fulfill all terms and conditions outlined in the RCSR. 	
3B.2 Registry Requirements	<p>file a statement of projects assessed under the RCSR on the Registry every 3 months. The statement should provide the:</p> <ul style="list-style-type: none"> • project title, • location, • date of environmental assessment decision, and • contact information. 	

Phase 4: Revise a Class Screening Report and submit for Amendment or Re-declaration

Overview

Purpose

In this phase, the RA, with the assistance of the Agency and other key participants,

- reviews and revises the class screening report (model or replacement), and
 - submits the revised report to the Agency for Amendment or Re-declaration.
-

Who's involved

These are the key participants in this phase:

- RA(s),
- FAs,
- the public,
- the Agency, and
- other jurisdictions.

Note: There may be more than one RA involved in the review and revision of the class screening report. These RAs will coordinate amongst themselves, with the assistance of the Agency, all tasks involved in this phase of the class screening process.

Task overview

The key tasks for Phase 4 are:

Topic	Page
4.1 Review the Use of a Class Screening Report	66
4.2 Amend or Re-declare the Class Screening Report	68
4.3 Post Amendments or Re-declarations on the Registry	72
Summary Checklist for Phase 4	73

Task 4.1: Review the Use of the Class Screening Report

Purpose The purpose of this task is to improve the quality of class screenings by

- reviewing the use of the class screening reports;
- considering new information and activities; and
- considering extending the class screening report to one or more other interested RA(s).

Timing Six months prior to the end of the MCSR or RCSR declaration period, or at any time when new information becomes available, a review of the use of the MCSR or RCSR will be conducted.

Key steps This table presents the key steps to be followed by the **RA** to review use of a class screening report.

Step	Action
1	<p>Consult with the Agency and other key participants on</p> <ul style="list-style-type: none"> • objectives, processes and timeframes for amending or re-declaring the MCSR or RCSR; • experience with the MCSR or RCSR; • new information, such as <ul style="list-style-type: none"> – new data on project class, – environmental effects, including cumulative effects, – design standards, and – mitigation measures; • possibility of other RA(s) signing on to use the class screening report; and • any emerging public concerns.
2	<p>Review the use of the MCSR or RCSR. Issues to be considered might include:</p> <ul style="list-style-type: none"> • the clarity of terms, descriptions and procedures; • the accuracy of environmental setting descriptions and analysis of environmental effects, including cumulative effects; • public concern and involvement; • the number of projects posted to the class report; • Registry use; • new regulations, policies, laws that may impact projects covered

Step	Action
	<p>by the class;</p> <ul style="list-style-type: none"> • identification of other RAs for projects covered by the class; • effectiveness of design standards and mitigation measures; • format of CSPRs; • exclusions from the class; • appropriateness of project classes and activities; • ease of use; • costs; and • notification/coordination procedures.
3	<p>Review any new information or technologies, including:</p> <ul style="list-style-type: none"> • design standards and mitigation measures; • environmental effects, including cumulative effects; • environmental settings; • regulatory requirements; • public concern and involvement; • new project classes and activities; and • policies and standards relevant to the class. <p><i>Note:</i> This is done to further improve the quality and consistency environmental assessments of projects covered by the MCSR or RCSR.</p>

Other participants

The following participants provide input and review to this task:

- the Agency,
- the proponent,
- FAs,
- other jurisdictions, and
- the public.

Task 4.2: Amend or Re-declare the Class Screening Report

Purpose

The purpose of this task is to provide guidance to responsible authorities clarifying the difference between the re-declaration and the amendment process.

Amending MCSR or RCSR

After experience has been gained with the use and effectiveness of the MCSR or RCSR, amendments can be made to the class screening report if they represent minor changes. Amendments do not require public consultation and do not allow for changes to the term of application.

In general, amendments to MCSR or RCSR may be made if the changes:

- represent editorial details intended to clarify or improve the document and procedures;
 - streamline or modify the planning process and/or
 - do not materially alter either the scope of the projects or the factors to be considered in the assessment required for these projects.
-

Re-declaring MCSR or RCSR

After experience has been gained with the use and effectiveness of the MCSR or RCSR, substantive changes to the class screening report must undergo a re-declaration. Re-declarations prior to the expiration date of the current declaration can serve to extend or maintain the same term of application.

A re-declaration is also necessary if the term of application of a declared MCSR or RCSR has expired.

All re-declarations will undergo a public consultation process.

Re-declarations of MCSR or RCSR may:

- extend the application of the MCSR or RCSR to projects or environmental settings that were not previously included, but are similar or related to projects included in the class definition;
- represent modifications to the scope of the projects subject to the class or the factors to be considered in the assessment required for these projects;
- reflect new or changed regulatory requirements, standards or policies;
- introduce new design standards and mitigation measures;
- modify the federal coordination notification procedures;
- extend the application of the MCSR or RCSR to RA(s) that were not previously declared users of the report;

- remove projects that are no longer suitable for the class;
- extend the term of application past the original date; and/or
- make significant changes to the CSPR for MCSRs only.

Key steps

This table presents the key steps to be followed by the RA to **amend** class screening reports.

Step	Amendment
1	To derive full benefit, the Agency recommends that, not less than one year prior to the expiration date of the current declaration, the RA notify the Agency in writing of its interest to amend the MCSR or RCSR.
2	The Agency will confirm the recommended route.
3	The RA will discuss proposed amendment with co-RAs (if applicable), FAs, and jurisdictions.
4	The RA(s) submit the proposed changes integrated into the updated MCSR or RCSR (in MS Word), and a rationale for the modifications to the Agency as well as to FAs and jurisdictions for review. It is the responsibility of the RA to translate the amendments.
5	Develop, with the Agency, appropriate procedures to address the issues presented in the review.
6	The RA(s) submit a formal letter of request for amendment of the MCSR or RCSR to the President of the Agency and provide 2 English and 2 French hard copies as well as electronic copies (MS Word <u>and</u> pdf) in both languages of the final amended MCSR or RCSR to the Agency.
7	The Agency will proceed with posting the amendment of the MCSR or RCSR.

Key steps

This table presents the key steps to be followed by the RA to **re-declare** class screening reports.

Step	Re-declaration
1	Six months prior to the expiry of the MCSR or RCSR, the RA should notify the Agency in writing of its interest to re-declare the MCSR or RCSR. Depending on the extent of revisions made to the class screening report, the Agency requires approximately four months to proceed with re-declaration of the report. Failure to do so may result in delays and the possibility that the MCSR or RCSR expires, rendering it invalid until re-declaration.
2	The Agency will confirm the recommended route.
3	The RA will discuss proposed revisions with co-RAs (if applicable), FAs, and jurisdictions.
4	The RA(s) submit the proposed changes integrated into the updated MCSR or RCSR (in MS Word), and a rationale for the modifications to the Agency as well as to FAs and jurisdictions for review. It is the responsibility of the RA to translate the proposed changes to the document.
5	Develop, with the Agency, appropriate procedures to address any issues presented in the review.
6	The RA(s) submit a revised version of the MCSR or RCSR, in both French and English to the Agency, as well as a request for a public consultation period.
7	The Agency will place a public notice and draft MSCR or RCSR on the Registry, inviting public comments. Under certain circumstances, the Agency may recommend that public notice be placed in other locations (eg. newsprint, radio).
8	Develop, with the Agency, appropriate procedures to address the issues presented in the public participation process.
9	The RA(s) submit a formal letter of request for re-declaration of the MSCR or RCSR to the President of the Agency and provide 2 English and 2 French hard copies as well as electronic copies (MS Word <u>and</u> pdf) in both languages of the final MCSR or RCSR to the Agency.
10	The Agency will proceed with the re-declaration of the MCSR or RCSR with an extended or identical term of application to the original.

Essential requirements for re-declaring

With the experience gained through the use of the declared MCSR or RCSR, during the review of the class screening report, the RA should consider the issues outlined in the key steps of Task 4.1. At minimum, the RA should provide the following information when proceeding with a re-declaration:

- identification of any public concerns occurring over the original declaration period and ways in which these have been addressed;
- verification that the material in the original document remains valid (eg. reflect changes to species at risk, to the environmental setting, and/or to valued ecosystem components);
- an update of the cumulative effects assessment (if applicable), or an indication that it remains valid;
- suggestion of new mitigation measures (reflecting best practices/ new technology, etc.) or a statement that previously described mitigation measures are still appropriate;
- if applicable, an indication of whether federal and/or provincial authorities have been consulted.

In general, substantive changes to text will be subject to legal review.

The Expiry of an MCSR or RCSR

If an RA anticipates allowing the MCSR or RCSR to expire, please notify the Agency prior to three months of its expiry date.

Declaring an expired MCSR or RCSR

Once the expiration date of a declared MCSR or RCSR has passed, if an RA seeks to revive the class screening report, a re-declaration must be sought. This process can build on the previous declared report and will be similar to re-declaring during the period of validity (see key steps above on re-declaring).

Task 4.3: Post Amendments or Re-declarations on the Registry

Purpose The purpose of this task is to make public the results of the amended or re-declared class screening report.

Key task **The Agency** posts on the Registry

- a public notice advising the public of the amended or re-declared class screening report, and
- the amended or re-declared class screening report.

Summary Checklist for Phase 4

Checklist The purpose of this phase is to review and confirm the procedures and tasks completed in Phase 4: Revise a Class Screening Report and submit for Amendment or Re-declaration

Tasks	Steps	Completed (✓)
4.1 Review the Use of a Class Screening Report	<ul style="list-style-type: none"> • conduct consultations with Agency and other key participants on revising the class screening report; • review the use and applicability of the MCSR or RCSR; and • consider new information on project class, environmental setting, design standards and mitigation measures, environmental effects, public concern, extending the report to include other RA(s) etc. 	
4.2 Amend or Re-declare the Class Screening Report	<ul style="list-style-type: none"> • review procedures for amending and re-declaring an MCSR or RCSR; • revise the MCSR or RCSR according to the procedures set out in the report; and • submit the revised MCSR or RCSR to Agency for consideration. 	
4.3 Post the Amendment or Re-declaration on the Registry	<ul style="list-style-type: none"> • the Agency posts a notice advising the public of the amended or re-declared class screening report; and • the amended or re-declared class screening report will be placed on the Registry. 	

Appendix A: Glossary of Terms

Definitions This table provides definitions for the terms used throughout this guide.

Term	Definition
Class screening	<p>A class screening is a special type of environmental assessment for a designated category or class of project that is subject to a screening under the Act. These are clear, well-defined and recurring projects that share common characteristics such as:</p> <ul style="list-style-type: none"> • scope, • project activities, • proponent, • environmental settings, • project class, • geographical location, and • environmental effects.
Class screening project report (CSPR)	<p>The CSPR accounts for location or project-specific information, such as</p> <ul style="list-style-type: none"> • project design or siting criteria; • additional environmental and cumulative effects; • additional design standards and mitigation measures; and • requirements with respect to federal coordination and consultation.
Environmental effects	<p>As defined by the <i>Act</i>, "environmental effect" means in respect of a project,</p> <p>(a) any change that the project may cause in the environment, including any change it may cause to a listed wildlife species, its critical habitat or the residences of individuals of that species, as those terms are defined in subsection 2(1) of the Species at Risk Act,</p> <p>(b) any effect of any change referred to in paragraph (a) on</p> <ul style="list-style-type: none"> (i) health and socio-economic conditions, (ii) physical and cultural heritage, (iii) the current use of lands and resources for traditional purposes by aboriginal persons, or (iv) any structure, site or thing that is of historical, archaeological, paleontological or architectural significance, or <p>(c) any change to the project that may be caused by the environment, whether any such change or effect occurs within or outside Canada;</p>
Federal authority (FA)	<p>As defined in the Act, as of the 12th of June 2006, means</p> <ul style="list-style-type: none"> • a Minister of the Crown in right of Canada; • an agency of the Government of Canada, a parent Crown corporation as

Term	Definition
	<p>defined in subsection 83(1) of the Financial Administration Act, or other body established by or pursuant to an Act of Parliament that is ultimately accountable through a Minister of the Crown in right of Canada to Parliament for the conduct of its affairs;</p> <ul style="list-style-type: none"> • any department or departmental corporations set out in Schedule I or II to the Financial Administration Act; and • any other body that is prescribed pursuant to regulations made under paragraph 59(e). <p>but does not include</p> <ul style="list-style-type: none"> • the Executive Council of, or minister, department, agency or body of the government of Yukon, the Northwest Territories or Nunavut; • a council of the band within the meaning of the Indian Act; • Export Development Canada, the Canada Pension Plan Investment Board, a Crown corporation that is a wholly-owned subsidiary, as defined in section 83(1) of the Financial Administration Act; • The Hamilton Harbour Commissioners as constituted pursuant to The Hamilton Harbour Commissioners' Act; • a harbour commission established pursuant to the Harbour Commissions Act; and • a not-for-profit corporation that enters into an agreement under subsection 80(5) of the Canada Marine Act or a port authority established under that Act.
Model class screening	<p>A model class screening provides a two-step environmental assessment process for a clear, well-defined class of recurring projects that</p> <ul style="list-style-type: none"> • share common characteristics, and • are not likely to cause significant adverse environmental effects when specified design standards and mitigation measures are applied.

Term	Definition
Jurisdictions	<p>As defined in subsection 12(5) of the Act, means</p> <ul style="list-style-type: none"> • the government of a province; • an agency or a body that is established pursuant to the legislation of a province and that has powers, duties or functions in relation to an assessment of the environmental effects of a project; • a body that is established pursuant to a land claims agreement referred to in section 35 of the Constitution Act, 1982, and that has powers, duties or functions in relation to an assessment of the environmental effects of a project; or • a governing body that is established pursuant to legislation that relates to the self-government of Indians and that has powers, duties or functions in relation to an assessment of the environmental effects of a project. <p><i>Note:</i> The definition of jurisdiction differs for joint review panels. For that definition, please refer to subsection 40(1) of the Act.</p>
Project	<p>A project means</p> <ul style="list-style-type: none"> • in relation to a physical work, any proposed <ul style="list-style-type: none"> – construction, – operation, – modification, – decommissioning, – abandonment, or – other undertaking in relation to that physical work, or • any proposed physical activity not relating to a physical work that is prescribed or is within a class of physical activities that is prescribed pursuant to regulations made under paragraph 59(b)(the <i>Inclusion List Regulations</i>) of the Act.
Proponent	<p>As defined by the Act, in respect of a project, means the person, body, federal authority or government that proposes the project.</p>
Registry	<p>As defined by the Act, means the Canadian Environmental Assessment Registry established under section 55.</p>

Term	Definition
Replacement class screening	<p>A replacement class screening provides a complete environmental assessment process for a clear, well-defined class of recurring projects that</p> <ul style="list-style-type: none"> • share common characteristics; • are not likely to cause significant adverse environmental effects when specified design standards and mitigation measures are applied; • are shown to be without public concern; and • do not require a follow-up program.
Responsible authority (RA)	<p>A RA, in relation to a project, means a federal authority that is required pursuant to subsection 11(1) of the Act to ensure that an environmental assessment of the project is conducted.</p> <p><i>Note:</i> The Act applies to projects which require a FA to make a decision to take an action that would allow the projects to proceed.</p>