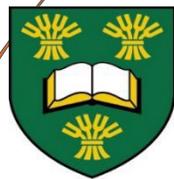


Community Legal Assistance Services for
Saskatoon Inner City Inc. – CLASSIC
&
University of Saskatchewan College of Law

**Intensive Clinical Law Program
Handbook**



UNIVERSITY OF SASKATCHEWAN
College of Law
LAW.USASK.CA

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UNIVERSITY OF SASKATCHEWAN
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Dear University of Saskatchewan College of Law Student:

Welcome to the Intensive Clinical Law program hosted by Community Legal Assistance Services for Saskatoon Inner City (CLASSIC).

We are looking forward to supporting you during your experience in our award-winning program, where you will encounter transformative learning opportunities while assisting the work of a legal clinic that provides client-centred services to the community.

This handbook includes valuable information about the program. The purpose of the handbook is to assist you in navigating the application process and planning for your time at CLASSIC. The handbook will help you understand how the program works and what to expect as a clinical law student. Once you are accepted into the program, you will receive many other materials including orientation and training materials, syllabi, and office policies and procedures manuals: this handbook will serve as a supplement to those other important materials.

Our Intensive Clinical Law program seeks to educate well-rounded, reflective, competent, client-focused law students, and we are looking forward to your participation.

Professor Sarah Buhler, Associate Professor, U of S College of Law

Chantelle Johnson, Executive Director, CLASSIC

Tobi Graham, Director of Programs and Operations, CLASSIC

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Part I – Information on CLASSIC and the Intensive Program

1. Introduction to CLASSIC and Clinical Legal Education

Community Legal Assistance Services for Saskatoon Inner City Inc. (CLASSIC) is a not-for-profit legal clinic located at 123 20th Street West in Saskatoon. With a commitment to social justice, decolonization, and the dignity of all people, CLASSIC provides free legal services, programming and supports for people who experience poverty and injustice. It also delivers internationally recognized education to law and interdisciplinary students. CLASSIC practices in many areas of law, including criminal law, landlord-tenant disputes, prison law, small claims and civil matters, immigration and refugee law, wills and estates law, and more. Through a negotiated service contract, CLASSIC is currently the site of the College of Law's Intensive Clinical Program ("the Intensive Program") which offers second and third year law students' transformative experiential education and an opportunity to participate in meaningful access to justice work.

The College of Law and CLASSIC have had a close relationship since CLASSIC's inception in 2007: law students enrolled in the Intensive Program receive a full semester's worth of course credits while they are placed at CLASSIC for an entire semester. As part of the Intensive Program, students take on legal work at CLASSIC under the direct supervision of supervising lawyers. Students also enroll in a corresponding academic clinical seminar that is focused on legal ethics and reflective practice. Since its inception, hundreds of law students have participated as clinical students at CLASSIC. These students have gone on to article and work at law firms in Saskatchewan and around the country, to clerk at all levels of Court (including the Supreme Court of Canada), to work as Legal Aid lawyers, Crown Prosecutors, and government lawyers, and in a wide variety of other legal and non-legal careers.

Clinical legal education programs have been operating in Canadian law schools for well over 50 years. The term "Clinical legal education" is used to refer to structured and supervised educational experiences where law students support clients in the resolution of individual and/ or systemic legal problems. The common elements that are found across clinical law programs include an emphasis on working with real people, an access to justice mission, and a focus on experiential education for law students.

2. CLASSIC's Vision, Mission, and Values

Mission

With a commitment to social justice, decolonization, and the dignity of all people, CLASSIC provides:

- Free legal services, programming and supports for people who experience poverty and injustice, and
- Internationally recognized clinical legal education to law and interdisciplinary students.

Vision

A better future where people are supported by fair and equitable laws and systems, which allow them to thrive.

Values

PROFESSIONAL

We are committed to the highest standards of competence and ethical practice.

This requires us to be good listeners and engage in self-reflective practice and evaluation. It also means that we live in tension – acknowledging that as a legal clinic we are part of a system that causes suffering and inequity. Our approach to professionalism informs how we educate our students as well as our commitment to take care of ourselves and each other as we work towards a more just community.

TRANSFORMATIVE

Everything about how we approach the law challenges the system.

We teach, research and engage in social-justice, anti-racist and trauma-informed lawyering. By definition, this requires that we acknowledge and challenge the role that we, along with certain laws, policies and legal institutions, have played in reinforcing colonialism and other forms of inequality and oppression.

RESILIENT

CLASSIC makes a difference in our clients' lives.

The courage and resilience of our clients inspires us – and underscores our commitment to ensuring that CLASSIC's model, and its ability to meet our clients' needs, is viable, even as it grows and evolves.

CLIENT-CENTRED

We recognize that our clients, from a diversity of backgrounds and communities, are experts in their own lived experiences.

We work with and in community to ensure that our clients' voices are heard, and to approach the challenges faced by our clients holistically, and in context. We are committed to learning from our clients and stakeholders, through reciprocity and respect.

3. What is the Intensive Program?

Students may enroll in the Intensive Program during either the Fall or Winter term of their second or third year of law school. Students in the Intensive Program receive a full semester's worth of academic credits: 12 credit units for completion of the clinical practicum and 3 credit units for the seminar that accompanies the practicum. The Intensive Program offers valuable hands-on and experiential education in law and ethical legal practice, as well as an opportunity for students to develop their professional identity, gain critical perspectives about law in society, and engage in reflective practice. Students most well-suited for this opportunity are those interested in furthering social justice efforts and initiatives, working, and learning in interdisciplinary contexts, identifying and addressing systemic issues (those recurring in society), and delivering client-centred care in a way that improves access to justice and empowers clients. The Intensive Program has a mandatory attendance requirement.

The Intensive Program is divided into a 12-credit practicum portion (LAW 492.2) which requires full-time work in CLASSIC's office Monday through Thursday, and an accompanying 3 credit seminar (LAW 491.3 OR 497.3), held at the College of Law each Friday morning during the term. When the Law Professor is on sabbatical, the 3 credit seminar may be held at CLASSIC. The seminar requires participation in class discussions and writing a major paper or equivalent project. Along with their **Seminar requirement** and **Major Paper requirement** (required program requirements for graduating from the College of Law), students can also fulfill their required **Legal Ethics requirement** through the clinical seminar. The clinical portion is assessed on a pass/fail basis while the seminar is graded in accordance with the College of

Law letter-grade system.

During the clinical portion, students learn and work on real files with clients, under the direct supervision of CLASSIC's supervising lawyers. Students in the Intensive Program may:

- Work closely with clients and communicate with them about their legal matters throughout the relationship;
- Appear at Provincial Court and administrative tribunals (i.e., the Office of Residential Tenancies or at the Provincial Correctional Centre to defend inmates on institutional charges);
- engage in negotiations and communicate with opposing counsel, parties, and Crown Prosecutors, assist clients in navigating government social assistance programs (and programs offered by other community organizations);
- Conduct legal research;
- Prepare legal documents, pleadings, appellate materials, memoranda, and correspondence.

*** this list is demonstrative, not exhaustive***

The seminar portion is delivered by the clinical law professor or an instructor who is engaged through the College of Law and occurs for 2 hours per week on Friday mornings on campus. Students have time on Friday afternoons to work on their major paper. Topics discussed during the seminar include issues in access to justice, the effects of colonial legal systems on Indigenous peoples, client-centred practice, ethical legal practice, and more. Students may also fulfill their mandatory Legal Ethics program requirement through taking the seminar. Please see section on [Student Assessment](#) below, for a more detailed explanation of the grading of the course.

Being an Intensive Clinical Law Student is truly “intensive” and requires a student’s full attention and commitment. Empathy, collegiality, and a great work ethic are necessary to successfully complete the Intensive Program. Please consider applying to CLASSIC, but also remember the Intensive Program is more than just a course: you will be doing real work affecting real peoples’ lives and the experience must be taken seriously and with a high degree of professionalism.

Part II – Detailed Information on the Intensive Program

4. Program Start and End Dates, Hours of Work, Workload, and Required Commitment

The precise start and end dates of the Intensive Program are determined in advance of each academic year. Typically, Intensive Students begin their clinical experience on or close to the first date of each academic term. The last date of the Intensive Program is around the midway point of the College of Law’s exam period each term. Overall, students can expect to spend a total of about 384 hours at the clinic during the term (8 hours per day, 4 days per week, for a total of 12 weeks)¹. Students must communicate with the Director of Programs and Operations at CLASSIC about any anticipated absences during the term and the time away must be made up before the end of the semester. Students have the reading week break off (February and November). Orientation occurs throughout the first two weeks of each clinical experience, and it is mandatory for all students to attend.

¹ This is alignment with the College of Law's Ad Hoc Experiential Learning Committee's "Course Approval for Practicums and Internships" document, approved by Faculty Council on October 15, 2019.

Intensive Students must physically be present at CLASSIC's office from 9:00 AM to 12:00 noon and 1:00 PM to 5:00 PM, Monday through Thursday. Students may have to work additional hours as required, and past Intensive Students have worked additional evenings and weekends when a file requires it. Friday mornings are dedicated to the Intensive Program's seminar and Friday afternoons offer students an opportunity to spend time writing their major papers. The major paper is due on the last day of the College of Law term.

Students may have the option to work through the November or February reading week to make up time they may have missed during the term. Students interested in working through the reading week must discuss with the Supervising Lawyers and the Director of Programs and Operations to determine if it is a possibility given the student's file and workload and CLASSIC's capacity.

In addition to working additional hours if needed, students may be expected to work on files on short notice. Often, unexpected issues arise on files, and students must be prepared to spend the time required to address these problems as they arise.

As a result of these demands and the reality that real clients' lives are impacted by our work, students are discouraged from taking on other types of work or studies outside the Intensive Program.

CLASSIC is committed to offering a supportive and accommodating work environment. Students are encouraged to reach out to the Supervising Lawyers with concerns about workload, to the Director of Programs and Operations for any other work-related concerns, and to the Clinical Professor for general College of Law and seminar concerns. CLASSIC works with students to develop a schedule and file load that is reasonable and supports the education of students as well as the wellbeing and safety of clients.

5. Tasks, Duties, File Loads, and Experiential Opportunities

5.1 Types of work students do at CLASSIC

All work that students undertake at CLASSIC must be done with the approval and guidance of one of CLASSIC's supervising lawyers. Students may never give legal advice or take action on files without proper approval.

The types of work expected of Intensive Students will depend on the nature of each file but may generally include:

- Regular phone calls with clients to discuss their file, explain their options and legal position, and to seek instructions to move the file forward;
- Regular emails with clients, the Crown, other opposing counsel and parties, the ORT, Provincial Court clerks, court/case workers, Judges, social services, and more;
- Regular in-person discussions with existing clients, such as reviewing police disclosure and

- conducting intakes with prospective clients;
- Provincial Court appearances in criminal law matters, mostly at docket court, including but not limited to:
 - first appearances;
 - requesting adjournments;
 - making joint submissions;
 - speaking to sentencing;
 - withdrawing as counsel, if necessary; and
 - there are maybe opportunities for students to conduct or assist with criminal trials.
- Administrative (tribunal) hearings, mostly at the Office of Residential Tenancies (ORT) and at Saskatoon Provincial Correctional Centre (SPCC), including:
 - communicating with the ORT and SPCC;
 - preparing, serving, and filing notices of hearings and evidence;
 - preparing and conducting direct examination and cross-examination;
 - preparing and making closing submissions;
 - objecting to opposing parties' lines of questioning;
 - requesting disclosure from SPCC; and
 - anything else required to ensure a smooth and effective hearing takes place.
- Drafting documents, such as writing:
 - emails, both internal and external;
 - internal memos-to-file;
 - court appearance memos;
 - legal research memos;
 - communications memos;
 - statements of claim; and
 - letters to clients, the Crown, other opposing parties, social services, etc.
- Recording all time and actions spent on files in file log sheets;
- Managing a case load of files of different legal issues and dealing with competing deadlines and priorities, while ensuring no important dates are ever missed; and
- Regularly printing hard copies of correspondence and documentation for the client file and saving identical copies on the e-file.

All steps and work done on a student file must be approved by a supervising lawyer, including on all of the above points. Training and supervision is provided to students on all of these tasks throughout the term.

5.2 Competencies Development

Students completing the Intensive Program will learn to:

- Properly take notes during in person meetings and over the phone;
- Keep accurate records of time spent on files;
- Keep well organized client folder and e-files;
- Maintain regular contact with clients and opposing parties, including other lawyers;

- Work collaboratively with social workers, support staff, lawyers, other law students, and other community organizations;
- Negotiate with the Crown and opposing counsel;
- Conduct themselves at Provincial Court and administrative tribunals;
- Properly fill out forms and paperwork;
- Write clear, concise, professional, and persuasive emails and letters;
- Hone their legal research;
- Present themselves professionally and confidently when interacting with clients, the Crown, opposing parties and counsel, and others;
- Identify mistakes and communicate these clearly with supervising lawyers, and in a timely manner, along with plans to address and remediate the problem;
- Practice ethically and in compliance with the Law Society's *Code of Professional Conduct*;
- Engage in reflective practice;
- Develop their professionalism and ethical frameworks;
- Learn how to work effectively in a team setting;
- Learn how to practice with empathy; and
- Learn how to receive and process constructive feedback (see section [Student Assessments](#)).

5.3 File Load

At the beginning of each student's time in the Intensive Program, students will be assigned a number of client files. Caseloads may be adjusted once the Intensive Program has begun, and students are settled into their work loads. All students (and lawyers, for that matter) work at different paces and CLASSIC prioritizes the quality of work, rather than the quantity. However, to meet its mandate and help address the access to justice challenges faced by the community and maintain our funding, CLASSIC must also serve high numbers of clients. Accordingly, there is an optimal mix between producing high quality output and, at the same time, maintaining a file load of reasonable size. Non-profits, like CLASSIC, are held to the same standard of professional legal representation and legal advice as any other law firm or legal employer, and CLASSIC prides itself in offering these high-quality services to clients *and* assisting as many clients as possible.

5.4 Interdisciplinary Education

In addition to acting as a site for the Intensive Program for law students, CLASSIC also offers opportunities for Social Work students to complete all or part of their practicums. The Social Work student is supervised by both the Community Support Worker (CSW) and the Director of Programs and Operations. The CSW works with people who are experiencing non-legal matters that usually have a direct correlation with their legal matter. Historically, CLASSIC has accepted one social work student each semester. Legal issues are often intertwined with social work-related issues, such as problems experienced by clients in their receipt of social assistance and in access to other support, both from the government and community organizations. Law students enrolled in the Intensive Program will have extensive opportunities to engage in collaborative and interdisciplinary client-centred practice.

5.5 Client-centred Lawyering: CLASSIC's Philosophy of Practice

Students must practice in a client-centred manner and turn their mind toward furthering reconciliation and decolonization efforts, as part of their roles as advocates. CLASSIC operates within a legal and social support system which is oppressive for many of the organization's clients, particularly for Indigenous peoples. CLASSIC's approach to its works is best reflected in its Philosophy of Practice, reproduced below:

CLASSIC's Philosophy of Practice:

Background: This philosophy of practice has been created in response to consultations with CLASSIC's community partners and clients, the input of CLASSIC Board, staff, and students, and an engagement with the social justice lawyering literature. It describes our aspirations as a community-based legal clinic that works to respond to the needs of our clients and community, and to guide the work of staff and students at CLASSIC.

We recognize that our clients come from many different communities and cultures and that we must learn from these communities and cultures in order to be good advocates.

We recognize that our clients are experts in their own lived experiences. We work collaboratively with our clients towards their desired outcomes.

We understand our clients' legal issues are not always the central challenges that they face. We will seek to understand and approach the challenges faced by our clients holistically, and in context.

We will work towards relationships with clients that are founded on mutuality, reciprocity, and respect. We work with our clients, not for our clients.

We are aware that legal institutions have too often reinforced inequality and oppression. We may need to challenge these institutions in order to address injustice in our community.

We will constantly re-evaluate our work in light of reflection and consultation with the clients and communities that we serve.

We commit to the highest standards of ethical practice.

We will take the time to take care of ourselves, and each other, as we work together towards a more just community.

5.6 Truth and Reconciliation Commission: Calls to Action

CLASSIC operates in a way that responds to the needs of its clients and community, which guides the work of its staff and students. As part of this, CLASSIC incorporates TRC Calls to Action 27, 28, 30, 50, 51, and 52 into its practice.

CLASSIC responds to the Truth and Reconciliation Commission's Calls to Action by educating law students and articling students in the history of Indigenous people and colonization in Canada, on past and present barriers Indigenous peoples face in accessing the justice system, on the history and impacts of Residential Schools and intergenerational trauma, on Treaty rights, and more. Students are also educated on Indigenous culture, including Indigenous law and principles of justice.

CLASSIC educates students in cultural competency and how to practice law with empathy and to reflect on colonialism and decolonization within Canadian law and institutions. For example, a core tenet of CLASSIC's work is based on the premise that the organization's clients are experts in their own personal circumstances and lived experiences. Students are provided the opportunity to practice law with empathy, by refraining from passing judgment on a client's personal circumstances, life background, previous actions, or goals. A great opportunity for students to learn these skills is by conducting applications with prospective clients, many of whom are interacting with CLASSIC for the first time.

CLASSIC also collaborates with Indigenous people in the community to guide the work of the organization and to best focus its resources to achieve the greatest impact for Indigenous peoples, those living in poverty, and those needing representation in the legal system.

6. Student Expectations and Responsibilities

While file loads and workloads vary for every student, previous students in the Intensive Program have typically worked on 10-15 files at any given time. CLASSIC is currently in a pilot project where CLASSIC takes on fewer Intensive students than before and supervising lawyers have sole carriage of part of their case load. Students start with fewer files than they had in the past. This is intentional as it speaks to starting the students with a reasonable workload to start the Intensive Program and growing their case load as the term progresses. However, the number of files is not always an accurate depiction of the workload, as every file demands a different amount of time and attention to ensure it is effectively managed. For example, some files require a student to wait for a response from an opposing party while others may require many hours of work and commitment. Files of various workloads are assigned to students as best as possible to ensure each student works on cases requiring different amounts of time and attention.

7. Learning Environment

CLASSIC offers a professional, supportive, and accommodating workspace, something that many students in the Intensive Program have found invaluable. When facing new and unfamiliar challenges, it is beneficial to learn in a safe and supportive learning environment, amongst not only knowledgeable lawyers and staff, but also other law students. Lawyers and staff at CLASSIC want to work with all students interested in improving their lawyering skills, including the ability to offer client-centred services and to work collaboratively to deliver effective and efficient legal representation and social services help to clients.

8. Communication and Problem Solving

Students train and work under the supervision of CLASSIC's Supervising Lawyers through a process of independent and collaborative learning. The lawyers offer guidance and direction on file work, and students also research substantive and procedural issues on their own to find answers to questions. While the lawyers teach law students directly and share their knowledge, students must typically conduct their own research and attempt to answer their own questions before approaching a supervising lawyer for an answer.

The reason for this dual approach to learning is twofold: first, by attempting to research a question and answer it on their own, students gain a more thorough and broader understanding of the law and, second, the number of students the lawyers supervise make it impossible to provide constant personal tutoring to those in the Intensive Program. This approach to learning is typical of most articling experiences and is commonplace regardless of the employer. This approach is also practiced in other clinical programs in Canada.

Part III – Applying to the Intensive Program

9. Application Procedures and Selection of Students

The Intensive Program is offered twice each academic year: in the Fall term (September to December) and in the during the Winter term (January to April). The process for applying and acceptance into the Intensive Program usually begins in June of each year for both upcoming terms. Students receive information from the College of Law about the application process and deadlines as part of the package that is sent by the College about courses for the upcoming academic year.

Typically, students will be required to email the clinical law professor to express their interest in the program, along with the reasons for their interest and a copy of their resume/CV and unofficial transcript. CLASSIC then conducts interviews with prospective students as part of the selection process. Interviews are typically held in late June or early July and offers for admission to the program are sent by mid-late July. Admission to the intensive program is often competitive and the spots available are limited. Due to this, there is a slight preference given to 3L student as this would be their last opportunity to participate in the program, whereas a 2L will have another opportunity to apply. This is not to discourage 2L's from applying as CLASSIC would also like to bring on 2L's for program continuity with respect to the potential of hiring summer students or student managers.

It is CLASSIC's goal to inform students of their acceptance or refusal from the Intensive Program before class registration takes place. In instances where this cannot happen, students are to register in classes as they regularly would and, if accepted into the Program, drop the classes they were enrolled in for the term they will be a clinical student. College of Law staff assist with the registration process itself.

Interviews will be conducted by CLASSIC staff and may include the seminar Professor from the College of Law. Interviews are 15 minutes long and are intended to allow CLASSIC and the College to assess the

suitability of applicants, and for applicants to assess their suitability for CLASSIC and the Intensive Program. Not all students who are offered positions accept those positions. Students feeling CLASSIC is not the right “fit” for them are under no obligation to accept and enroll in the Intensive Program. Students turning down a clinical position should inform CLASSIC as soon as possible so the spot may be offered to another student.

Applications require:

1. Cover letter:
 - demonstrating a student’s interest in CLASSIC and the Intensive Program;
 - reasons for applying to CLASSIC;
 - describing any relevant experience;
2. Resume/ cv;
3. Unofficial Transcripts: grades are reviewed to ensure an applicant will have the ability to meaningfully participate in the Intensive Program; preference may be given to students demonstrating strong legal research, writing, and analysis capabilities; preference may be given to students having taken courses in criminal law, prison law, administrative law, Indigenous law, access to justice, and any other class related to the work done at CLASSIC.

Strong applicants will demonstrate an interest in:

- learning new and different areas of the law;
- providing meaningful legal services and representation to clients (particularly low-income and Indigenous clients);
- practicing client-centred lawyering;
- representing clients at Provincial Court and before administrative tribunals;
- identifying and addressing systemic issues affecting clients; and
- contributing to access to justice, reconciliation, and decolonization.

Pursuant to s. 48 of *the Saskatchewan Human Rights Code*, CLASSIC gives preference in education to Indigenous students

It is each student’s responsibility to ensure that they are meeting all of the program requirements of the College of Law, including all mandatory upper year classes. It is recommended that students map out a plan to ensure that they are able to commit one full semester to CLASSIC (keeping in mind that they can meet their Seminar requirement, Major OR Minor paper requirement, and their Legal Ethics requirement through the intensive program). Students with questions about meeting program requirements should reach out to the Associate Dean Academic.

Students must also keep in mind the intensive nature of the Intensive Program. They may not take additional “overload” classes due to the demanding nature of the program. However, please note that students who are on Law Review or part of a Moot program have been able to continue their involvement in these programs while enrolled in the Intensive program: if this is the case for you, please contact the Clinical law professor.

There are no prerequisites to the program, other than the completion of first year law. As noted, students

may complete their mandatory ethics course requirement through the Intensive program.

Part IV – Policies and Procedures of the Intensive Program

Students are referred to CLASSIC's Policies and Procedures Manual for a detailed overview of policies and procedures at CLASSIC at the start of their semester.

Note that CLASSIC requires students to submit a criminal record check (with vulnerable sector check) at the start of their time in the program. In most cases students with criminal records will not encounter a problem with participating in the program. The check is a required part of CLASSIC's insurance.

At the start of the program students are required to sign a confidentiality statement and a student contact information sheet.

10. Student Assessment

Assessment in the practicum is formative and tied to core competencies that are clearly set out and discussed with students.

The Supervising Lawyers and the Clinical Professor primarily assess students. Input is additionally gathered from the Director of Programs and Operations, the Legal and Client Services Coordinator and sometimes other staff at CLASSIC. Students are assessed based on their ability to demonstrate six different competencies, including:

1. ability to work with clients;
2. quality of oral and written work;
3. understanding of systemic legal and social issues affecting clients;
4. following professional legal obligations and ethical practice;
5. engagement in reflective practice; and
6. general office professionalism and communication.

Students are assessed in each competency area, which are then further broken down into subcomponents to offer a more thorough, accurate, and useful student evaluation, along with general comments as needed. The assessments of the competencies are all considered when determining a student's final pass/fail grade of the clinical portion.

The clinical professor assess the seminar component according to the College of Law's letter-grade system (under "Grading System" in the linked document). Since the course is a seminar, the "Marking Guidelines" portion of the linked document do not apply:

https://law.usask.ca/documents/students/jd/GradingGuidelines_effective1July2016.pdf

Although the practicum component of the Intensive Program is assessed by pass/fail and the seminar by letter-grades, the entirety of the Intensive Program is subject to the College of Law

Academic Regulations: <https://programs.usask.ca/documents/law-assessment-regulations-revised-2020.pdf>

Students are evaluated partway through the Intensive Program as well as at the end. Evaluations highlight areas of strength and opportunities for improvement. Any significant problems will also be identified and addressed during the mid-term and final evaluations, however if consistent issues arise, they will be addressed more immediately. Self-reflection is an important piece of the learning process and must be practiced throughout the Intensive Program. Self-reflection is valuable for students and is also practiced by many lawyers' intent on improving their skills and abilities. The Intensive Program is under 4 months in duration, meaning students wishing to get the most out of their experience must place an emphasis on growth and self-development throughout.

11. Failure and Early Termination of Students

Students who enroll in the Intensive Program are taking on unique professional and academic responsibilities. Once the student commences the program, they are expected to follow through with their commitment in a professional manner. Students at risk of failing the practicum portion will be notified as early as possible. Students who do not address identified issues and that are eventually marked as failing the practicum component may be required to complete supplemental work to achieve the 12 credit units for completion of LAW 491.3, subject to section "V. Supplemental Work", in the College of Law Academic Regulations. The form that supplemental work may take will vary depending on the specific situation at hand, pursuant to section 77 of the Academic Regulations:

77. Unless the Board of Examiners determines otherwise, the weight and method or methods of assessment for supplemental work must be the same as utilized by the instructor during the academic year in so far as it is practical. Where it is not practical to use the same method or methods, the instructor with the approval of the Associate Dean Academic may use a method or methods that the circumstances warrant.

If a student in the practicum is found to have engaged in unethical and/or unprofessional behaviour, and/or received multiple unsatisfactory formal and informal reviews, they may be removed from the program. Such termination will result in a failing grade of at least 12 of the 15 credit units of the Intensive Program. In addition to the above, students may also be terminated immediately following conduct deemed so egregiously unprofessional or unethical that remediation is not appropriate.

12. Academic and Non-Academic Misconduct

Students in the Intensive Program, like all law students, are subject to the following Regulations:

The University of Saskatchewan's Regulations on Student Academic Misconduct:

<https://governance.usask.ca/documents/student-conduct-appeals/StudentAcademicMisconduct.pdf>

The University of Saskatchewan's Standard of Student Conduct in Non-Academic Matters and

Regulations and Procedures for Resolution of Complaints and Appeals:

<https://governance.usask.ca/documents/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>

13. Accommodations for Students in the Intensive Program

In compliance with the University of Saskatchewan's Access and Equity Services (AES) policies, CLASSIC and the College of Law work collaboratively with students in the Intensive Program to provide educational opportunities in a non-discriminatory manner. As such, CLASSIC and the College endeavor to accommodate the unique needs of students. Although AES determines the actual form of the approved accommodations, their decisions are informed by a dialogue between CLASSIC, the College of Law, and the student.

To better offer accommodation for both the clinical and seminar portions, students must notify the Clinical Law professor of any accommodation requirements as early as possible. Early notice of such requests is important to ensure accommodation can be offered, in time for the beginning of the clinical experience. While efforts will be made to grant accommodation requests, CLASSIC and the College of Law cannot guarantee that accommodation will be made available for either the Fall or Winter terms, and student deferral to a later term may be necessary. Additionally, CLASSIC and the College of Law cannot guarantee that every accommodation request will be granted, depending on when the request is brought to the attention of, and the Clinical professor and the accommodation request itself. Accommodations requests are assessed on a case-by-case basis and require all parties commit to working collaboratively. Costs incurred for accommodation will be undertaken by the College of Law.

14. Insurance and Liability

CLASSIC's Supervising Lawyers are, as practicing members of the Law Society of Saskatchewan, covered under the Saskatchewan Lawyers' Insurance Association. Clinical students are not members of the Law Society and are not covered under this insurance, which has the effect of leaving the Supervising Lawyers responsible for any misconduct by students. As such, the Supervising Lawyers are placing themselves at risk so students may engage in the Intensive Program. To protect the Supervising Lawyers, and protect CLASSIC's clients, it is necessary for students to have all their work on a file approved by a Supervising Lawyer.

University of Saskatchewan students participating in unpaid work-based learning assignments, such as CLASSIC's Intensive Program, are provided coverage by the Workers' Compensation Board:

[Students are] eligible for workers' compensation benefits on a 'no-fault' basis as if that student was a worker in the course of employment. In addition, the student becomes subject to *The Workers' Compensation Act, 1979*, which provides that neither a (student) worker nor the (student) worker's dependent may sue any employer or another worker covered by workers' compensation, with respect to an injury sustained by the (student) worker in the course of employment.

For more information, including the definition of “Work-Based Learning Assignment,” scope of coverage, consent and agreement, procedures to follow in the event of a student injury, and other useful links and forms, please read the document titled “General Information regarding Workers’ Compensation (WCB) coverage of University of Saskatchewan students engaged in Work-Based Learning Assignments.” (see Appendix B).

Part V – Miscellaneous

15. Other Student Opportunities with CLASSIC

Articling Students:

Since 2020, CLASSIC has shifted its model of student learning and operations as a training centre to a mix between law students and articling students, rather than solely law students. Articling students work alongside law students during the Fall and Winter terms, but also work from May to August. Past articling students have been able to spend 1 or 2 months as part of a secondment to another legal employer, thereby experiencing areas of the law not practiced at CLASSIC and having the opportunity to practice under other lawyers and in a different office environment. Past articling students have also been hired as lawyers by their place of secondment after finishing their articling at CLASSIC.

Although the number of students in the Intensive Program outnumbers the amount of articling positions available, some students in the Intensive Program have been offered articling positions with CLASSIC upon graduation.

Pro Bono Students Canada (PBSC) volunteer positions:

Each year CLASSIC places Pro Bono Students Canada student volunteers in a variety of positions that may change year-to-year. PBSC students volunteer in special projects or programs. Current examples of opportunities include helping with ID clinics, conducting Community Legal Education, and assisting with the Legal Advice Clinic appointments. PBSC students no longer work on client files. Students sign up through PBSC at the College of Law in September of each year and ballot for the projects they are most interested in (there are many opportunities throughout Saskatoon). The PBSC Coordinators then work to place people in the various projects.

16. FAQs

Q. How can I keep updated on recent CLASSIC news and public announcements?

A. CLASSIC's social media includes:

Facebook <https://www.facebook.com/CLASSICSaskatoon>

Instagram <https://www.instagram.com/classiclavyxe/>

LinkedIn <https://www.linkedin.com/in/classic-law-68ab48227/>

Please watch our pages and website for information about upcoming events.

Q. Can I still medal if I take CLASSIC?

A. Yes. We are proud to have College of Law medalists among our alumni.

Q. I want to do the Intensive Program, but I am worried that if I do, I will not be able to take enough other classes, especially doctrinal law classes.

A. Law societies require students to demonstrate competencies in a wide variety of areas that are directly part of the intensive program. These include ethical and professional practice knowledge, communication skills, practice management skills, advocacy skills, and cultural competency. Furthermore, students in the program will learn about administrative law, criminal law, and many other areas of practice.

Q. I am scared about working with clients or going to court! Can I still do the program?

A. Absolutely. All law students are anxious about these aspects of practice. If you feel nervous, it is a great sign that you understand what a huge responsibility goes along with this work. The program is set up to provide wrap around support, training and mentorship for you and to help you build your skills and confidence.

Q. Can I take the Intensive Program if I have already taken another experiential course?

A. Yes

Q. What if an employer tells me I should focus on substantive or doctrinal law classes instead of experiential opportunities like CLASSIC?

A. Students are encouraged to conduct their own research, as every employer is different. Many employers look very favorably for students who have been through CLASSIC's Intensive Program because of the hands-on training available, including experiences of working on real files, appearing at Provincial Court and before the Office of Residential Tenancies, meeting and communicating with clients, and more. Some employers are unfortunately unaware of the huge benefits of experiential and clinical learning, but this is changing. The clinical professor is always happy to speak directly to prospective employers or write a letter explaining the value of the program to employers.

Q. Is it better to take the course in 2L or 3L?

A. That is entirely up to the student. Students must ensure they fulfill mandatory course

requirements, and the availability of these courses may impact when a student can study at CLASSIC. It is also necessary to remember that not every student who applies is accepted into the Intensive Program and, if accepted, may not get their preferred semester.

17. STUDENT TESTIMONIALS

Student 3L

The CLASSIC Intensive program has been the most memorable term in my law school experience. I have been exposed to different areas of law and feel passionate about the work I have been entrusted with. Having the support of the supervising lawyers and staff members has made my time here very meaningful. The practical experience has made me feel confident in my abilities as a future lawyer, and as a student. I have witnessed my own growth in the last few months both emotionally and mentally. I am certain I made the right decision in applying to be a part of this program because of my growth and the exposure to very critical issues regarding access to justice.

Student 3L

I am so thankful for my time as a law student at CLASSIC. The practical learning opportunities that I have been provided are unparalleled to a traditional law school semester. I have gained confidence in my abilities as a social advocate and a future lawyer through my connections with clients. I have watched my peers grow intellectually and emotionally as a result of our file work and the support we receive from CLASSIC's staff. We have celebrated many wins, and mourned a few losses, together as we strive to make Saskatoon a more just and equitable place to call home. CLASSIC is doing incredibly hard, often overlooked, and absolutely necessary work in our community. I feel very fortunate to belong to a team that is making a meaningful difference in peoples' lives through a trauma-informed approach to legal practice.

Student 3L

CLASSIC has been a remarkable opportunity to assist the most vulnerable in my community. Through the CLASSIC practicum, I have developed a greater understanding of the challenges and social realities faced by our clients. My experiences at CLASSIC have also allowed me to develop essential skills relating to client management, communication, file preparation, oral advocacy, and more. Although challenging at times, my time at CLASSIC will leave a positive and lasting impression in my work as a future lawyer and advocate.

Student 3L

My experience at CLASSIC this term has been beyond rewarding. Having the opportunity to be intimately involved in numerous files across a wide array of disciplines has given me a greater perspective not only on the many aspects involved in lawyering, but most importantly, on the glaring realities of the Access to Justice crisis. CLASSIC fills a substantial gap in the legal system that countless individuals facing extreme poverty fall into. Hundreds of files are managed by two supervising lawyers and a dedicated staff that above all odds, treat each file with the attention that it needs and deserves

given their limited resources. Despite their incredible efforts, however, CLASSIC cannot take all the cases it comes across due to financial barriers. CLASSIC is an essential service within the Saskatoon Inner City community and that more funding would allow this poverty law clinic to make an even greater difference in the lives of the people it serves.

I personally have interacted with a wide variety of kind, good-hearted clients who have fallen on hard times and came to CLASSIC for aid. One such client was an elderly woman experiencing depression who was served an eviction notice after a misunderstanding with a fellow tenant. Fortunately, this client came to CLASSIC with her matter, and we were able to stop the eviction process from going before a hearing officer through a conversation with management, thereby saving her home. This woman's story is one of many that CLASSIC engages with, helping people in dire circumstances to give them the opportunity that they deserve.

Student 3L

CLASSIC implements what was missing from my legal education. This organization enabled me to get hands on experience and improve my communication and client-lawyer relationship building skills. This is something one can never learn by just reading textbooks and case laws.

Moreover, CLASSIC provides a safe environment for people from all backgrounds in life, let be on the client side or the student side. It is very important that CLASSIC teaches us law in such a respectful and warm environment.

I have always felt welcome there, and I was given a chance to grow as a lawyer. My supervisors are always available for my questions and helps with clients. They are very patient with me, and they show me the proper way of doing things from filing out court forms to how to contact clients and authorities.

CLASSIC LAW is the best part of my legal education and I wish I could be here more.

Student 2L

Participating in CLASSIC was the best experience I had in law school. It is the only way to gain hands-on experience in a variety of areas and learn how to conduct yourself in court and in hearings. It allows you to apply the rules you have learned in the classroom in real time and reminds you of why it is you came to law school in the first place. The staff at CLASSIC understand that you are learning and use their years of experience to assist you and guide you as you go. The ability to build relationships with members of our community is a rewarding experience that stays with you as you continue in your studies and your career. You will be granted the opportunity to make a difference as you learn. CLASSIC is a well-respected organization within the Saskatchewan legal community and your involvement here shows potential employers that you would be a valuable asset to their team. I am grateful for my time here as an intensive student.

Appendix A: Current Lawyers and Staff at CLASSIC as of September 2022

Supervising Lawyers (WAC): Nicholas Blenkinsop; Tom Baldry; Catriona Kaiser-Derrick

Volunteer Lawyers (WAC): Janice Gingell; Pat Tondevold

Articling Student: Farrah Linklater

Executive Director: Chantelle Johnson

Director of Programs and Operations: Tobi Graham

Community Support Worker: Alexa van Volkenburg

Legal and Client Services Coordinator: Susan Saville

Initial Client Services Worker: Amy Starr

Administrative & Initial Client Services Assistant: Laura Marshall

Director of Finance: Marshall Henley

Work-Based Learning Consent and Agreement

Introduction

Work-based learning is a program where a student is placed with a local employer as part of a school course. Students are not paid.

The Workers' Compensation Board (the Board) has signed a memorandum with Saskatchewan Ministry of Advanced Education and has passed a policy under authority of *The Workers' Compensation Act, 1979* (the Act) with a view to ensuring that a student participating in Saskatchewan in a program and for whom the following consents and agreement are completed, is eligible for worker's compensation and is subject to legal rights, benefits, obligation and restrictions while placed with a local employer, as if the student was a worker in the course of employment. Workers' compensation is a collective liability no-fault protection plan for workers injured or killed by a chance event. Benefits (including long-term benefits) may include some compensation for medical expenses, lost future wages, permanent functional impairment and death.

The Act provides that neither a (student) worker nor the (student) worker's dependants may sue any employer or another worker covered by workers' compensation, with respect to an injury sustained by the (student) worker in the course of employment. Information for obtaining a copy of the Act, the Board policy and the memorandum which more particularly detail the rights and obligations of students, may be obtained by phoning the Co-ordinator at the Ministry of Advanced Education (Regina information 306.787.5748).

Consents and Agreement

The student and (if the student is a minor) the student's parent/guardian

- consent to the student participating in a work-based learning assignment associated with the course as described as _____ while placed with _____ (the local employer);
- consent to the Minister having applied on behalf of the student to the Board for an Order that the student be brought within the scope of the Act as a worker; and
- agree (in consideration of receiving workers' compensation coverage at no cost to the student) with the local employer and workers covered by the Act, the relevant school, post-secondary institution, or community-based organization and with the Ministry of Advanced Education and the Board, to be subject to the legal rights, benefits, obligations and restrictions while placed with the local employer more particularly described in the above introduction.

Dated at _____, Saskatchewan this ____ day of _____, 20____.

Student Signature

Parent/guardian (of a student under 18) or
Witness (for a student 18 or older)

saskatchewan.ca | 306.787.5748

