

PROJECT DESCRIPTION FORM

Chapter: University of Saskatchewan

Program year: 2024-2025

Project Name: Multiple Projects

SECTION A – ORGANIZATIONAL INFORMATION

- 1. Name of Organization:** Community Legal Assistance Services for Saskatoon Inner City Inc. (CLASSIC)
- 2. Mailing Address of Organization:** 123 20th St W, Saskatoon, SK S7M 0W6
- 3. Website of Organization:** <https://www.classiclaw.ca/>
- 4. Type of Organization:**
 - Charity
 - Not-for-profit
 - Association
 - Government
 - University
 - Law firm
 - Other
- 5. Brief overview of the organization's mandate (2 to 4 lines maximum):**

CLASSIC provides legal services for people who experience poverty and injustice in Saskatoon. CLASSIC is committed to social justice, decolonization, and upholding the dignity of all peoples. 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.
- 6. Organization Contact Person**

Name: Tobi Graham
Title: Director of Programs and Operations
Telephone Number: (306) 657-6100
Email Address: tobi_g@classiclaw.ca
- 7. Preferred mode of contact:** Phone Email

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8. Lawyer supervisor(s)

Note: For certain projects, students work with a roster of lawyers. In such instances, please include the information of all lawyer supervisors, and indicate who the lead lawyer/key point of contact is.

Type of Lawyer Supervisor:

*Note: Please check only **ONE** of the following.*

- Lawyer Supervisor - Insured
 Lawyer Supervisor – Expert (*must attach Lawyer Supervisor – Expert Checklist*)

Name: Chantelle Johnson

Title: Executive Director

Organization/Firm: CLASSIC

Telephone Number: (306) 657-6100

Email Address: chantelle_j@classiclaw.ca

The lawyer supervisor is:

- An employee of your organization
 A board member
 Other

9. How often will the lawyer supervisor be available to meet with the student(s)?

The lawyer supervisor will meet with the students as required and will attend the legal advice clinics.

10. Can student volunteers on this project complete their work virtually and from home?

Yes No However, the research component may be possible to be completed from home.

SECTION B – PROJECT INFORMATION

11. Please describe the project tasks:

Description of Project

The aim of this project is to support people who experience poverty and injustice by:

- Helping them understand their legal rights and responsibilities.
- Assisting them in receiving summary advice from volunteer practicing lawyers; and
- Preparing necessary documentation to obtain replacement identification.

The project will have **four** components. Each student volunteer would have the opportunity to work with at least one project, depending on the availability and/or interest from the community. **All except the research component will likely be in-person.** Student volunteers will be scheduled to work shift(s) of at least 3 hours per week. For example, in a given week, a student volunteer may facilitate a Community Legal Education presentation for an hour and work 2 hours at a project ID clinic. The students will sign-up to work at the different sessions at

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the beginning of the PBSC year. If there are not enough presentations and clinic hours, students will work on the research component.

Project ID

An often-cited barrier for marginalized people is lost, stolen or missing identification. Lack of identification prohibits access to housing, employment, and a wide variety of services, including very basic social services like the Food Bank. ID clinics will be divided into smaller clinic sessions throughout the school year and will be held in the evenings and weekends.

Legal Advice Clinic (LAC)

The Legal Advice Clinic provides an opportunity for low-income clients to receive summary advice from volunteer practicing lawyers during 30-minute appointments. The areas of law that the LAC deals with include civil, criminal, immigration, and family matters. The clinics will take place at CLASSIC in the afternoons, depending on the volunteer lawyers' schedules. PBSC student volunteers will commit to volunteering at the sessions when appointments are available each term.

Community Legal Education (CLE)

Low-income and otherwise disadvantaged people may be vulnerable to exploitation and discrimination in part because they are often unaware of their legal rights and responsibilities. The student volunteers will meet with community members at a number of community-based organizations to teach them about their legal rights and responsibilities in the areas of CLASSIC general, tenant rights, workers' rights, employment, bedbugs, police interactions, wills and estates, and newcomer rights.

These presentations are scheduled based on requests by community-based organizations. A specific number of presentations per week is not guaranteed.

Before the students conduct presentations, all materials will be reviewed by the organization and lawyer supervisor for accuracy. A PBSC disclaimer must also be included in the presentation. Students will also not be able to answer and personal questions from clients. Legal information offered should be general and objective, without entering into the realm of legal interpretation.

Research Component

CLASSIC takes pro bono legal cases for members in the community. When there are not enough hours for the clinics and not enough requested presentations, students will work on research projects to support CLASSIC's lawyers' pro bono work. This will include research for appeals from tribunals and King's Bench, research on Indigenous claims, and contacting clients.

This work is flexible, and while the student may initially need to meet with the CLASSIC lawyers in-person to receive an assignment, most, but not all, the work can take place from home.

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Role of Student Volunteers

Overall

- Attend all mandatory trainings
- Stay in close communication with the Project Lead and PBSC Coordinators.
- When there is down-time, students who have signed up to volunteer will conduct legal research for CLE presentations and or do other office duties as needed.

Project ID

- Work with individuals who have lost identification and prepare the necessary documentation to obtain replacement identification such as filling in forms. This is done through mass clinics that are scheduled in advance, rather than one by one through CLASSIC.

Legal Advice Clinic

- Greet clients as they arrive for the clinics.
- Take notes during interviews.
- Assist with client session.

Community Legal Education

Beginning of Term 1 (October)

- In Term 1, student volunteers will update past presentations to reflect the most up-to-date law in Saskatchewan and Canada.
- Depending on the need, student volunteers may be asked to do legal research and create new presentations (e.g. PowerPoints) and material (e.g. informative pamphlet) on specific topics.
- All final products will be vetted by a Lawyer Supervisor.
- Attend pre-booked LAC sessions towards the end of October.

Remainder of Term 1 and Term 2 (November and January - March)

- Student volunteers will attend community-based organizations and present pre-prepared information (PowerPoints) about the law and its processes to promote community empowerment.
 - Student volunteers are **not** allowed to give legal advice. Questions of that nature should be directed to the Lawyer Supervisor.
- Presentations may be in-person or via Zoom, depending on nature of community request.
- Student volunteers may divide the work, so each student specializes in 1-2 topic areas.
 - Please note that there is no guarantee as to which presentations get requested by the community. Therefore this approach may not work in practice as well as it does in theory.
- Students will attend Project ID clinics to assist clients in filling out forms and gathering necessary information for the client to obtain specific ID's.
- Students will attend LAC sessions and assist the volunteer lawyer with appointment introductions and note taking during the session.

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Role of Project Lead

- Be familiar with each student volunteer's schedule and CLASSIC's week-by-week schedule.
- Organize CLASSIC information session in conjunction with CLASSIC and PBSC (October).
- Communicate and assist in the scheduling of student volunteers each week for Project ID clinics, Legal Advice Clinic (LAC), and/or Community Legal Education (CLE) presentations.
- Maintain regular communication with student volunteers, Lawyer Supervisor, community organizations, and PBSC Coordinators. The Project Lead will be responsible for answering project related questions and troubleshooting any issues that may arise.
- Create a transition plan to be referenced by future Project Leads. This transition memo will include best practices, and administrative information necessary to carry on the role.

Role of Supervising Lawyers

Lawyer Supervisor will ensure legal resources are up-to-date representation of laws in Saskatchewan and Canada. The Lawyer Supervisor will also attend LAC and Project ID sessions in order to provide guidance to student volunteers and to approve completed forms. Lawyer Supervisor will also check the students' work on the research component.

Which types of law are used in this project?

Civil litigation, criminal, immigration, housing, social assistance, identification, human rights, administrative law

12. What is the main project deliverable?

Select **ONE** option.

- A. Creating produced content (e.g. research memos, brochures, podcasts, etc.)
- B. Completing client intake and assistance (e.g. completing client intake, providing client referrals, helping clients with their ID documents, etc.)
- C. Presenting public legal education (e.g. in-person or virtual presentations, workshops, training sessions, etc.)

13. If you checked boxes A or C in question 12, above, do you consent to the Student Volunteer(s) sending to PBSC a copy of the project deliverable? Please note it is your responsibility to collect and retain any project deliverable or documentation required to carry out the work set out in this Form. If you consent to PBSC saving a copy of the project deliverable (this strictly applies to Research and Public Legal Education projects), the documents will be securely saved and used solely for the purposes of monitoring the progression of the project, informing project development, and offering efficient continuity to returning projects, and will not be reproduced, shared, or used outside of these stated purposes.

- A. I consent to PBSC saving a duplicate of the project deliverable.
- B. I do not consent to PBSC saving a duplicate of the project deliverable.

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14. If you checked boxes B or C in question 12, above, what is your plan for distribution of PBSC's Client Impact Survey?

Note: PBSC's Client Impact Survey is an important tool that allows our organization to measure client satisfaction and impact, report to stakeholders, and improve our programming. The Client Impact Survey is available through Qualtrics, which meets all federal and provincial privacy and security laws (data is stored in Canada).

For client intake and assistance projects, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code at the end of client meetings. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard client confidentiality.

For public legal education presentations, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code with the participants at the end of the session. The hyperlink and QR Code will be embedded in the last slide of the presentation where possible. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard participant confidentiality

Other. If neither of the above options are an appropriate means of distributing PBSC's Client Impact Survey for this project, please explain your plan for distribution. – CLASSIC wishes to conduct their own client impact surveys.

15. A work plan is required for this project: Yes No

If yes, the student(s) must reach out to the lawyer supervisor, draft a work plan, and submit it by email to the Program Coordinator and the lawyer supervisor by November 1st at the latest. Please note that workplans are required for all legal research and writing projects.

Workplan will be submitted in early October and include:

- A schedule with timelines/benchmarks for when pieces of work will be completed
- Include a schedule for regular check-ins with the Project Supervisor
- Indicate a final deadline when the project will be completed

16. Is this a joint project with students from any other PBSC chapters? Yes No

17. What type of training will the organization provide to the student(s)?

Note: All first year PBSC volunteers and all volunteers working on research projects must also attend a PBSC/Thomson Reuters legal research strategies workshop.

Students will receive general training from PBSC and organization specific training from CLASSIC. Students must attend training sessions for (specific date and time will be communicated close to date:

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- Community Legal Education - September 2024
- Project ID & Legal Advice Clinics - September 2024

18. How many students would you like assigned to this project?

4 students and 1 Project Lead

19. How many hours per week will the student volunteer(s) be expected to work?

Note: PBSC students are expected to volunteer 3-5 hours per week. Additional hours are at the students' discretion, but at no time should the student be volunteering more than 10 hours per week.

Students are expected to volunteer 3-5 hours per week.

20. Will the student(s) be expected to show up for regular shifts each week, or is the schedule flexible?

Students will be expected to attend clinics and scheduled presentations. Students will commit to a weekly LAC date when the in-person LAC appointments are available.

21. Is workspace provided for the student volunteer(s) at your organization? Yes No

22. Please list the devices and technologies the students will require to have at home in order to complete their volunteer work remotely (ex. Computer, Internet access, telephone, FaceTime, Zoom, etc.)

Access to the internet, Zoom, and a computer.

SECTION C – STUDENT REQUIREMENTS

23. Is there an expectation for the student(s) to be bilingual? Yes No

However, speaking a language other than English would be considered an asset.

24. Can first year law students volunteer for this project? Yes No

25. Please list any law school prerequisites required for this project. (e.g., administrative law, family law, immigration and refugee law.)

None required for all four components. CLASSIC prefers a mixture of 1Ls and upper years.

26. Please list any other requirements or expectations for this project. (e.g., professional or academic background, experience, etc.)

It is mandatory that students submit their criminal record check, sign confidentiality statement, and agree to the Student Code of Conduct to CLASSIC before they can start at the clinic. This information will be provided at orientation. Costs for a criminal record check will be waived by the Saskatoon City Police because students will be provided with a letter indicating they are seeking a background check to volunteer at CLASSIC.

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SECTION D – TO BE COMPLETED BY THE PROGRAM COORDINATOR

27. Which project model(s) most accurately describes this project? If the project has multiple activities, please choose a **maximum of 3** project models. In order to obtain the most accurate data, please only select the project models that describe the majority of the project’s activities. If the relevant project model is not indicated below, please contact your Program Officer.

- Public Legal Education (presentations, workshops, podcasts, brochures, blogs, etc.)
- Research (memoranda used for internal purposes only)
- Client services (court forms, shadowing, mock hearings, intake, legal clinic, etc.)
- Other (please specify)

28. Which communities does this project serve? Please identify the top **3** communities that this project serves. Please choose the primary (1), secondary (2) and tertiary (3) communities served by writing 1, 2, or 3 next to the community. This will help us understand gaps in our programming, resource allocation and provide us with information for funding proposals and reports. We understand that due to the intersectionality of identities, it is difficult to rank the top three communities served. Please note that by ranking, you are not prioritizing any issues, or communities. If you would like to add any comments, please use the comment box below.

- ___ Children & Youth
- ___ Domestic Violence Survivors
- ___ Women
- ___ Homeless & marginally housed
- 3 Immigrants, refugees & newcomers
- 2 Indigenous (First Nations, Inuit, Métis)
- ___ LGBTQ+
- ___ Linguistic minorities
- 1 People living in poverty
- ___ People living with disabilities & chronic illnesses
- ___ People living with HIV
- ___ People living with mental health challenges
- ___ Precariously employed individuals
- ___ Prisoners & former prisoners
- ___ Racialized communities
- ___ Religious minority communities
- ___ Self-represented litigants
- ___ Seniors
- ___ Trans and gender diverse individuals
- ___ Two-Spirit individuals
- ___ Veterans
- ___ Other: General Project – no specific community being served

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Project reviewed by On-site Supervisor

Heather Heavin

Signature

July 17, 2024

Date

Note: A final/complete copy of this Project Description Form must be provided to:

- The Organization Contact Person
- The Lawyer Supervisor(s)
- The Student Volunteer(s)
- Your Program Officer at National Office