

PROJECT DESCRIPTION FORM

Chapter: University of Saskatchewan

Program year: 2024-2025

Project Name: Legal Information for Newcomer Families

SECTION A – ORGANIZATIONAL INFORMATION

1. **Name of Organization:** Saskatoon Open Door Society

2. **Mailing Address of Organization:** 100-129 3rd Avenue North, Saskatoon, SK S7K2H4

3. **Website of Organization:** <https://www.sods.sk.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):**

Saskatoon Open Door Society serves to welcome and assist refugees and immigrants moving to Saskatoon to become participating members of an inclusive and diverse community through which they are able to participate in Saskatoon's economic, social, intellectual and cultural life.

6. **Organization Contact Person**

Primary Contact

Name: Maria Gomez

Title: Team Lead, Family Support Services

Telephone Number: (306) 653-4464 (ext. 318)

Email Address: mgomez@sods.sk.ca

Name: Ashfaque Ahmed

Title: Director, Family Support Services

Telephone Number: (306) 653-4464 (ext. 359)

Email Address: director.sfs@sods.sk.ca

7. Preferred mode of contact: Phone Email

8. Lawyer supervisor(s)

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: Kimbal MacMillan

Title: Lawyer

Organization/Firm: Lakefield LLP

Telephone Number: 306-659-1217

Email Address: Kimbal.MacMillan@lakefieldlaw.ca

The lawyer supervisor is:

An employee of your organization

A board member

Other – Kimbal practices in criminal defence.

9. How often will the lawyer supervisor be available to meet with the student(s)? The Lawyer Supervisor will be able to meet with the students as required.

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

Yes No However, the presentations may need to take place in-person.

SECTION B – PROJECT INFORMATION

11. Please describe the project tasks:

Description of Project

Newcomers to Saskatoon experience legal challenges due to lack of information and cultural differences. Newcomer families also face challenges in navigating the legal system in Canada. This project aims to develop plain language resources focussing on the topic of how women and children are protected by the law in Saskatchewan and Canada. This resource will provide practical information on what the law is and how the law will affect them if one gets involved with the criminal justice system.

Students will be responsible for 2 outcomes - (1) one-paged fact sheet(s) (and/or PowerPoint) to highlight the different research topics; and (2) presentation to diverse workshops/ meetings occurring within SODS – either to clients or staff.

Plain Language Resource

Research areas include:

- Laws affecting newcomer families in Saskatchewan
 - What happens where there is an allegation that a child is being abused in a home?
 - What constitutes assault against a child or an adult woman?
 - Is corrective violence allowed by law in Saskatchewan or Canada?
 - What are the charges associated with domestic violence and child abuse?
- How will criminal charges affect families?
 - What happens when a teacher or staff at school learns or suspects that a child is being abused at home?
- How do you access the criminal justice system when you want help as a victim of domestic violence or child abuse?
 - What ways can you communicate that child abuse, sexual violence, or domestic violence is occurring at home?
 - How does the charge go forward? What happens when you communicate to the police that you are experiencing domestic violence?
 - What evidence does the prosecution require?
 - What evidence does the police require?
- What happens when you are charged with domestic violence/ child abuse?
 - How do you get Legal Aid?
 - How do you get a lawyer? What is the difference between a defence lawyer and a Crown Prosecutor?
 - What is the criminal law process?
 - What rights are you entitled to? For e.g., the right to translation

Presentations

- Preferably between November and March - at least one per week.
 - Students will be updating the material in October. December is a break for student volunteers.
- Presentations will be scheduled and coordinated in conjunction with the Project Supervisor from SODS.
- A practice presentation will be overseen by the Lawyer Supervisor.
- Interpretation services will be provided for these presentation sessions (connect with Project Supervisor)
- The mode of delivery will likely be in-person at SODS 3rd Ave location but may take place online if needed.

Before 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.

Role of Student Volunteers

Student volunteers will be responsible for:

- Creating and submitting work plan in consultation with the Organization Contact.
 - The workplan should identify the planned presentations in advance on a week-to-week basis.
- Researching on the topics.
- Synthesizing research material into plain language, easy-to-digest resources.
- Connecting with the Organization Contact to schedule workshops/ attend scheduled workshops as guest speakers.
- Connecting with the Organization Contact for interpretation services for the presentations.
- Communicating scheduled dates and times to Lawyer Supervisor.
- Students will **not** answer personal questions from the audience (i.e. ___ happened, was this domestic violence?) but rather, direct questions about legal advice to the Lawyer Supervisor's email and respond with answers that have been vetted by the Lawyer Supervisor if they are unable to attend the presentation to answer those questions in person.
- Staying in close communication with the Organization Contact, Lawyer Supervisor, and PBSC Coordinator

Role of Partner Organization (SODS)

- Coordinate a short training to help student volunteers understand the mandates of SODS and the situation of newcomers (early October).
 - This could be done through Family Services or Cultural Bridging team.
- Connect with student to draw up a timeline for the workplan (early to mid-October).
- Provide answers to questions that student volunteers may have (throughout the year).
- Help schedule presentations from November to March.
 - Take into consideration the student volunteers' schedules (with no presentations in December).
 - Presentations could be scheduled for pre-existing workshops for Family Services programming such as the Women's Program, Men's Program.
 - Presentations could be scheduled as a separate workshop. For example, workshop for Arabic-speaking clients.
- Coordinate with Interpretation Services to provide interpreters for various scheduled workshops/presentations.

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- Stay in contact with the PBSC Coordinators - especially for the check-in sessions in November and February.
- If presentations are in-person, book rooms and set up room for presentation.

Role of Supervising Lawyers

- Ensure the students' presentation is an accurate reflection of the law in Canada and Saskatchewan.
- Attend at least one practice session in October before the students deliver the presentation. (This may take place virtually.)
- Attend the presentations to ensure students share only legal information.
 - If unable to attend a presentation, the Lawyer Supervisor will practice presentation with student volunteers, especially potential questions that may arise during the Q&A session.

Which types of law are used in this project?

Criminal law, sexual assault, restorative justice, 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.

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.

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.

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.

Student volunteers will receive general training from PBSC. Student volunteers will also attend an additional training/orientation provided by SODS in October. This training will introduce students to the organization's mandate, policies, and educate students on how to interact with refugees and immigrants.

18. How many students would you like assigned to this project? 2 students

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?

Some work will be flexible, but student volunteer will be expected to check in regularly with the Partner Organization and Lawyer Supervisor and meet deadlines. Students are also expected to attend scheduled presentations.

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.)

Students will need access to the internet and a computer.

SECTION C – STUDENT REQUIREMENTS

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

There is no prerequisite. However, students who have previously taken criminal Law or enrolled in criminal procedure will be given preference.

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

Students who have experience in working with refugees or immigrants will be given preference. However, this is not a requirement for volunteering for the project.

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
- 3 Women
- ___ Homeless & marginally housed
- 1 Immigrants, refugees & newcomers
- ___ Indigenous (First Nations, Inuit, Métis)
- ___ LGBTQ+
- 2 Linguistic minorities
- ___ 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

Project reviewed by On-site Supervisor

Heather Heavin

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Signature

Aug 8, 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