

PROJECT DESCRIPTION FORM

Chapter: University of Saskatchewan

Program year: 2023-2024

Project Name: Legislation Concerning Animal Abuse & Neglect

SECTION A – ORGANIZATIONAL INFORMATION

1. **Name of Organization:** Saskatchewan SPCA
2. **Mailing Address of Organization:** : 511 45th Street West Saskatoon, SK S7L 5Z9
3. **Website of Organization:** www.saskspca.ca
4. **Type of Organization:**
 - Charity
 - Not-for-profit
 - Association
 - Government
 - University
 - Law firm
 - Other please specify

5. **Brief overview of the organization's mandate (2 to 4 lines maximum):**

The Saskatchewan Society for the Prevention of Cruelty to Animals (Saskatchewan SPCA) is an animal welfare organization based in Saskatoon. As the provincial voice on animal welfare, they help raise awareness of the human-animal bond and promote the humane treatment of animals.

6. **Organization Contact Person**

Name: Frances Wach .

Title: Executive Director

Telephone Number: : (306) 382 4471

Email Address: frances@saskspca.ca

7. **Preferred mode of contact:** Phone Email

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.*

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- Lawyer Supervisor - Insured
- Lawyer Supervisor – Expert (*must attach Lawyer Supervisor – Expert Checklist*)
- Lawyer Supervisor – Non-insured (*only permitted in a joint supervision model*)

Name: Richika Bodani

Title: Lawyer

Organization/Firm: McKercher LLP

Telephone Number: (306) 565-6535

Email Address: r.bodani@mckercher.ca

The lawyer supervisor is:

- An employee of your organization
- A board member
- Other Richika is a lawyer in Regina, who has knowledge in and experience with statutory interpretation. She has volunteered with the SPCA project in prior years.

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

The Lawyer Supervisor will be able to meet with students as required.

10. Due to the ongoing COVID-19 pandemic, and related university directives/policies, students may be required to complete some or all of their volunteer placement virtually and from home. Can student volunteers on this project complete their work virtually and from home? Please confirm yes/no.

Yes

SECTION B – PROJECT INFORMATION

11. Please describe the project tasks:

Description of Project

Student Volunteers will conduct research on the Animal Protection legislation in Saskatchewan and compare it to those in other provinces/territories in Canada.

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Role of Student Volunteers

The student volunteers will create a research memo on legislation concerning animal welfare in Saskatchewan (The Animal Protection Act of Saskatchewan) and compare it to others across the country.

- Research memo will include:
 - Research court cases and current Saskatchewan legislation involving animal cruelty, abuse, and neglect.
 - Compare Saskatchewan legislation to other provinces in Canada.
 - Relevant sections of the Saskatchewan legislation.
 - Address questions such as:
 - What is animal abuse, cruelty, neglect?
 - What are the punishments for individuals involved in abusing animals?
 - What happens to animals who have been removed from an abusive environment?
 - How to report animal abuse, cruelty, neglect.
 - Who enforces the Animal Protection Act?
 - What is the role of an Animal Protection Officer and Animal Protection Agencies?
 - What are the duties of pet owners to ensure that their pet is properly taken care of?
 - What are the rights of pet owners when the care of their pet is reported?
 - What is the legal process for Animal Protection cases?

Role of Supervising Lawyers

The Lawyer Supervisor will ensure the legal information presented in the memo and information sheet is an accurate reflection of the law in Canada and Saskatchewan.

Which types of law are used in this project?

Animal Welfare

12. What is the main project output?

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

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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 11, 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.

Click or tap here to enter text.

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.

Click or tap here to enter text.

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16. Do you have PBSC placements with students from any other PBSC chapter(s)?

If so, which chapters? Do the placements relate to the same project?

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 attend the Thomson Reuters legal research workshop.

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?

The work will be flexible, but students will be expected to work together on a regular basis and meet deadlines.

21. Is workspace provided for the student volunteer(s) at your organization?

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?

No

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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 are no prerequisites.

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

There are no other requirements, but any experience with animal welfare would be considered an asset.

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. You will have the opportunity to choose the type of law in the following question.

- ___ Children & Youth
- ___ Domestic Violence Survivors
- ___ Women
- ___ Homeless & marginally housed
- ___ Immigrants, refugees & newcomers
- ___ Indigenous (First Nations, Inuit, Métis)
- ___ LGBTQ+
- ___ Linguistic minorities
- ___ People living in poverty

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- 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: This project serves animals in the community.

Comments:

[Click or tap here to enter text.](#)

Project reviewed by On-site Supervisor

Signature

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