

# PROJECT DESCRIPTION FORM

**Chapter:** University of Saskatchewan

**Program year:** 2024-2025

**Project Name:** Tenant's Rights

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## SECTION A – ORGANIZATIONAL INFORMATION

1. **Name of Organization:** YWCA

2. **Mailing Address of Organization:** 510 25 St E, Saskatoon, SK S7K 4A7

3. **Website of Organization:** <https://www.ywcasaskatoon.com>

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):**

The YWCA nurtures the well-being of women, girls, and their families through inclusive services and supports. The YWCA is committed to addressing women's issues and strives to create a safe, equitable community where women, girls, and their families are empowered.

6. **Organization Contact Person**

Name: Cheryl Carlson

Title: Manager

Telephone Number: (306) 244-7034 ext. 864

Email Address: [ccarlson@ywcasaskatoon.com](mailto:ccarlson@ywcasaskatoon.com)

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.*

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

Name: Shauna Shewchuk  
Title: Lawyer  
Organization/Firm: Shewchuk Law Office  
Telephone Number: (306) 955-5003  
Email Address: [shauna@shewchuklaw.com](mailto:shauna@shewchuklaw.com)

The lawyer supervisor is:

- An employee of your organization  
 A board member  
 Other - Shauna has experience with a variety of family law matters which involve domestic violence and child protection issues. Often these issues are related to residential tenancies, tenant's rights, the eviction process and termination of leases. Shauna has extensive experience with legal research, writing and interpreting legislation and case law.

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

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

Yes  No  However, the presentation is expected to take place in-person at the YWCA.

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## SECTION B – PROJECT INFORMATION

**11. Please describe the project tasks:**

### Description of Project

The *National Housing Strategy Act* describes having housing as a human right, yet many low-income households have trouble securing a place to live. This project seeks to empower individuals as they search for places to rent and deal with rent-related issues.

Students will create and update a plain language brochure/pamphlet on tenant's rights in Saskatchewan, primarily focused on rights against discrimination (during the process of finding a home) and eviction. This project aims to provide plain language information on renter's rights for YWCA's clients. This project will also have a minimum of one 45-minute presentation to YWCA staff and clients.

The students should answer the following questions:

- Can landlords discriminate against potential tenants who are on government assistance or have children and pets?
- Can landlords ask personal questions like whether the potential tenant drinks or takes drugs?
- What are some tips for potential tenants to minimize discrimination during their housing search?
- What are the circumstances where a tenant can be evicted?
- What is the Office of Residential Tenancies (ORT) and what is the process a landlord must go through to evict a tenant?
- Explain the process a tenant must go through to fight their eviction at the ORT.
- Identify tenant's rights, in general, and also within the eviction process.
- Provide brief information on resources available to tenants that can assist them.

*\*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**

- Build on last year's project (both the presentation and brochure/pamphlet), ensuring that the law is up to date, and making necessary changes to include all the topics.
- Schedule presentations with Organization Contact and arrange the following:
  - Dates and times
  - Space booking (it will be held at the YWCA Saskatoon office)
  - Equipment such as projector, laptop, speakers, etc.
- Communicate the scheduled dates and times to the Lawyer Supervisor to check availability. If Lawyer Supervisor is unable to attend presentation, schedule date and time to practice presentation to prepare for potential questions and the types of legal advice questions to avoid
- Do **not** answer personal questions from the audience (i.e. \_\_\_ happened, what should I do?).
- These types of personal and specific questions about the law should be directed to the Lawyer Supervisor. If the Lawyer Supervisor is unable to attend the presentation, students should only respond with answers that have been vetted by the Lawyer Supervisor.
- Distribute client impact survey at presentations (either by QR code or paper copies).
- Be required to sign YWCA confidentiality form.

## **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 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?**

Property law, administrative law, ORT, civil litigation

**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

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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.  
We will also prepare paper copies of the Client Impact Survey

**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. Students will receive general training from PBSC.*

**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 will be 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 and be available to present.

**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.

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## SECTION C – STUDENT REQUIREMENTS

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

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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.

2 Children & Youth

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- Domestic Violence Survivors
- 1 Women
  - Homeless & marginally housed
  - Immigrants, refugees & newcomers
  - Indigenous (First Nations, Inuit, Métis)
  - LGBTQ+
  - Linguistic minorities
- 3 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*

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