



# Handbook for Articling Principals

This document is intended to provide guidance to Principals throughout the duration of an articling term. It should be considered an overview reference resource, rather than a comprehensive outline of policies that may apply to Principals or articling terms.

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## I. INTRODUCTION

A Principal is generally the most influential person in the life of an articling student. A Principal will often play many roles during the articling year: mentor, role-model, manager, counsellor and friend. A Principal's level of involvement throughout a student's articles will often correlate directly with the student's success, both in the office and in the bar admission process.

This handbook sets out the key topics to successfully serving as a Principal, and outlines policies and procedures associated with them. You should use this document to better understand your role and responsibilities as a Principal, to ensure that you provide your student with the skills and knowledge necessary to competently serve the public upon admission to the practice of law in Saskatchewan.

## II. BECOMING A PRINCIPAL

To serve as a Principal, you must meet certain eligibility criteria and ensure that you have been approved by the Law Society *prior* to taking an articling student.

### A. ELIGIBILITY CRITERIA

The Law Society of Saskatchewan regulates who can act as a Principal (Rule 152).

In order to be approved as a Principal, the lawyer must currently be:

- practising full-time in Saskatchewan, and
- have practised in Saskatchewan for at least the past 5 consecutive years.

The lawyer must also meet the requirements of Rule 176(2).

The Law Society has the discretion to approve a lawyer to act as a Principal who does not meet the qualifications stated in Rule 152, but who satisfies the Law Society that he or she is suitable to act as a Principal (Rule 152(5)). However, if you have significant history of (or ongoing) discipline or professional standards matters with the Law Society, your application may not receive approval.

### B. SUPERVISION BY THE COURTS

There are many different practice settings that can support an articling student: firms, sole practitioners, government offices, in-house departments, and *courts*.

As a Justice of the Saskatchewan Court of Appeal or the Saskatchewan Court of Queen's Bench; the Supreme Court of Canada or any Federal Court of Canada; or as a Judge of the Provincial Court of Saskatchewan – you may serve as a Principal (Rule 155).

The student, however, must serve not less than two months (of their 12-month articling term) to a member approved as a Principal in another practice setting.

### C. APPLICATION TO ACT AS PRINCIPAL

A Lawyer seeking to act as a Principal must complete and submit to the Law Society the **Application to Act as Principal (Form A-17)**. This form must be submitted and approved before taking an articling student. This application is available on the Law Society website and appended to this handbook.

Approval to Act as Principal is valid for one year from the approval date. A lawyer must re-apply each year an articling student is hired.

There is no fee for the Application to Act as Principal. The form is submitted to the Law Society's Membership Officer.

## III. BEING A PRINCIPAL – FILING REQUIREMENTS FROM START TO FINISH

Throughout the articling term, there are filing and reporting requirements. Below is a brief overview of the process and requirements set by the Law Society and CPLED.

Note: Prior to accepting an offer of articles, the articling student must have submitted the Application for Admission as a Student-at-Law (Form A-1) and receive written approval from the Law Society's Membership Officer. The fee is \$183.75 (\$175 + GST). Students may apply to CPLED before receiving approval as a Student-at-Law, but they cannot begin CPLED before they have received confirmation of their Student-at-Law status.

### Required Law Society Forms

The following forms are:

- found on the Law Society website, and
- submitted to the Law Society's Membership Officer: Cheryl Eberle

Required Document	File Location	Fee	Deadline
LSS – Application to Act as Principal*	<a href="#">Form A-17</a>	No charge	Prior to taking an articling student
LSS – Articling Agreement or Articling Agreement (Joint)	<a href="#">Form A-2</a> or <a href="#">Form A-2.1</a>	\$183.75 (\$175 + GST)	Prior to the start of the articling term
LSS – Affidavit of Lawyer or Supervising Judge with whom Student has Served under Articles	<a href="#">Form A-9</a>	No charge	At the conclusion of the articling term – <b><u>on the last day of articles</u></b>

\*SECONDMENTS: Anyone acting as Principal for a secondment is expected to complete the Application to Act as Principal as well.

## Required CPLED Forms

CPLED Forms and Reports are:

- provided by the CPLED Bar Admissions Office, and
- submitted to the CPLED Bar Admissions Officer: Melissa Warren

Required Document	File Location	Fee	Deadline
CPLED – Program Agreement (Student)*	Received with confirmation of registration.	No charge	<b>NEW DEADLINE – June 28, 2019</b>
CPLED – Program Agreement (Principal)		No charge	<b>NEW DEADLINE – June 28, 2019</b>
CPLED – Articling Plan		No charge	<b>NEW DEADLINE August 30, 2019, or prior to the start of the articling term</b>
CPLED – Mid-term Articling Report and Checklist	Email or link in November	No charge	Mid-December, or at the mid-term point of the articling term** – <b>December 13, 2019</b>
CPLED – Invigilator Form <sup>†</sup> for Module 7 Competency Evaluation (CE)	Email or link in January	No charge	When Module 7 CE is completed – <b>February 13, 2020</b>
CPLED – Invigilator Form <sup>†</sup> for Module 8 Competency Evaluation (CE)	Email or link in February	No charge	When Module 8 CE is completed – <b>March 5, 2020</b>
CPLED - Final Articling Report and Checklist	Email or link March/April	No charge	<b>April 30, 2020</b> or at the conclusion of the articling term**

\*Submitted by student, provided as reference. Student and Principal should review required CPLED documents together.

\*\*Articling reports for students who begin articles after CPLED begins (Module 1, August 19-23) are due at mid-term (6 mo) and conclusion (12 mo) of their articling term. Mid-term and final articling report forms are provided to them approx. one month prior.

<sup>†</sup>An invigilator is required for both the Module 7 and Module 8 competency evaluations. The invigilator must be, or be approved by, a member in good standing of the Law Society, a judge or justice. Exceptions are current CPLED students, those related to or in a relationship with the student, and recent CPLED graduates. The Principal can be the invigilator.

### A. LAW SOCIETY – ARTICLING AGREEMENT

Once you have been approved as a Principal and have found an articling student, and before the articling student's start date at the firm, you must enter into an Articling Agreement with your student. For consistency, this agreement has been drafted by the Law Society. The **Articling Agreement (Form A-2)** can be found on the Law Society website and is appended to this handbook.

In addition to the traditional articling program, the Law Society welcomes (and in some cases, encourages) Joint Articles. In addition to the typical articling filing requirements outlined here, a

Joint Articling placement requires the Principals to enter into a Joint Articling Agreement with their student. The **Articling Agreement (Joint) (Form A-2.1)** is found on the Law Society website and should be submitted in the place of the regular Articling Agreement.

The Articling Agreement fee is \$183.75 (\$175 + GST), and is separate from the student's Application for Admission as a Student-at-Law fee, which is also \$183.75 (\$175 + GST). These forms are submitted to the Law Society's Membership Officer.

## **B. CPLED – PROGRAM AGREEMENTS**

Principals and students will confirmation of registration from CPLED. Included with confirmation of registration will be the CPLED Program Agreement (for the Student), the CPLED Principal's Program Agreement, and the CPLED Articling Plan.

**The CPLED Program Agreement**, which students must sign, includes, among other things, provisions dealing with collaboration, original work, and plagiarism.

Students are expected to abide by and comply with the following:

- the *Rules of the Law Society of Saskatchewan*,
- the *Code of Professional Conduct*,
- *CPLED Professional Integrity Policy*
- CPLED Program Handbook,
- CPLED protocols (including the Submission Protocol and any Competency Evaluation Protocol, ex. Invigilator Protocol), and
- other established policies and protocols.

Submission of the CPLED **Principal's Program Agreement** confirms that the Principal:

- understands that the CPLED Bar Admissions Program is one of the cornerstones of the qualification process in Saskatchewan; that the Program depends on the integrity of the student; and that the students must maintain the highest standards of integrity in meeting the CPLED Program requirements, including full compliance with CPLED's *Professional Integrity Policy*.
- has personally reviewed the *CPLED Professional Integrity Policy* and the CPLED Program Agreement with the articling student
- has personally made his/her best effort to ensure that the student understands the *CPLED Professional Integrity Policy* and the CPLED Program Agreement and that he/she is bound by both documents.
- will foster and facilitate the student's compliance with the *CPLED Professional Integrity Policy*.
- has read and understands the Law Society's *Guidelines for the Education and Guidance of Articling Students* and has reviewed them with the student and will use best efforts to ensure that the Guidelines are met.

### **Professional Integrity Policy**

Students are expected to maintain the highest standards of integrity in meeting CPLED Program requirements, including full compliance with the CPLED *Professional Integrity Policy* (CPLED Program Handbook, Appendix 2) and with the *Code of Professional Conduct*. The Professional Integrity Policy outlines CPLED's expectations for professional conduct. It defines cheating and plagiarism in relation to the CPLED Program and sets out the consequences for violations of the Policy.

Breaches of professional integrity, including plagiarism, are not tolerated and may result in investigation, suspension, failure in the program and disciplinary action by CPLED, or referral to the Law Society for investigation and disciplinary action.

Note: Students may discuss CPLED Assignments and Learning Exercises with their Principal or others. Students may NOT disclose or discuss the CPLED Competency Evaluations, submissions or marking sheets with anyone other than CPLED staff.

### **C. CPLED – ARTICLING PLAN AND REPORTS**

The Bar Admissions Office will provide the CPLED **Articling Plan** to Principals and students with confirmation of registration. The Articling Plan is designed to assist with planning activities that provide a comprehensive articling experience to students. The plan is a guide and should not be treated as exhaustive as there will be other valuable educational experiences that come up during the course of an articling term.

In addition to the **Articling Plan**, Principals and students complete a CPLED **Articling Report** twice during the articling year. Each **Articling Report** (Mid-Term and Final) contains an **Articling Checklist** (detailed in section IV C) listing by category the tasks a student is expected to perform during articles.

Principals and students are encouraged to review the Articling Plan together as they complete the Articling Report as these documents are essential in planning an effective work program that maximizes the educational aspect of articling.

The Bar Admissions Office provides the **Articling Reports** to both Principals and students approximately one month before each report is due.

### **D. CPLED – INVIGILATOR FORMS for Modules 7 and 8**

The Module 7 (Client Relationship Management) and Module 8 (Practice Management) competency evaluations consist of a combination of multiple choice and constructed response questions, are completed online through the Desire2Learn (D2L) learning management platform and must be completed in a single, observed sitting. The time limit is four (4.0) hours. The competency evaluation protocol requires that these two exams be invigilated.

The Bar Admissions Office provides the **Competency Evaluation Protocol and Invigilator Forms** to both Principals and students approximately one month before each of the competency evaluations open.

Each Invigilator Form is due when the competency evaluation is completed. The next business day following is sufficient.

#### **E. LAW SOCIETY – AFFIDAVIT OF LAWYER OR SUPERVISING JUDGE WITH WHOM STUDENT HAS SERVED UNDER ARTICLES**

Your final filing obligation as a Principal is to provide the Law Society with an Affidavit on the student's last day of articles swearing that your student has completed his or her articles and is suitable to be admitted as a lawyer.

The **Affidavit of Lawyer or Supervising Judge with whom Student has Served under Articles (Form A-9)** can be found on the Law Society website. This form is also appended to this handbook.

There is no fee for this form. It is submitted to the Law Society's Membership Officer.

### **IV. PRINCIPAL RESPONSIBILITIES AND OBLIGATIONS**

Generally, Principals are meant to oversee and facilitate the process that enables students to apply their formal learning and develop skills and professional judgement to competently and ethically serve as new lawyers. In this pursuit, a Principal is a mentor, teacher, and role model for students.

While this is a significant task, the Law Society has developed three important documents to help guide you through the process:

- The Articling Agreement,
- The Guidelines for the Education and Guidance of Articling Students, and
- The Articling Checklist.

Principals are encouraged to use these documents to assist in planning an effective articling program.

#### **A. PARAMETERS OF THE PRINCIPAL/STUDENT RELATIONSHIP – THE ARTICLING AGREEMENT**

The **Articling Agreement (Form A-2)**, described above, defines the parameters of your relationship with your student and sets out your duties as a Principal as follows:

- to use your experience and expertise to help the student learn how to practice law;
- to be responsible for the supervision of the student at all times; and
- to help your student be admitted as a lawyer in Saskatchewan.

In return, your student promises:

- to keep private the affairs of the Principal, the firm, and the firm's clients;
- to follow the Principal's instructions and to be reliable; and
- to be honest, to work hard, and to act professionally.



## **B. GUIDELINES FOR THE EDUCATION AND GUIDANCE OF ARTICLING STUDENTS**

To assist in your role as Principal, the Guidelines for the Education and Guidance of Articling Students (“Guidelines”) were passed by the Admissions and Education Committee of the Law Society. The Guidelines provide guidance on various issues including: Terms of Employment, Orientation to the Firm, Ethics and Professionalism, Mentoring and Teaching, Workload and Expectations, and the CPLED Bar Admissions Program.

The Guidelines recognize that the articling experience is a cornerstone in the development of competent young lawyers. While Principals have the primary obligation to supervise their students, every lawyer who works with a student shares in that obligation. The Law Society relies on both Principals and firms to ensure students become competent and ethical professionals. To ensure this goal is met, Principals and firms are asked to implement policies and measures to ensure that these guidelines are followed. As best practice, we recommend that Principals and firms provide all incoming students with an Articling Policy.

The Guidelines are available on the Law Society website, appended to this handbook and are summarized here:

### Terms of Employment

The terms and conditions of employment should be discussed and settled with the student both when the student is hired and again when the student commences articles. The firm and its students should have a common understanding on issues such as:

- Remuneration, including bonuses
- Vacation time (students are entitled to three weeks vacation within the articling year) and sick leave
  - Specifically, Rule 154 states: *The 12-month articling term includes...such reasonable time away from articles for vacation not to exceed 15 working days, and time away for illness or other personal reasons as may be approved by the principal, so long as the principal is satisfied that the time away shall not be detrimental to the Student-at-law’s articling experience*
- Responsibility for articling expenses such as student-at-law admission fees and CPLED program fees
- Benefits or privileges offered by the firm
- The amount of time the student is expected to work

### Orientation to the Firm

Upon commencement of a student’s articles, Principals should ensure that their student receives an orientation to the firm, which includes but is not limited to a review of the following:

- The responsibilities of office personnel
- Lines of authority and supervision
- Procedures for requesting work assignments

- Accounting billing and timekeeping procedures
- Special policies or practices regarding correspondence, trust conditions, admission of service, etc.
- Policies and safeguards respecting client confidentiality, including destruction of documents
- Procedures for opening, maintaining and closing files.

### Ethics and Professionalism

- Students must become intimately familiar with the ethical obligations placed on members of the legal profession. Students should be impressed with the importance of becoming familiar with the [Code of Professional Conduct](#), the [Law Society Rules](#) and the [Legal Profession Act](#).
- Every effort should be made to ensure students are sensitive to ethical issues arising in practice and practical examples should be identified and discussed with students whenever possible.
- Efforts should be made to identify and discuss the courtesies and civilities that are expected of lawyers. Principals and other firm members should, in all matters, display the highest levels of professionalism.
- Extra effort should be made to demonstrate professional communications, whether in meetings or telephone discussions with clients or other lawyers, appearances before courts or tribunals or daily encounters with office staff or the public. Students should be shown the importance of acting in a professional manner in every situation.

### Mentoring and Teaching

Students will learn primarily through the daily handling of files. Principals and firm-members must help foster this learning by:

- Providing appropriate supervision and ensuring that students are not overwhelmed by the complexity of the tasks provided to them.
- Taking the time to provide rich feedback, including both constructive criticism as well as encouragement.

Describing to students the background of a file, including the client's interests and objectives and the reasoning behind the tasks they have been assigned. Students will learn more effectively if they understand how their work fits into the overall context of a file.

- Leading by example (e.g., demonstrating how best to complete a task; including students in meetings, interviews, hearings, etc.).
- Providing students with opportunities to practice and develop their lawyering skills.

### Workload and Expectations

- Principals should take the lead in monitoring their student's workload, but all lawyers should be cognizant of the number of files on a student's desk. Students are generally

hesitant to say no to anything asked of them and are often asked to do work by more than one lawyer. Principals are responsible for ensuring that their student's workload is reasonable, and the complexity of the files assigned is not beyond that which the student is competent to perform.

- Delegate effectively. Ensure that instructions are clear and allow the student to see the project through to the end.
- When assigning a task, ensure to provide students with a timeline for completion. Students should be given guidance as to the priority of the work assigned, particularly when work is assigned by more than one lawyer.
- Repetitive or routine professional duties and mundane tasks should be minimized, particularly when they provide little to no educational value.
- Every attempt should be made to ensure students receive the broadest experience possible. Principals and firm-members should actively work to provide students with exposure to as many different experiences and areas of law as possible.

### **C. CPLED ARTICLING CHECKLIST**

The Benchers of the Law Society strongly recommend that Principals work to ensure their students receive experience and training throughout their articling term in all areas outlined in the ***National Competency Profile***, developed by the Federation of Law Societies of Canada.

The CPLED **Articling Checklist**, contained in the Articling Report described above, is reflective of that standard and as such we ask all Principals to plan and tailor the articling term to incorporate the skills and tasks outlined in the checklist. The checklist (in part) provides:

#### Conducting Matter:

- Identifying client goals and objectives
- Gathering facts through interviews, searches and other methods.
- Identifying applicable areas of law.
- Seeking additional expertise when necessary.
- Conducting legal research and analysis.
- Developing case strategy.
- Identifying mode of dispute resolution
- Conducting due diligence (including ensuring all relevant information has been obtained and reviewed).
- Drafting documents, including: opinion letters and demand letters; affidavits/statutory declarations; written submissions; simple contracts/agreements and releases; and legal accounting (e.g., statements of adjustment, marital financial statements, estate divisions, bills of costs).
- Negotiating a resolution of a dispute or legal problem.
- Reviewing financial statements and income tax returns.

#### Ethics and Professionalism:

- Discussing ethical issues and problems that may arise in practice.

- Exploring strategies for identifying and resolving ethical issues.
- Engaging in critical thinking and discussion about ethical issues.
- Discussing strategies for making informed and reasoned decisions about ethical issues.
- Identifying potential confidentiality and conflict of interest issues.

#### Practice Management:

- Investigating and implementing strategies for prioritizing and managing tasks and for tracking deadlines.
- Reviewing file management practices, including opening and closing files, developing checklists, and sending files for storage or destruction.
- Discussing strategies for managing finances, including adherence to trust accounting requirements.
- Developing a plan to manage professional responsibilities, including ethical, licensing, and other professional responsibilities.
- Reviewing and learning to use: time tracking, limitation reminder, and bring forward systems; trust accounting and general accounting systems; billing and collection systems; client record and file management systems; and practice checklists.
- Practicing delegating tasks while providing appropriate supervision.

#### Client Relationship Management

- Exploring strategies for managing client relationships, including establishing and maintaining client confidence and managing client expectations.
- Discussing methods of advising clients and developing legal strategy, keeping in mind clients' particular circumstances, including age, language, disability, socioeconomic, and cultural context.
- Observing, participating in, and conducting initial client interviews, including: confirming who is represented and who will provide instructions; confirming the client's identity pursuant to applicable standards/rules; assessing the client's capacity and fitness (if applicable); and discussing and setting fees and retainers.
- Reviewing, revising, and/or drafting a retainer letter.
- Documenting client consent, client instructions, and advice provided.
- Helping maintain regular client communication, including participating in client meetings and preparing correspondence to keep clients apprised of progress in their matter.
- Addressing outstanding client concerns.
- Reviewing, revising, and/or drafting an exit/reporting letter.

#### Adjudication and Alternative Dispute Resolution

- Discussing effective strategy for resolution of dispute.
- Drafting litigation documents, including pleadings, court orders, and briefs.
- Preparing list of documents or an affidavit of documents.
- Requesting and producing/disclosing documents.
- Preparing or responding to a motion or application (civil or criminal).

- Observing, participating in, and conducting interviews and briefing of witnesses.
- Attending court or tribunal to observe or to speak to routine matters.
- Conducting a simple hearing or trial before an adjudicative body.

In addition to providing training in these skills and tasks, Principals must ensure their students receive a well-rounded and varied articling experience. Principals should endeavour to expose students to as many areas of law as reasonably possible.

The Articling Checklist states that students should receive training in “several” practice areas. This may require some Principals (with limited practice areas) to seek out opportunities for their students through other lawyers in their firm, secondments or joint articles.

### Secondments

Secondments are a great opportunity for students to gain experience in other practice areas and/or practice settings. Pursuant to Rule 157, a Principal may allow his or her student to work in the office of another member approved by the Law Society to act as a Principal, or to a court, for a period or periods not exceeding two (2) months of the student’s articling term.

### Joint Articles

A Joint Articling placement is served with two Principals who agree to share the services of a student during the 12-month articling term. Joint Articles are especially desirable for sole practitioners or small firms with limited practice areas. Volume of work and the ability to share the cost of an articling student are other common reasons Joint Articles are considered. See Law Society – Articling Agreement above, for information on forms for joint articles.

## **D. CPLED BAR ADMISSIONS PROGRAM**

Articling students are required to complete the CPLED Bar Admissions Program. The CPLED Program, in combination with the articling process, forms the licensing process for students-at-law. The Program builds on the training and education obtained through a law degree and helps develop and assess the skills necessary to competently serve the public upon admission to the practice of law.

The CPLED Program generally runs from late August to early April, followed by a supplemental period for students who are required to complete a supplemental competency evaluation or module.

The Program consists of:

- six online modules. Five of these require students to complete both an assignment and a competency evaluation. The sixth requires an assignment and two competency evaluations;
- three one-week modules which take place in a classroom setting (“face-to-face”);
- an online Indigenous Canada module; and
- Trust Accounting webinar.

The Indigenous Canada module and Trust Accounting webinar can be completed online at any time during the CPLED year, but no later than March 27, 2020.

During the program, Principals must ensure students are provided with sufficient time to:

- complete all assignments and competency evaluations, each of which will require approximately twelve (12) hours of the students' time; and
- attend and participate in CPLED face-to-face sessions, which is not to be considered vacation time).

For your reference, the current CPLED Module Schedule is appended to this handbook.

As a Principal you may be contacted by the CPLED Program Director to discuss CPLED related issues pertaining to your student. For example, you may be contacted if your student fails to demonstrate competency on an assignment or evaluation, fails to submit an assignment, or is generally struggling with the program. In these situations, we ask that you offer additional teaching and support to help your student improve in the areas in which they are struggling.

### **E. COMMUNICATIONS FROM THE LAW SOCIETY (CPLED)**

In addition to the instances outlined in the preceding section, the Law Society will send you communications throughout your term as a Principal. For 2019-20, this begins with confirmation of registration in June, followed by an introductory email from our Bar Admissions Officer in July (or the start of an articling term for students whose articles begin after Module 1).

Confirmation of Registration will include:

- Program Agreement (student),
- Principal Program Agreement, and
- Articling Plan (with the Articling Checklist for review).

The CPLED introductory email in July will include a memo to Principals, general CPLED information and information specific to Module 1, the first face-to-face module.

You will also hear from us:

- in late November or at your student's articling mid-term,
- in January prior to the two CPLED competency evaluations which require an invigilator, and
- in late March or at the conclusion of your student's articling term.

These emails will update you on next steps for your student, both in CPLED and the Bar Admissions Process.

The Law Society may also contact you to discuss complaints received about your student. In these cases, we ask that you work with the Law Society in addressing and rectifying the issue with your student. It is always our hope to catch and resolve these issues early, before there is any need to engage the complaints/disciplinary process.

## V. ADDRESSING CHALLENGES AS A PRINCIPAL

### A. LEAVES OF ABSENCE

Should your student request or require a leave of absence, special consideration must be given to how this affects the student's fulfillment of the articling placement and the needs of your practice. We ask that you or your student contact the Law Society to discuss administrative obligations and options, as well as practical suggestions to help resolve issues.

Depending on the length of the leave, we may require that your student extend the end date of the articling term to accommodate their time away.

Your student may also benefit from the services of *Lawyers Concerned for Lawyers*, a non-profit confidential professional counseling service. You may wish to provide your student with their contact number: 1-800-663-1142 or website information:

<http://www.lawyersconcernedforlawyers.ca/>.

### B. CANDIDATE PERFORMANCE

We recognize that being a Principal is not easy, that articling is difficult, and that performance issues with your student may arise for a variety of reasons. In those cases, we recommend, as a first step, that the performance issue be addressed with the student promptly and directly. Clear communication and constructive feedback may quickly yield better outcomes.

We also encourage you to contact the Law Society as we may be able to provide tips and guidance on how to address the issue from a best practice perspective.

### C. WITHDRAWING OR TERMINATING THE ARTICLING AGREEMENT

A Principal or student, for compelling reasons, may terminate the Articling Agreement. If such action is being considered, you must notify the Law Society in advance.

Where either party wishes to terminate the Articling Agreement, reasonable notice must be provided. During the notice period both parties must continue the articling relationship in accordance with the Articling Agreement and Articling Plan. It is the student's responsibility to find another articling placement.

Where a Principal must withdraw from their Articling commitments, the Principal should take all reasonable steps to help find an appropriate alternative placement for their student. This may include assisting the student in obtaining interviews and providing the student with a reference letter specifying that the student is looking for a new articling placement through no fault of their own.

Once a new articling placement is secured, the student, the previous Principal and the new Principal must execute and file an **Assignment of Articles Agreement (Form A-4)**.

The previous Principal must submit the **Affidavit of Lawyer or Supervisory Judge with whom Student has Served under Articles (Form A-9)**.

The Agreement and Affidavit can be found under [Law Society Forms](#) on the Law Society website. The fee for the Assignment of Articles Agreement is \$183.75 (\$175 + GST). There is no fee for the Affidavit.

## VI. CONCLUSION

While this document sets out the requirements and responsibilities of being a Principal, we would be amiss if we did not emphasize how rewarding and enriching of an experience it is. It is also a great investment opportunity. As a Principal, you have the opportunity to train a student and gain an associate that has learned the practice of law in a manner that best meets the needs of your firm/organization.

If you are already a Principal, we wish to thank you. If you are considering becoming a Principal, we encourage you to apply!

Should you have any questions or concerns, or we can assist you with any issues related to your term as a Principal, please contact:

Admissions and Education Department  
The Law Society of Saskatchewan  
1100 – 2002 Victoria Ave.  
Regina, SK S4P 0R7

Andrea Johnston (Director of Admissions and Education)  
[andrea.johnston@lawsociety.sk.ca](mailto:andrea.johnston@lawsociety.sk.ca) / (306) 934-8810

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# APPENDIX A

## LAW SOCIETY FORMS



**LAW SOCIETY OF SASKATCHEWAN**

**APPLICATION TO ACT AS PRINCIPAL  
RULE 152  
FORM A-17**

(Created November 2014) (July 2015) (November 2018)

*\*Note: Applications to Act as Principal must include the completed Authorization and Release attached to this Form A-17.*

Full Name: \_\_\_\_\_

Barrister Number: \_\_\_\_\_ Year of Call to the Bar: \_\_\_\_\_

Name of Firm or Organization: \_\_\_\_\_

Firm/Organization Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

1) Are you currently practising full-time in Saskatchewan? Yes  No

2) Have you been practising in Saskatchewan for at least the past 5 consecutive years?  
Yes  No

3) Have you acted as a principal to an articling student in the past? Yes  No

4) Please indicate under which form of articles are you seeking to act as principal:

Full articling term  Joint Articling Agreement

Secondment of Articles  Assignment of Articles

5) Proposed articling student (if known): \_\_\_\_\_

6) Proposed start date of articling student (if known): \_\_\_\_\_  
(If secondment, please indicate proposed start and end dates)

I have read and understand the Law Society's *Guidelines for the Education and Guidance of Articling Students* (refer to Law Society website). I will use my best efforts to ensure that the Guidelines are met.

I DO SOLEMNLY DECLARE that the statements contained in this Application are complete and true in every respect.

AND I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath, and by virtue of *The Canada Evidence Act*.

DECLARED before me at the \_\_\_\_\_ of  
\_\_\_\_\_ in the  
Province of \_\_\_\_\_  
this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
(Signature of Applicant)

\_\_\_\_\_  
A COMMISSIONER FOR OATHS for Saskatchewan,  
My Commission expires: \_\_\_\_\_  
(or) Being a lawyer.

**APPLICATION TO ACT AS PRINCIPAL  
AUTHORIZATION AND RELEASE  
RULE 152**

I, \_\_\_\_\_, hereby authorize the Saskatchewan Lawyers Insurance Association ("SLIA") to provide the following information to The Law Society of Saskatchewan (the "Law Society"):

1. Dates of all open professional liability insurance claims against me; and
2. Dates of all closed professional liability insurance claims which resulted in damages against me;

and, if requested by the Law Society, to release the SLIA files related to the claims set out above for review by the Law Society;

provided that such information will be used by the Law Society only for the purposes of my application to act as a principal, and will be treated in strict confidence.

I hereby release the SLIA, its employees, officers, directors and agents from any and all liability arising out of the release of such information to the Law Society.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Signature of Applicant



**ARTICLING AGREEMENT  
RULE 153  
Form A-2**

(November 2014) (April 2015) (May 2016)

*Note:* This Articling Agreement must be filed by the Articling Student and the Principal prior to commencement of articles. Failure to do so may result in a delay of the articling start date. Submit completed Articling Agreement together with applicable fee pursuant to the Schedule of Law Society Fees and Assessments.

**BETWEEN:**

\_\_\_\_\_ of \_\_\_\_\_  
(the "Principal") (the "Firm")  
\_\_\_\_\_  
(City/Town) (Province)

**AND:**

\_\_\_\_\_ (the "Articling Student") \_\_\_\_\_ (City/Town) \_\_\_\_\_ (Province)

The Principal and the Articling Student, in accordance with *The Legal Profession Act, 1990* and the Law Society Rules, agree that during the term of this Articling Agreement, they shall abide by the following terms:

1. The Articling Student shall serve as an Articling Student to the Principal from \_\_\_\_\_, 20\_\_\_\_ for a period of twelve calendar months, until the Articling Student is called to the Bar in Saskatchewan, or until this Agreement is discharged in such other manner as the Law Society of Saskatchewan may decide.
2. The Principal accepts the Articling Student for the term set out in paragraph 1.
3. The Articling Student shall:
  - (a) faithfully and to the best of the Articling Student's ability, honestly and conscientiously serve the Principal and the clients of the Principal in the practice of law;
  - (b) at all time keep in strict confidence the business and affairs of the Principal, the other lawyers in the firm and the business and affairs of their respective clients;
  - (c) carry out all the lawful and reasonable requirements of the Principal and not be absent from the service of the Principal without the consent of the Principal;
  - (d) at all times take proper care of and account for all records, money and other property of the Principal or other persons that are entrusted to the Articling Student or come into the Articling Student's custody or possession; and
  - (e) become familiar with and abide by *The Legal Profession Act*, the Law Society Rules, the Code of Professional Conduct and any other codes or standards authorized or established by the Society.

4. The Principal shall:

- (a) teach and instruct the Articling Student, or cause the Articling Student to be taught and instructed in the practice of law and professional conduct, to the best of the Principal's skill and ability;
- (b) provide reasonable assistance to the Articling Student to help the Articling Student become competent to practise law and possess the knowledge and skill level required for call to the Bar in the Province of Saskatchewan;
- (c) be responsible for the supervision of the Articling Student at all times, but the Principal may allow another practising lawyer in his or her firm to supervise or assist in the supervision of the Articling Student, in which case the Principal and the supervising lawyer shall be jointly responsible for the conduct and actions of the Articling Student;
- (d) advise any other lawyer who is supervising the Articling Student of the joint responsibility set out in paragraph (c) above;
- (e) ensure that in each case where the Articling Student is instructed to appear before a court or tribunal or where the Articling Student is given conduct of a file, that:
  - i. except in routine matters, the client understands and agrees that the Articling Student will be handling the matter;
  - ii. the interests of the client will not be harmed or compromised;
  - iii. the Articling Student has been briefed on all matters and is properly prepared;
  - iv. the matter is appropriate for the Articling Student's training, experience and ability;
  - v. the Principal is completely satisfied that the Articling Student is competent to handle the matter; and
  - vi. the Articling Student has been instructed to advise the judge or presiding official of his or her name and that he or she is an Articling Student and articulated to the Principal.
- (f) allow the Articling Student time to attend and complete all CPLED Program lectures, seminars, activities and examinations, including online participation in CPLED Program activities, assignments, competency evaluations and examinations (which time is not to be considered vacation time).

5. In the event of any dispute arising out of this agreement, the parties agree to submit the matter to the Admissions & Education Committee of the Law Society of Saskatchewan, whose decision shall be final and binding on the parties.

IN WITNESS of this Agreement, the Articling Student and Principal hereby sign their names.

Signed on the \_\_\_\_ day of \_\_\_\_\_ 20\_\_.

\_\_\_\_\_  
(Witness)

\_\_\_\_\_  
(Articling Student)

\_\_\_\_\_  
(Witness)

\_\_\_\_\_  
(Principal)



**ARTICLING AGREEMENT (JOINT)**  
**RULE 153**  
**Form A-2.1**

(November 2014) (May 2016)

*Note:* This Articling Agreement must be filed by the Articling Student and the Principal prior to commencement of articles. Failure to do so may result in a delay of the articling start date. Submit completed Articling Agreement together with applicable fee pursuant to the Schedule of Law Society Fees and Assessments.

**BETWEEN:**

\_\_\_\_\_  
(“Articling Student”)                                      (City/Town)                                      (Province)

**AND:**

\_\_\_\_\_ of \_\_\_\_\_  
(“Principal 1”)                                      (Firm)  
\_\_\_\_\_  
(City/Town)                                      (Province)

**AND:**

\_\_\_\_\_ of \_\_\_\_\_  
(“Principal 2”)                                      (Firm)  
\_\_\_\_\_  
(City/Town)                                      (Province)

(Principal 1 and Principal 2, jointly referred to as the “Principals”)

The Principals and the Articling Student, in accordance with *The Legal Profession Act, 1990* and the Law Society Rules, agree that during the term of this Articling Agreement, they shall abide by the following terms:

1. The Articling Student shall serve as an articling student to Principal 1 from \_\_\_\_\_, 20\_\_\_\_ and to Principal 2 from \_\_\_\_\_, 20\_\_\_\_ for a total period of twelve calendar months, until the Articling Student is called to the Bar in Saskatchewan, or until this Agreement is discharged in such other manner as the Law Society of Saskatchewan may decide.
2. The Principals accept the Articling Student for the term set out in paragraph 1.

3. The Articling Student shall:

- (a) faithfully and to the best of the Articling Student's ability, honestly and conscientiously serve the Principals and the clients of the Principals in the practice of law;
- (b) at all time keep in strict confidence the business and affairs of the Principals, the other lawyers in the firm and the business and affairs of their respective clients;
- (c) carry out all the lawful and reasonable requirements of the Principals and not be absent from the service of the Principals without the consent of the Principals;
- (d) at all times take proper care of and account for all records, money and other property of the Principals or other persons that are entrusted to the Articling Student or come into the Articling Student's custody or possession; and
- (e) become familiar with and abide by *The Legal Profession Act*, the Law Society Rules, the Code of Professional Conduct and any other codes or standards authorized or established by the Society.

4. The Principals shall:

- (a) teach and instruct the Articling Student, or cause the Articling Student to be taught and instructed in the practice of law and professional conduct, to the best of the Principals' skill and ability;
- (b) provide reasonable assistance to the Articling Student to help the Articling Student become competent to practise law and possess the knowledge and skill level required for call to the Bar in the Province of Saskatchewan;
- (c) be responsible for the supervision of the Articling Student at all times;
- (d) ensure that in each case where the Articling Student is instructed to appear before a court or tribunal or where the Articling Student is given conduct of a file, that:
  - i. except in routine matters, the client understands and agrees that the Articling Student will be handling the matter;
  - ii. the interests of the client will not be harmed or compromised;
  - iii. the Articling Student has been briefed on all matters and is properly prepared;
  - iv. the matter is appropriate for the Articling Student's training, experience and ability;
  - v. Principal 1 or Principal 2 (as applicable) is completely satisfied that the Articling Student is competent to handle the matter; and
  - vi. the Articling Student has been instructed to advise the judge or presiding official of his or her name and that he or she is an Articling Student and articulated to the Principal 1 or Principal 2 (as applicable); and
- (e) read and understand the Law Society's *Guidelines for the Education and Guidance of Articling Students* and review same with the Articling Student;
- (f) use best efforts to ensure that the *Guidelines* are met.

5. In the event of any dispute arising out of this agreement, the parties agree to submit the matter to the Admissions & Education Committee of the Law Society of Saskatchewan, whose decision shall be final and binding on the parties.

IN WITNESS of this Agreement, the Articling Student and Principals hereby sign their names.

Signed on the \_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_.

\_\_\_\_\_  
(Witness)

\_\_\_\_\_  
(Articling Student)

\_\_\_\_\_  
(Witness)

\_\_\_\_\_  
(Principal 1)

\_\_\_\_\_  
(Witness)

\_\_\_\_\_  
(Principal 2)



**LAW SOCIETY OF SASKATCHEWAN  
AFFIDAVIT OF LAWYER OR SUPERVISORY JUDGE  
WITH WHOM THE STUDENT HAS SERVED UNDER ARTICLES (RULE 161)  
FORM A-9**

(February 21, 2000) (February 2011)  
(November 2014) (April 2015)

CANADA  
PROVINCE OF SASKATCHEWAN  
TO WIT:

I, \_\_\_\_\_, of the \_\_\_\_\_  
(Principal/Judge) (City/Town)

in the Province of Saskatchewan, hereby declare:

- 1) That pursuant to an Articling Agreement, \_\_\_\_\_  
served as a student-at-law from \_\_\_\_\_, 20\_\_\_\_, to \_\_\_\_\_, 20\_\_\_\_, both  
inclusive, in my office at the \_\_\_\_\_ of \_\_\_\_\_, in the Province  
of Saskatchewan.
- 2) The said student during the whole of the said period was engaged as a student-at-law  
under my personal supervision and was not at any time absent except from  
\_\_\_\_\_ to \_\_\_\_\_ when he/she was  
\_\_\_\_\_ and not at any time absent without my permission.
- 3) The said student has not to my knowledge since commencing Articles been engaged  
or involved in any profession, trade, business, or employment other than as a student-  
at-law, except:
- 4) During the whole of the said period I was engaged in the active practice of my  
profession.
- 5) I verily believe that the said student is suitable to be admitted as a lawyer.
- 6) AND THAT the statements contained in this my Affidavit are complete and true in every  
respect and I make this declaration believing it to be true and knowing that it is the  
same force and effect as if made under oath.

DECLARED before me at the \_\_\_\_\_ of  
\_\_\_\_\_ in the  
Province of \_\_\_\_\_  
this \_\_\_\_\_ day of \_\_\_\_\_  
20 \_\_\_\_.

\_\_\_\_\_  
(Signature of Principal/Judge)

A Commissioner for Oaths/Notary Public



# APPENDIX B

## GUIDELINES FOR THE EDUCATION AND GUIDANCE OF ARTICLING STUDENTS







## LAW SOCIETY OF SASKATCHEWAN

### Guidelines for the Education and Guidance of Articling Students

The articling experience is a cornerstone in the development of competent young lawyers. Throughout their articles, students learn from their Principals as well as the lawyers with whom they work. While Principals have the primary obligation to supervise their students, every lawyer who works with a student shares in that obligation. The Law Society of Saskatchewan (the "Law Society") relies on both Principals and firms to ensure students become competent and ethical professionals. To ensure this goal is met, Principals and firms that wish to take on an articling student are asked to implement policies and measures to ensure the following guidelines are met:

#### I) Terms of Employment

Pursuant to *The Saskatchewan Employment Act*, a student-at-law is an employee and, therefore, entitled to the benefits and protections afforded by the Act. The terms and conditions of employment should be discussed and settled with the student both when the student is hired and again when the student commences articles. The firm and its students should have a common understanding on issues such as:

- 1) Remuneration, including bonuses;
- 2) Vacation time (students are entitled to three weeks' vacation within the articling year);
- 3) Reasonable time away for illness or personal reasons as may be approved by the principal, so long as the principal is satisfied that it is not detrimental to the student's articling experience;
- 4) Responsibility for articling expenses such as student-at-law admission fees and CPLED program fees;
- 5) Benefits or privileges offered by the firm;
- 6) The amount of time the student is expected to work.

#### II) Orientation to the Firm

Upon commencement of a student's articles, a member of the firm should review:

- 1) The responsibilities of office personnel;
- 2) Lines of authority and supervision;
- 3) Procedures for requesting work assignments,
- 4) Accounting billing and timekeeping procedures;
- 5) Special policies or practices regarding correspondence, trust conditions, admission of service, etc.;
- 6) Policies and safeguards respecting client confidentiality, including destruction of documents;
- 7) Procedures for opening, maintaining and closing files.

### **III) Ethics and Professionalism**

- 1) Students must become intimately familiar with the ethical obligations placed on members of the legal profession. Students should be impressed with the importance of becoming familiar with the *Code of Professional Conduct*, the Law Society Rules and the *Legal Profession Act*.
- 2) Every effort should be made to ensure students are sensitive to ethical issues arising in practice and practical examples should be identified and discussed with students whenever possible.
- 3) Efforts should be made to identify and discuss the courtesies and civilities that are expected of lawyers. Principals and other firm-members should, in all matters, display the highest levels of professionalism.
- 4) Extra effort should be made to demonstrate professional communications, whether in meetings or telephone discussions with clients or other lawyers, appearances before courts or tribunals or daily encounters with office staff or the general public. Students should be shown the importance of acting in a professional manner in every situation.

### **IV) Mentoring and Teaching**

Students will learn primarily through the daily handling of files. Principals and firm-members must help foster this learning by:

- 1) Providing appropriate supervision and ensuring that students are not overwhelmed by the complexity of the tasks provided to them.
- 2) Taking the time to provide rich feedback, including both constructive criticism as well as encouragement.
- 3) Describing to students the background of a file, including the client's interests and objectives and the reasoning behind the tasks they have been assigned. Students will learn more effectively if they understand how their work fits into the overall context of a file.
- 4) Leading by example (e.g. demonstrating how best to complete a task; including students in meetings, interviews, hearings, etc.).
- 5) Providing students with opportunities to practice and develop their lawyering skills.

### **V) Workload and Expectations**

- 1) Principals should take the lead in monitoring their student's workload, but all lawyers should be cognizant of the number of files on a student's desk. Students are generally hesitant to say no to anything asked of them and are often asked to do work by more than one lawyer.
- 2) Delegate effectively. Ensure that instructions are clear and allow the student to see the project through to the end.

- 3) When assigning a task, ensure to provide students with a timeline for completion. Students should be given guidance as to the priority of the work assigned, particularly when work is assigned by more than one lawyer.
- 4) Repetitive or routine professional duties and mundane tasks should be minimized, particularly when they provide little to no educational value.
- 5) Every attempt should be made to ensure students receive the broadest experience possible. Principals and firm-members should actively work to provide students with exposure to as many different experiences and areas of law as possible.

#### **VI) CPLED Bar Admissions Program**

Articling students must complete the CPLED Bar Admissions Program. During the Program firms must provide students with a computer and programs necessary to meet the technical requirements of the Desire2Learn (D2L) learning platform, as well as sufficient time to:

- 1) Attend and participate in CPLED week-long face-to-face modules (which is not to be considered vacation time);
- 2) Complete all assignments and competency evaluations (each of which will require approximately twelve (12) hours of the students' time); and
- 3) Complete the Indigenous Canada Module, and Trust Accounting webinar.



# APPENDIX C

## ARTICLING CHECKLIST



# Articling Checklist

Reflective of a standard derived from the *National Entry to Practice Competency Profile for Lawyers*

## I. Mentorship & Teaching

*The articling experience should afford appropriate mentorship and guidance to students. Principals should work with students to set articling expectations, provide appropriate direction and supervision, be available for questions, and offer timely advice and feedback.*

		Y (Yes), N (No), E (Expected), NA (Not Applicable)	Y	N	E	NA
1.	Discussion regarding limits on student practice		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Discussion of articling goals, expectations, and workload		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Received appropriate supervision and direction on files assigned		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Discussion of the type of work the student is assigned with a view to giving the student as much varied experience as possible during the articling period		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Ongoing opportunity to discuss legal problems (law, evidence, procedure, etc.) with principal and other lawyers in the firm		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Regular feedback and review (formal and informal)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## II. Knowledge/ Substantive Law

*The Law Society recognizes that the articling experience of individual students will vary and that principals will not be able to offer training in all areas of substantive law. Students should, however, receive training in several practice areas. If this is not possible, secondments and/or joint articles should be considered.*

		Y (Yes), N (No), E (Expected), NA (Not Applicable)	Y	N	E	NA
1.	Involved in the following practice areas:					
	a. Administrative;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Civil Litigation;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Contracts;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Corporate / Commercial;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Criminal;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Debtor / Creditor		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. Family Law;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. Immigration		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i. Intellectual Property		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	j. Labour and Employment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	k. Real Estate;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	l. Wills / Estates;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	m. Other: _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### III. Conducting Matter

*Through the articling term, students should gain experience in conducting a range of matters handled by lawyers on a regular basis. This includes interviewing and advising, drafting, and the preparation of research documents (legal memoranda and opinion letters).*

	Y (Yes), N (No), E (Expected), NA (Not Applicable)	Y	N	E	NA
1. Identified client goals and objectives on matter		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Gathered facts through interviews, searches and other methods		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identified applicable areas of law		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sought additional expertise when necessary		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Conducted legal research and analysis, including:					
a. Using research tools such as CanLII, Westlaw, LexisNexis Quick Law		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Drafting research memos		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Drafting opinion letters		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Developed case strategy		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Identified mode of dispute resolution		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Conducted due diligence (including ensuring all relevant information was obtained and reviewed)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Drafted documents, including:					
a. Opinion letters and demand letters		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Affidavits/statutory declarations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Written submissions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Simple contracts/agreements and releases		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Legal accounting (e.g., statements of adjustment, marital financial statements, estate divisions, bills of costs)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Negotiated a resolution of a dispute or legal problem		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Reviewed financial statements and/or income tax returns		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



#### IV. Ethics and Professionalism

*The articling experience should teach students to recognize and understand a lawyer's ethical responsibilities. Throughout the articling term, students should be given necessary guidance to identify, analyze and resolve ethical problems in a manner consistent with appropriate professional attitudes and behavior. Specifically, students should be exposed to and given explanation on: client confidentiality, conflict of interest, and other common ethical issues.*

	Y (Yes), N (No), E (Expected), NA (Not Applicable)	Y	N	E	NA
1. Identified ethical issues and problems that arose or might arise in practice, including discussion of obligations outlined in the Code of Conduct, the Law Society Rules and the Legal Profession Act		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Engaged in critical thinking about ethical issues		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Made informed and reasoned decisions about ethical issues		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### V. Practice Management

*Through the articling term, students should gain an understanding of appropriate practice management. Specifically, students should be familiar with methods of managing time, files, finances (billing and accounting), as well as being able to delegate and provide appropriate supervision. The following items should provide students with general instruction on how to manage their law practice on a day-to-day basis.*

	Y (Yes), N (No), E (Expected), NA (Not Applicable)	Y	N	E	NA
1. Managed time (including prioritizing and managing tasks, tracing deadlines)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Practiced delegating tasks (e.g. to assistant) and provided supervision		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Managed files, including:					
a. Opening and closing files		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing or working with checklists		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Sending files for filing or storage		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Participated in or discussed the management of finances (billing and trust accounting)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Learned to use:					
a. Client conflict management system		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Time tracking (docketing time)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Limitation reminders		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Bring forward system		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. System for trust accounting		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. System for general accounting		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. System for client records and files		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Practice checklists		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Billing and collection system		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## VI. Client Relationship Management

*The articling experience should teach students to effectively manage client relationships. Students should participate in initial client interviews and understand the requirements of the Law Society with respect to the records and checks required during such meetings. Additionally, through instruction, students should understand the importance of timely and ongoing client communications, including reporting at the conclusion of a matter.*

	Y (Yes), N (No), E (Expected), NA (Not Applicable)	Y	N	E	NA
1.	Observed, participated in, and/or conducted initial client interviews, including:				
	a. Confirming who is represented and who is providing instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Confirming the client's identity pursuant to applicable standards/rule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Assessing the client's capacity and fitness (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Discussing and set fees and retainers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Reviewed, revised, and/or drafted a retainer letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Identified need for independent legal advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Documented client consent, client instructions, and advice provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Helped maintain regular client communication, including participating in client meetings and preparing correspondence to keep clients apprised of progress in their matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Addressed outstanding client concerns at matter conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Reviewed, revised, and/or drafted an exit/reporting letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## VII. Adjudication/Alternative Dispute Resolution

*The articling term should afford students the opportunity to identify core elements of a dispute and resolve disputes through the use of adjudication or alternative dispute resolution. At the outset of the articling term, students should have the opportunity to accompany lawyers to a variety of appearances (contested motions, trials, appearances before administrative bodies). As the student and the term progresses, the student should participate personally in small claims matters, negotiations, contested and uncontested motions. Likewise, responsibility in drafting of litigation documents should be graduated with time and experience.*

	Y (Yes), N (No), E (Expected), NA (Not Applicable)	Y	N	E	NA
1.	Discussed effective strategy for resolution of dispute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Attended or taken part in any form of Alternative Dispute Resolution (e.g. mediation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Drafted litigation documents, including:				
	a. Pleadings (e.g., Statement of Claim, Reply, Petition, Originating Notice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Affidavit for use in court proceeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Statement of documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Chambers application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Argument for use in court or chambers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Y (Yes), N (No), E (Expected), NA (Not Applicable)

	Y	N	E	NA
d. Brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Court order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Bill of Costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Appeal Book	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Factum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Prepared or responded to a motion or application (civil or criminal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Observed, participated in, and/or conducted interviews and briefing of witnesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Attended court or tribunal to speak to routine matters, including:				
a. Speak to a consent judgment or any matter by consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Adjourn a matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Argue motion/application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Conducted a simple hearing or trial before an adjudicative body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Participated in the Simplified Procedure Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Examined a witness in court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Cross-examined a witness in court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Attended a trial with your principal or another lawyer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Took out a judgement at court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Obtained a Writ of Execution and filed it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### VIII. General

If not mentioned above, please list other legal activities that the student has undertaken (use point form):

Click or tap here to enter text.

Other comments:

Click or tap here to enter text.



# APPENDIX D

CPLED

2019-2020 BAR ADMISSIONS  
MODULE SCHEDULE





# Saskatchewan CPLLED Bar Admissions Program 2019-2020 Module Schedule



MODULE & LOCATION	ASSIGNMENT / EXERCISE / EVALUATION	DUE DATE
<b>MODULE 1: Face-to-Face</b>	<b>August 26, 2019 to August 30, 2019</b>	
Interviewing and Advising (IA)* Travelodge South, Regina	IA Learning Exercise	Aug. 27
	IA Competency Evaluation	Aug. 30
<b>MODULE 2: Online</b>	<b>September 5, 2019 to September 26, 2019</b>	
Legal Research and Writing (LRW)	LRW Assignment	Sept. 12
	LRW Feedback from Facilitator	Sept. 19
	LRW Competency Evaluation	Sept. 26
<b>MODULE 3: Online</b>	<b>October 3, 2019 to October 24, 2019</b>	
Drafting Contracts (DC)	DC Assignment	Oct. 10
	DC Feedback from Facilitator	Oct. 17
	DC Competency Evaluation	Oct. 24
<b>MODULE 4: Face-to-Face</b>	<b>October 28, 2019 to November 1, 2019</b>	
Oral Advocacy (OA)* Hilton Garden, Saskatoon	OA Learning Exercise	Oct. 30
	OA Competency Evaluation	Nov. 1
<b>MODULE 5: Online</b>	<b>November 7, 2019 to November 28, 2019</b>	
Written Advice and Advocacy (WAA)	WAA Assignment	Nov. 14
	WAA Feedback from Facilitator	Nov. 21
	WAA Competency Evaluation	Nov. 28
<b>MODULE 6: Online</b>	<b>January 2, 2020 to January 23, 2020</b>	
Drafting Pleadings (DP)	DP Assignment	Jan. 9
	DP Feedback from Facilitator	Jan. 16
	DP Competency Evaluation	Jan. 23
<b>MODULE 7: Online</b>	<b>January 30, 2020 to February 13, 2020</b>	
Client Relationship Management (CRM)	CRM Assignment – Quiz	Feb. 6
	CRM Feedback – on completion of Quiz	
	CRM Competency Evaluation	Feb. 13
<b>MODULE 8: Online</b>	<b>February 20, 2020 to March 12, 2020</b>	
Practice Management (PM) Ethics & Professionalism (E&P)	PM Assignment – Quiz	Feb. 27
	PM Feedback – on completion of Quiz	
	PM Competency Evaluation	Mar. 5
	E&P Competency Evaluation	Mar. 12
<b>MODULE 9: Face-to-Face</b>	<b>March 23, 2020 to March 27, 2020</b>	
Negotiation* Travelodge South, Regina	Negotiation Learning Exercise	Mar. 25
	Negotiation Competency Evaluation	Mar. 27
<b>SUPPLEMENTALS: April 2, 2020 to April 16, 2020</b>		

\*MODULES 1, 4 & 9 are one week-long face-to-face modules. Attendance is mandatory for the full week.