



# **SOUTHERN LEGAL COUNSEL**

BALANCING THE SCALES SINCE 1977

## **ORIENTATION MANUAL FOR INTERNS/CLERKS**



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## TABLE OF CONTENTS

### Contents

|   |    |
|---|----|
| <b>INTRODUCTION</b> .....   | 3  |
| <b>OVERVIEW OF SOUTHERN LEGAL COUNSEL, INC.</b> .....             | 3  |
| <b>WORKING AT SOUTHERN LEGAL COUNSEL, INC.</b> .....              | 4  |
| <b>WHAT IS PRO BONO AND WHY DOES IT MATTER?</b> .....             | 8  |
| <b>WHAT TO EXPECT AS A VOLUNTEER</b> .....                        | 8  |
| <b>RECOGNITION OF VOLUNTEERS</b> .....                            | 10 |
| <b>WORKING WITH MARGINALIZED POPULATIONS</b> .....                | 10 |
| <b>CONCLUSION</b> .....   | 10 |
| <b>APPENDIX</b> .....   | 11 |
| <b>INFORMATION ON POVERTY</b> .....                               | 12 |
| <b>RULES REGULATING THE FLORIDA BAR</b> .....                     | 13 |
| <b>SAMPLE HOUR LOG</b> .....                                      | 16 |
| <b>FEDERAL JUDICIAL DISTRICTS OF FLORIDA</b> .....                | 17 |
| <b>FLORIDA STATE JUDICIAL CIRCUIT AND DISTRICT COURTS</b> .....   | 18 |
| <b>ONLINE COMMUNICATIONS POLICY</b> .....                         | 19 |
| <b>GRIEVANCE PROCESS</b> .....                                    | 21 |
| <b>INDIVIDUAL ASSIGNMENT INTERN/CLERK EVALUATION</b> .....        | 22 |
| <b>INDIVIDUAL ASSIGNMENT INTERN/CLERK EVALUATION RUBRIC</b> ..... | 23 |
| <b>END OF TERM INTERN/CLERK EVALUATION</b> .....                  | 27 |
| <b>END OF TERM INTERN/CLERK EVALUATION RUBRIC</b> .....           | 28 |
| <b>INTERN/CLERK EMERGENCY CONTACT FORM</b> .....                  | 31 |
| <b>CONFIDENTIALITY AGREEMENT</b> .....                            | 33 |
| <b>CONFLICT CHECK</b> .....                                       | 34 |
| <b>NEW INTERN/CLERK VOLUNTEER QUESTIONNAIRE</b> .....             | 35 |

## INTRODUCTION

Welcome to Southern Legal Counsel! We are so excited that you decided to join us! In this manual, you will find information about working at Southern Legal Counsel, working with our populations, and some forms that you will need to complete. Please review this manual thoroughly. If you have any questions, we are here to help.

### OVERVIEW OF SOUTHERN LEGAL COUNSEL, INC.

Southern Legal Counsel, Inc. (SLC) is a statewide, not-for-profit public interest law firm that is committed to the ideal of equal justice for all and the attainment of basic human and civil rights. SLC primarily assists individuals and groups with public interest issues who otherwise would not have access to the justice system and whose cases may bring about systemic reform. Our mission is to represent individuals with the goal of fixing the underlying problem(s) not only for our clients but also for others who have experienced similar injustices. SLC receives no government funding, which allows us to work on improving local, state, and federal systems without fear of repercussions. Additionally, SLC is one of the only providers of statewide pro bono legal services in Florida.

To achieve its goals, SLC uses a range of strategies including litigation, policy advocacy, and training and providing technical assistance to lawyers, laypersons, and organizations.

Founded in 1977 as an outgrowth of the University of Florida College of Law's Center for Governmental Responsibility, SLC has a long history of fighting for the rights of Floridians. Its mission has resulted in federal and state litigation involving a range of issues, including the rights of persons experiencing homelessness, transgender persons, and children in need of special education services.

During SLC's early years, its focus included environmental work, which resulted in the formation of 1000 Friends of Florida, the state's leading non-profit advocacy organization focused on "building better communities and saving special places."<sup>1</sup> SLC fills a unique role in Florida as part of the Florida Bar Foundation's "companion delivery system" that compliments traditional legal service organizations, which are prohibited from engaging in class actions and raising claims for attorneys' fees.<sup>2</sup>

While there is a need for such work in nearly every area of the law, Southern Legal Counsel presently accepts cases in the following areas:

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<sup>1</sup> 1000 Friends of Florida, <http://www.1000fof.org/about/>, accessed 12/2/19.

<sup>2</sup> Pursuant to the 1996 Congressional restrictions on Legal Services Corporation (LSC) programs.

- Access to Health Care;
- Children's Rights;
- Constitutional and Statutory Rights;
- Court Debt;
- Disability Law;
- Education;
- Equal Rights Amendment;
- Homelessness;
- Housing Rights;
- Immigrants' Rights;
- Institutional Reform;
- LGBTQ+, Sex, and Race Discrimination;
- Medicaid Reform; and
- Prevailing Party Attorneys' Fees.

### **WORKING AT SOUTHERN LEGAL COUNSEL, INC.**

Below is some practical information about working at Southern Legal Counsel, for both in-person and remote placements.

#### **Attendance**

SLC is generally open Monday through Friday, 9 A.M. – 5 P.M., excluding major holidays. While students have flexibility in setting their schedules to accommodate classes and other work obligations, volunteers are expected to be at SLC on days they are scheduled to work.

Prior to your first day, you should confirm your schedule with Samantha. If you need to request time off, contact your primary supervisor and copy Samantha, with as much advance notice as practicable. Be sure to document any time off on your timesheet.

If you are completing the placement for academic credit, you are responsible for tracking your hours and making up any missed hours.

If you are going to be late or absent on any given day, please call or email as soon as possible. If we do not hear from you, we will reach out to your emergency contact.

If you are sick, DO NOT COME TO WORK! Just call/email your primary supervisor and copy Samantha. And then, rest and take care of yourself!!

**NOTE:** Beginning March 2020, all SLC placements moved to being remote. Until further notice, all placements will remain remote.

#### ◆ **Remote Placements**

- ⦿ If you are working remotely, you can work outside regular business hours, though there may be times where you are asked to attend a meeting during regular business hours and every effort should be made to attend.
- ⦿ If you are sick or experience another emergency and will not be available for more than 24 hours, please notify Samantha as soon as practicable.

#### **CaseMap**

CaseMap is the program we use to track documents related to our litigation. Volunteers may be required to undergo CaseMap training. If so, MaryEl or Samantha will provide the specific details for the training, as well as any additional assignments.

#### **Grievances**

If you have a concern about the way you or someone else is being treated, inappropriate conduct, or similar circumstance, you can file a grievance pursuant to the Grievance Policy, which is provided as an appendix to this manual.

#### **Kitchen**

The kitchen and fridge are for everyone to use. There is a Keurig for everyone's use, and there is generally creamer in the fridge door, coffee pods or K-cups in the white cabinet, and sugar by the coffee maker. This is for anyone's general use, but feel free to bring in additional supplies if you would like.

SLC recycles and has labeled our trash bins for specific items. Please respect our signs, recycle your items, and clean up after yourself!

#### **Office Space**

SLC has space in the main foyer area and in the conference room, for volunteers to work. It is also possible that volunteers will be placed in offices that are empty for the day, when attorneys are out of the office. There is no need to check in with someone when you come in, unless there is no available space, in which case, you should check in with MaryEl or Samantha.

## **Parking**

You can park in our main lot or in front of our building on the street. You can park your bike or scooter on our porch. If parking in front of the building, please be sure to pull off the road as much as possible, and park with the flow of traffic, to avoid the possibility of a citation. In the event that the lot and the front of the building are both full, please see Carolyn or MaryEl for parking alternatives.

## **Supervision**

Samantha Howell oversees all volunteers/interns and provides the main administrative support to SLC staff and volunteers.

## **Technology**

You may bring in your own laptop to use while working at SLC. However, you should save all information to your Google Drive folder and be particularly conscientious of any third-party access to your laptop when not at SLC (for example, by a roommate or study partner). All information should be treated as confidential.

If an office computer (or other technology) is not working, please advise Carolyn or MaryEl as soon as possible so that it can be fixed. Do not save anything on the desktops of SLC computers – everything should be saved in your Google Drive folder.

All students will be asked to join Slack, as that is where assignments, check-ins, and other relevant information will occur. Students may be added to project-specific channels on Slack.

### **◆ Remote Volunteers**

Volunteers working remotely should complete all work and save it in their assigned Google Drive folder. Special attention should be given to confidentiality:

- Close all documents when done with work each day;
- Lock your laptop/tablet/phone, so that others cannot open it and access the files;
- Log out of your Gmail account when done with work each day;
- Be conscientious if printing documents with confidential information. All such documents should be shredded before discarding. If you are unable

to shred the documents, you can send them to or drop them off at our office for proper disposal;

- ☉ If listening to audio, use headphones;
- ☉ Use a privacy screen on your phone/laptop/tablet.

## **Timekeeping**

Your Google Drive will have a blank timesheet. It is your responsibility to keep your timesheet current, recording your decimal form (two hours, thirty minutes = 2.5 hours). Additionally, if you are working on a case, the name should appear in front of all work, if applicable (ex.: *Catron* – named documents in CaseMap [2.0 hours]).

Time should be kept contemporaneously and descriptions should be specific.

**NOTE:** This is how we verify the work you completed for hours or employment verifications.

## **Wi-Fi**

While at SLC, you may use our Wi-Fi, SLC Guest. The password is 8876HHFGF7G0H.

## **Work Product**

We will create a Google Drive folder for you. You should save all of your work in the Google Drive and, when complete, email the final product to the attorney who assigned it, and cc MaryEl.

For each assignment, you should confirm the desired product with the assigning attorney. For ease, we ask volunteers to use a standard format for naming documents, as follows: Date (yyyy.mm.dd) – Case – Title of Memo (ex. 2019.12.4 – Election – Definition of Ballot).

Volunteers should format all written assignments (memos, charts, spreadsheets, etc.) with a header as follows:

To: Assigning Attorney  
CC: Co-Counsel (if any)  
From: Clerk's Name  
Date: MM/DD/YYYY  
Re: Subject (eg. Grayson – Williams Deposition Summary)  
File: Case Name

A sample memo will be added to your memo drive. If you have questions about formatting, you can check with MaryEl or the assigning attorney.

If you would like to use something you produced for SLC as a writing sample, you **MUST** obtain prior approval from your primary supervisor before distributing it to third parties. Failure to comply is a breach of your duty to maintain confidentiality.

You may be assigned to an ongoing project, one that pre-dates your arrival and/or will continue after your term with SLC ends. If you are assigned an ongoing project, you will also be given a checklist at the beginning of the assignment, and you should review the checklist to make sure that you are familiar with all tasks. All ongoing assignments must be completed weekly, even if there is nothing to look at. Please note the date and your initials so that we know the task(s) was/were done. If you have any questions, check with your primary supervisor or MaryEl.

### **WHAT IS PRO BONO AND WHY DOES IT MATTER?**

Without assistance from volunteers, like you, SLC would not be able to do all of the work we do. By partnering with pro bono attorneys and law firms, and working with law students and undergrads, we are able to ensure that our work to protect Floridians from injustice continues.

The Rules Regulating the Florida Bar defines “pro bono legal service” as “legal service rendered without charge or expectation of a fee for the lawyer at the time the service commences.”<sup>3</sup> Hours of service performed by undergraduate interns, law clerks, and other non-attorneys also count towards SLC’s Pro Bono Program totals and, as such, all volunteers should keep an accurate and contemporaneous accounting of their time and tasks performed while at SLC.

### **WHAT TO EXPECT AS A VOLUNTEER**

SLC utilizes law clerks<sup>4</sup> and interns<sup>5</sup> and may use community members as volunteers. Any non-lawyer volunteer shall receive adequate instruction in their tasks, as well as supervision from an SLC attorney.<sup>6</sup> It should be noted that, “[i]f any activity requires the independent judgment and participation of the lawyer, it cannot be properly delegated to a nonlawyer employee.”<sup>7</sup>

Attorneys/staff are responsible for providing the information you need to complete an assignment. Sometimes, however, you may need additional instruction or issues may come

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<sup>3</sup> Comment to Rule 4-6.1 Pro Bono Public Service, Rules Regulating the Florida Bar, Updated September 19, 2019.

<sup>4</sup> Students enrolled at accredited law schools.

<sup>5</sup> Students enrolled at undergraduate schools or graduate programs other than accredited law school programs.

<sup>6</sup> Comment to Rule 4-5.3, Rules Regulating the Florida Bar, March 29, 2019.

<sup>7</sup> Comment to Rule 4-5.3, Rules Regulating the Florida Bar, March 29, 2019.

up during your research that require additional clarification. If you are unsure of your assignment, unsure of what is expected of you, have too much/not enough work, find the work too challenging/not challenging enough, or have other concerns, do not hesitate to ask the assigning attorney. We would rather explain a task twice than have you spend time doing something incorrectly. Our goal is to help you grow as a professional, future attorney, and volunteer!

SLS expects all volunteers to work in an ethical and professional manner. Students should disclose any potential conflicts at the beginning of their placement at SLC and treat client information as confidential.

Specifically, all volunteers are expected to:

- ◆ Conduct themselves in a professional manner appropriate for a law office;
- ◆ Comply with all SLC policies, including confidentiality requirements and SLC's online communication policy. The duty of confidentiality extends after a volunteer has stopped working at SLC;
- ◆ Focus on their work for SLC while at the office and not engage in excessive chit-chat, use the internet for social media or email for personal use, or distract others from their tasks;
- ◆ Manage their time effectively, work independently, and seek further clarification of assignments when necessary; and
- ◆ Remember that attorneys and staff will utilize their work for court filings, depositions, and hearings. Every assignment, even seemingly mundane ones, should be approached with a high attention to detail. Students should carefully review, proofread, cite check, and/or double-check every assignment to ensure high quality work product.

Students generally commit to working at SLC for a full semester. While we are able and willing to adjust hours to address unanticipated conflicts, sometimes students decide they cannot continue to work during the semester. In this case, students **shall** speak with their primary supervisor (preferably in person) prior to leaving and provide **two weeks' notice** and finish any pending assignments prior to leaving. Students who fail to follow this procedure should not expect a good reference from our organization.

**At least two weeks prior to your last day**, inform your primary supervisor and copy Samantha of your last day. You should also take care to complete any projects/assignments prior to your last day.

All volunteers will have an exit interview with Samantha Howell prior to or on their last day.

### **RECOGNITION OF VOLUNTEERS**

SLC acknowledges that the recognition of volunteers is just as important as their recruitment. An annual recognition ceremony will thus be hosted by SLC to honor the work of volunteer attorneys, law clerks, undergraduates, and community members during National Pro Bono Month (October). Awards will be given to an attorney, a law firm, and a law student, each of whom demonstrate exemplary service to their pro bono clients. Acknowledgements in local papers, bar association publications, and SLC publications will also be utilized to recognize the hard work of our volunteers.

### **WORKING WITH MARGINALIZED POPULATIONS**

Volunteers should be aware that working with marginalized populations can be challenging. Clients may be difficult to communicate with, they may not present as cleanly or neatly as other clients with which students have worked, and they may not respond as expected. Additionally, clients may experience factors apart from their legal matter(s) – such as homelessness, mental illness or addiction issues – that can make communication difficult. It is imperative that we treat our clients with dignity and respect.

Best practices dictate that materials for clients be drafted at a fourth-grade reading level, unless there is a reasonable belief that a client is able to understand more complex drafting.<sup>8</sup>

### **CONCLUSION**

Southern Legal Counsel is committed to the ideal of equal justice for all and the attainment of basic human and civil rights. Our volunteers help us achieve these goals while also developing skills that will assist them throughout their professional lives. We are deeply appreciative of your willingness to work with us and hope you have a wonderful learning experience!

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<sup>8</sup> Volunteers can view the readability of any document in Microsoft Word. To do so, volunteers will need to enable readability statistics by going to “File → Options → Proofing,” Under “When correcting spelling and grammar in word,” check the boxes for “check grammar with spelling” and “show readability statistics.” Spelling & Grammar Check must be completed prior to obtaining the readability statistics. This manual ranks at a Flesch-Kincaid Grade Level of 11.8, meaning an advanced 11<sup>th</sup> grade student should be able to understand it.

**APPENDIX**



## INFORMATION ON POVERTY

According to UNICEF, worldwide, roughly 22,000 children die *daily* due to poverty and one-half of the world's children live below the global poverty line.<sup>9</sup> Even in the United States, almost 50% of all children will be dependent on SNAP assistance (food stamps) at some point in their lives. Additionally, approximately 15% of all American households experience food insecurity at some point each year.<sup>1011</sup>

In the U.S., the federal poverty levels are as follows (for 2020)<sup>12</sup>:

| 2019 Poverty Guidelines for the 48 Contiguous States and the District of Columbia         |                   |
|---|-------------------|
| Persons in Family/Household   | Poverty Guideline |
| 1   | \$12,760          |
| 2   | \$17,240          |
| 3   | \$21,720          |
| 4   | \$26,200          |
| 5   | \$30,680          |
| 6   | \$35,160          |
| 7   | \$39,640          |
| 8   | \$44,120          |
| For families/households with more than 8 persons, add \$5,600 for each additional person. |                   |

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<sup>9</sup> In 2019, the Global Poverty Line sits at \$1.90/day (\$693.50/year), where it has been since 2015. At the time *Scarcity* was written, the GPL was \$1.25/day (\$456.25/year).

<sup>10</sup> *Scarcity*, p.147. Sendhil Mullainathan and Eldar Shafir. 2013.

<sup>11</sup> In 2013, the U.S. had 316.2 million people. In 2018, the population had increased to 327.2 million. U.S. Census Bureau. Last accessed 7/23/19.

<sup>12</sup> U.S. Federal Poverty Guidelines Used to Determine Financial Eligibility for Certain Federal Programs, <https://aspe.hhs.gov/poverty-guidelines>, effective January 15, 2020. New guidelines will be issued in January 2021.

## **RULES REGULATING THE FLORIDA BAR**

Volunteers should be familiar with the relevant Rules Regulating the Florida Bar (RRTFB). The most relevant rules are provided below.

### **Rule 4-1.1, Competence**

A lawyer must provide competent representation to a client. Competent representation requires the legal knowledge, skill, thoroughness, and preparation reasonably necessary for the representation.

### **Rule 4-1.6, Confidentiality of Information**

(a) Consent Required to Reveal Information. A lawyer must not reveal information relating to representation of a client except as stated in subdivisions (b), (c), and (d), unless the client gives informed consent.

(b) When Lawyer Must Reveal Information. A lawyer must reveal confidential information to the extent the lawyer reasonably believes necessary:

- (1) to prevent a client from committing a crime; or
- (2) to prevent a death or substantial bodily harm to another.

(c) When Lawyer May Reveal Information. A lawyer may reveal confidential information to the extent the lawyer reasonably believes necessary:

(1) to serve the client's interest unless it is information the client specifically requires not to be disclosed;

(2) to establish a claim or defense on behalf of the lawyer in a controversy between the lawyer and client;

(3) to establish a defense to a criminal charge or civil claim against the lawyer based on conduct in which the client was involved;

(4) to respond to allegations in any proceeding concerning the lawyer's representation of the client;

(5) to comply with the Rules Regulating The Florida Bar; or

(6) to detect and resolve conflicts of interest between lawyers in different firms arising from the lawyer's change of employment or from changes in the composition or ownership of a firm, but only if the revealed information would not compromise the attorney-client privilege or otherwise prejudice the client.

(d) Exhaustion of Appellate Remedies. When required by a tribunal to reveal confidential information, a lawyer may first exhaust all appellate remedies.

(e) Inadvertent Disclosure of Information. A lawyer must make reasonable efforts to prevent the inadvertent or unauthorized disclosure of, or unauthorized access to, information relating to the representation of a client.

(f) Limitation on Amount of Disclosure. When disclosure is mandated or permitted, the lawyer must disclose no more information than is required to meet the requirements or accomplish the purposes of this rule.

#### **Rule 4-5.3, Responsibilities Regarding Nonlawyer Assistants**

(a) Use of Titles by Nonlawyer Assistants. A person who uses the title of paralegal, legal assistant, or other similar term when offering or providing services to the public must work for or under the direction or supervision of a lawyer or law firm.

(b) Supervisory Responsibility. With respect to a nonlawyer employed or retained by or associated with a lawyer or an authorized business entity as defined elsewhere in these Rules Regulating The Florida Bar:

(1) a partner, and a lawyer who individually or together with other lawyers possesses comparable managerial authority in a law firm, must make reasonable efforts to ensure that the firm has in effect measures giving reasonable assurance that the person's conduct is compatible with the professional obligations of the lawyer;

(2) a lawyer having direct supervisory authority over the nonlawyer must make reasonable efforts to ensure that the person's conduct is compatible with the professional obligations of the lawyer; and

(3) a lawyer is responsible for conduct of such a person that would be a violation of the Rules of Professional Conduct if engaged in by a lawyer if the lawyer:

(A) orders or, with the knowledge of the specific conduct, ratifies the conduct involved; or

(B) is a partner or has comparable managerial authority in the law firm in which the person is employed, or has direct supervisory authority over the person, and knows of the conduct at a time when its consequences can be avoided or mitigated but fails to take reasonable remedial action.

(c) Ultimate Responsibility of Lawyer. Although paralegals or legal assistants may perform the duties delegated to them by the lawyer without the presence or active involvement of the lawyer, the lawyer must review and be responsible for the work product of the paralegals or legal assistants.



## SAMPLE HOUR LOG

| <b>NAME:</b>                        |            |          |  |                    |
|-------------------------------------|------------|----------|--|--------------------|
| <b>TIME SHEET</b>                   |            |          |  |                    |
| For the Period: XX/XX/XX – XX/XX/XX |            |          |  |                    |
| DATE                                | START TIME | END TIME | COMMENTS   | TOTAL HOURS WORKED |
| 1/12/21                             | 11a        | 11:30a   | Case Name – updating exhibit chart   | 0.5                |
|                                     | 11:30a     | 2:30a    | Case Name – researching rules for attorneys' fees in federal cases and drafting memo | 3.0                |
|                                     |            |          |  |                    |
|                                     |            |          |  |                    |
|                                     |            |          |  |                    |
|                                     |            |          |  |                    |
|                                     |            |          |  |                    |
|                                     |            |          |  |                    |
| <b>TOTALS</b>                       |            |          |  | <b>3.5</b>         |
| Signed _____                        |            |          |  |                    |
| Date _____                          |            |          |  |                    |



## FEDERAL JUDICIAL DISTRICTS OF FLORIDA

Florida is divided into three judicial districts that are referred to as the Southern, Northern, and Middle Districts of Florida. Appeals go to the 11<sup>th</sup> Circuit (which includes Ala. and Geo.).

### Southern District of Florida:

The Southern District comprises the counties of Broward, Dade, Highlands, Indian River, Martin, Monroe, Okeechobee, Palm Beach, and St. Lucie.

Court for the Southern District is held in Miami, Fort Lauderdale, Fort Pierce, Key West, and West Palm Beach.



### Northern District of Florida:

The Northern District comprises the counties of Alachua, Bay, Calhoun, Dixie, Escambia, Franklin, Gadsden, Gilchrist, Gulf, Holmes, Jackson, Jefferson, Lafayette, Leon, Levy, Liberty, Madison, Okaloosa, Santa Rosa, Taylor, Wakulla, Walton, and Washington.

Court for the Northern District is held in Tallahassee, Gainesville, Marianna, Panama City and Pensacola.



### Middle District of Florida:

The Middle District comprises the counties of Baker, Bradford, Brevard, Charlotte, Citrus, Clay, Collier, Columbia, De Soto, Duval, Flagler, Glades, Hamilton, Hardee, Hendry, Hernando, Hillsborough, Lake, Lee, Manatee, Marion, Nassau, Orange, Osceola, Pasco, Pinellas, Polk, Putnam, St. Johns, Sarasota, Seminole, Sumter, Suwannee, Union, and Volusia.

Court for the Middle District is held in Tampa, Fernandina, Fort Myers, Jacksonville, Live Oak, Ocala, Orlando and St. Petersburg.



## FLORIDA STATE JUDICIAL CIRCUIT AND DISTRICT COURTS

### First District

- 1<sup>st</sup> Judicial Circuit: Escambia, Okaloosa, Santa Rosa, and Walton
- 2<sup>nd</sup> Judicial Circuit: Franklin, Gadsden, Jefferson, Leon, Liberty, and Wakulla
- 3<sup>rd</sup> Judicial Circuit: Columbia, Dixie, Hamilton, Lafayette, Madison, Suwannee, and Taylor
- 4<sup>th</sup> Judicial Circuit: Clay, Duval, and Nassau
- 8<sup>th</sup> Judicial Circuit: Alachua, Baker, Bradford, Gilchrist, Levy, and Union
- 14<sup>th</sup> Judicial Circuit: Bay, Calhoun, Gulf, Holmes, Jackson, and Washington

### Second District

- 6<sup>th</sup> Judicial Circuit: Pasco and Pinellas
- 10<sup>th</sup> Judicial Circuit: Hardee, Highlands, and Polk
- 12<sup>th</sup> Judicial Circuit: DeSoto, Manatee, and Sarasota
- 13<sup>th</sup> Judicial Circuit: Hillsborough
- 20<sup>th</sup> Judicial Circuit: Charlotte, Glades, Collier, Hendry, and Lee

### Third District

- 11<sup>th</sup> Judicial Circuit: Miami-Dade and Monroe

### Fourth District

- 15<sup>th</sup> Judicial Circuit: Palm Beach
- 17<sup>th</sup> Judicial Circuit: Broward
- 19<sup>th</sup> Judicial Circuit: Indian River, Martin, Okeechobee, and St. Lucie

### Fifth District

- 5<sup>th</sup> Judicial Circuit: Citrus, Hernando, Lake, Marion, and Sumter
- 7<sup>th</sup> Judicial Circuit: Flagler, Putnam, St. Johns, and Volusia
- 9<sup>th</sup> Judicial Circuit: Orange and Osceola
- 18<sup>th</sup> Judicial Circuit: Brevard and Seminole



## ONLINE COMMUNICATIONS POLICY

### Purpose

While Southern Legal Counsel (SLC) understands the value of posting content online, all of SLC's interactions on the Internet should be consistent with SLC's mission and approved by the Executive Director. This policy is designed to provide guidance on how SLC employees and volunteers conduct themselves online, including but not limited to, using social media, posting in online forums, and blogging, as it relates to SLC. SLC employees and volunteers are defined as all paid and unpaid, full-time and part-time externs, fellows, and interns, as well as permanent or temporary positions who work at the discretion of SLC.

### The Policy

As a law firm, SLC has certain ethical obligations that it must follow. These obligations also apply to any online communications concerning SLC and extend to SLC's employees and volunteers, even after leaving SLC.

1. Only staff designated by the Executive Director is permitted to post information about SLC online.
2. SLC employees and volunteers shall refrain from:
  - a. Posting information about SLC, its cases or their role in SLC's work on all online media communications and platforms, unless prior approval has been obtained from the Executive Director;
  - b. Sharing any confidential information about SLC on the Internet; and
  - c. Posting the logo, copyrighted information or company-issued documents.
3. If contacted by the press concerning SLC (i.e. by email, social media etc.), SLC employees and volunteers shall notify the Executive Director or other designated staff.
4. If SLC employees and volunteers choose to be associated with SLC in online social networks, they must ensure that their profile and related content is respectful, professional, honest and consistent with how they would like to be presented to colleagues and clients.
5. SLC employees and volunteers have a right to their personal privacy. They have the right to keep their personal opinions, beliefs, thoughts and emotions private. SLC employees and volunteers are prohibited from sharing anything via social media channels that could violate another LSC employee or volunteer's right to privacy. Examples of social media disclosures that may compromise an employee or volunteer's right to privacy include, but are not limited to, pictures, video or audio

recorded and shared through social media channels without the permission of any single employee or volunteer featured, the public disclosure of private facts or the disclosure of information gained through unreasonable intrusion.

6. SLC has the right to request removal of any content deemed to be in violation of this policy. Failure to remove objectionable content or continued violation of this policy may result in termination of employment or volunteer position.
7. This policy should not be interpreted to interfere with protected concerted activity under the National Labor Relations Act.

This policy should be provided to all new SLC employees and volunteers.

  
\_\_\_\_\_  
Executive Director

  
\_\_\_\_\_  
Date



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## **GRIEVANCE PROCESS**

Ideally, conflicts/concerns can be addressed, promptly and professionally. There are three steps to the grievance process, should a problem arise:

1. Discuss the matter with the Pro Bono Director. If the matter remains unresolved, or if either party is unsatisfied with the resolution offered/provided, he/she/they can proceed to the next step.
2. Request and complete a Grievance Form, submitting it to the Pro Bono Director. Upon receipt, the Pro Bono Director will forward the Grievance Form to the responding party who shall have five days to respond, in writing. The Pro Bono Director shall make a determination within ten days of receipt of the response. If the complainant remains dissatisfied, they may proceed to step three.
3. Request that the grievance be submitted to the Executive Director for review.

The Executive Director will:

- a. Provide a written response indicating the final disposition within five days; or
- b. Schedule a conference for all parties involved in the incident(s), at the earliest possible time, with a final disposition issued within five days of the conference. The conference may be in person or via telephone.

If the matter concerns the Pro Bono Director, the grievance should be submitted directly to the Executive Director.

The investigation of a grievance will be conducted in a timely fashion. If necessary, the volunteer can be removed from the assignment/placement. Following the investigation, the involved parties will both be advised in writing of the determination.

**INDIVIDUAL ASSIGNMENT INTERN/CLERK EVALUATION**

**Student Name:** \_\_\_\_\_

**Attorney:** \_\_\_\_\_

**Assignment:** \_\_\_\_\_

| <b>Rating Categories</b>               |                              |                             |                              |                                |     |
|--|------------------------------|-----------------------------|------------------------------|--------------------------------|-----|
|  | Below<br>Expectations<br>(1) | Needs<br>Improvement<br>(2) | Meets<br>Expectations<br>(3) | Exceeds<br>Expectations<br>(4) | N/A |
| Development of<br>Ideas/Thesis         |                              |                             |                              |                                |     |
| Research and Use<br>of Source Material |                              |                             |                              |                                |     |
| Organization of<br>the Argument        |                              |                             |                              |                                |     |
| Rule Statements<br>and Synthesis       |                              |                             |                              |                                |     |
| Writing Style and<br>Mechanics         |                              |                             |                              |                                |     |



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**INDIVIDUAL ASSIGNMENT INTERN/CLERK EVALUATION RUBRIC<sup>13</sup>**

|                                     | <b>Below Expectations</b>   | <b>Needs Improvement</b>   | <b>Meets Expectations</b>  | <b>Exceeds Expectations</b>   |
|-------------------------------------|---|--|--|---|
| Development of Ideas/Thesis         | Work product lacks focus and/or discernible thesis; has difficulty determining key concepts; types of selected info and sources do not relate to concepts or answer research question; shows minimal engagement with the topic  | Shows some engagement with the topic but, thesis is weak, unclear or too broad; offers basic observations but rarely original insight; can determine key concepts; types of selected information and sources partially relate to concepts or answer research question  | Identifiable thesis representing adequate understanding of the assigned topic; offers some insight; can determine key concepts; types of information and sources selected relate to concepts or answer research question   | Clear, narrow thesis, representing full understanding of the assignment; demonstrates engagement with the topic; effectively determines key concepts; types of information and sources selected directly relate to concepts or answer research question; offers considerable insight  |
| Research and Use of Source Material | Little to no evidence provided in support of position; uses sources that lack relevance/quality ; application of facts to law is attempted but deficient; too few cases are used or too few facts are drawn from them; analogies and distinctions are weak or overly conclusive | Some evidence provided, but not enough to develop argument in a unified way; evidence may be inaccurate, irrelevant, or inappropriate; uses information from limited and similar sources; cases are present and accurate but underutilized; factual nuances were overlooked, though conclusions were supported | Information comes from a variety of relevant and appropriate sources; statutory interpretation is very strong but there is room to make more sophisticated analysis; case selection is very strong but cases and other materials are not always used as effectively as possible; analogies and distinctions are present but could be more nuanced, | Evidence is relevant, accurate, complete, well documented, and well-integrated; information is entirely from appropriate sources; statutory interpretation is sophisticated and well supported; the work demonstrates a sophisticated selection and placement of cases/other sources as well as the ability to work with key facts in those cases |

<sup>13</sup> Adopted from <https://www.mdc.edu/sailearn/documents/4.1%20Rubric%20Workshop%20Handout-Mary%20Allen.pdf>, <https://ssrn.com/abstract=1890832>, <https://www.skidmore.edu/adofsaad/documents/SkidmoreSupervisorEvalRubric-Sept2017.pdf>, and the American Association of Colleges and Universities (Information Literacy VALUE Rubric).

|                               |   |  |  |   |
|-------------------------------|---|--|--|---|
|                               |   |  | fact-sensitive, or explicit; the application of the facts to the law is well done but there is room for more sophisticated assertions or tighter conclusions   | through well-drawn analogies or distinctions; quoted language and case citations are used as support for analysis, not as a replacement for it; excellent fact sensitivity is evident in application of facts to law  |
|                               | <b>Below Expectations</b>   | <b>Needs Improvement</b>   | <b>Meets Expectations</b>  | <b>Exceeds Expectations</b>   |
| Organization of the Argument  | Organization is missing overall and within paragraphs; intro and conclusion may be lacking or illogical; the provided information is fragmented and/or used inappropriately (misquoted, taken out of context, incorrectly paraphrased, etc.) so that the intended purpose is not achieved | Organization, overall and/or within paragraphs, is formulaic or lacking in coherence; intro and conclusion may lack logic; the information is not synthesized fully; rules, explanation, and/or analysis may be confusing; elements may be missing or lacking, such as transitions or headings | Few organizational problems in re: paragraphs or transitions; intro and conclusion are effectively related to the whole; the product communicates, organizes, and synthesizes information from sources; the argument is well organized, though some elements could be organized better; some crispness/sophistication is lacking | Organization is logical and appropriate to the assignment; paragraphs are well developed and appropriately divided; transitions are evident and the thesis statements are clear; the product fully communicates, organizes, and synthesizes information from sources, with clarity and depth; intro and conclusion are effectively related to the whole |
| Rule Statements and Synthesis | The rules are confusingly written, incorrect, missing pieces or largely unsupported   | Rules may be technically correct but typically are not explained well; synthesis is attempted but problematic; cases are discussed seriatim, though  | While correct content-wise, some rules or elements could be better written or explained; synthesis is evident but meets with mixed   | Statements of the rule on each issues (and sub-issue) are accurate, effective, and well-articulated; the statute is mentioned where   |

|                             |   |   |  |   |
|-----------------------------|---|---|--|---|
|                             |   | cases are relevant and appropriate  | success; explanation may be lacking at times or over-reliant on string cites, quotes, or unnecessary facts   | relevant; rules are crystallized and explained in a sophisticated manner through well-reasoned and written synthesis  |
|                             | <b>Below Expectations</b>   | <b>Needs Improvement</b>  | <b>Meets Expectations</b>  | <b>Exceeds Expectations</b>   |
| Writing Style and Mechanics | Multiple and serious errors of sentence structure; frequent errors in spelling and capitalization; intrusive and/or inaccurate punctuation; proofreading not evident; writing evidences a need to work on the rules of standard written English; correctly uses one of the following: citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution; fails to demonstrate a full understanding of the ethical and legal restrictions on the use of published, | Sentences show errors of structure and little or no variety; writing lacks clarity or precision; many errors of punctuation, spelling and/or capitalization; errors interfere w/ meaning in places; careful proofreading not evident; correctly uses two of the following: citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution; student demonstrates a basic understanding of the ethical and legal restrictions on the use of published, confidential and/or | Effective and varied sentences; the writing contains few, if any errors, in style or mechanics, and these errors do not detract from the overall substantive strength of the product; despite technical accuracy, the writing lacks some precision, fluidity, or sophistication; correctly uses three of the following: citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution; demonstrates a comprehensive understanding of the ethical and legal restrictions on the use of published, | Each sentence structured effectively, powerfully; rich, well-chosen variety of sentence styles and length; virtually free of punctuation, spelling, capitalization errors; the writing is clear, concise, rhetorically effective, and meticulously proofread; correctly uses all of the following: citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution; demonstrates full understanding of the ethical and legal restrictions on the use of published, confidential |

|  |  |                            |  |                                      |
|--|--|----------------------------|--|--------------------------------------|
|  | confidential<br>and/or<br>proprietary<br>information | proprietary<br>information | confidential<br>and/or<br>proprietary<br>information | and/or<br>proprietary<br>information |
|--|--|----------------------------|--|--------------------------------------|



## END OF TERM INTERN/CLERK EVALUATION

| Summary Performance Ratings on Internship/Clerkship |                                     |
|---|-------------------------------------|
| Evaluation Criteria                                 | Score (from assignment evaluations) |
| Development of Ideas/Thesis                         |                                     |
| Research and Use of Source Material                 |                                     |
| Organization of the Argument                        |                                     |
| Rule Statements and Synthesis                       |                                     |
| Writing Style and Mechanics                         |                                     |
| Dependability                                       |                                     |
| Attendance and Punctuality                          |                                     |
| Organizational Fit                                  |                                     |
| Response to Supervision                             |                                     |
| <b>Total Score</b>                                  |                                     |

| Overall Performance Evaluation of Student Intern/Law Clerk |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| Below Expectations   | Needs Improvement        | Meets Expectations       | Exceeds Expectations     |
| <input type="checkbox"/>                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Comments:</b>   |                          |                          |                          |

|   |                          |                          |
|---|--------------------------|--------------------------|
| I reviewed this evaluation with the student intern/law clerk. | <b>Yes</b>               | <b>No</b>                |
|   | <input type="checkbox"/> | <input type="checkbox"/> |
| Date of review:   | <b>Date of Review</b>    |                          |
| <b>Comments:</b>  |                          |                          |

|  |                          |                          |
|--|--------------------------|--------------------------|
| If a position were available within the organization/company, would you recommend this student for employment? | <b>Yes</b>               | <b>No</b>                |
|  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Comments:</b>   |                          |                          |

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### END OF TERM INTERN/CLERK EVALUATION RUBRIC

|                            |   |  |  |   |
|----------------------------|---|--|--|---|
| Dependability              | Generally unreliable in completing work assignments; did not follow instructions and procedures promptly or accurately; was careless, and work needed constant follow-up; required close supervision  | Somewhat reliable in completing tasks; generally followed instructions and procedures; was somewhat attentive to detail but work had to be reviewed frequently; functioned with only moderate supervision  | Was generally reliable in completing tasks; normally followed instructions and procedures; was usually attentive to detail but work had to be reviewed occasionally; functioned with only moderate supervision                               | Consistently reliable in completing work assignments; always followed instructions and procedures well; was careful and extremely attentive to detail; required little or minimum supervision   |
| Attendance and Punctuality | Excessively absent and/or was almost always late for work   | Occasionally absent (without advanced notice/excuse) and usually on time <b>OR</b> usually reported to work as scheduled, and usually on time  | Rarely absent, and never unexcused, and almost always on time <b>OR</b> usually reported to work as scheduled and was always or almost always on time  | Always reported to work as scheduled with no unexcused absences and was always on-time  |
| Organizational Fit         | Unwilling or unable to understand and support the organization's mission, vision, and goals; exhibited difficulty in adapting to organizational norms, expectations, and culture; frequently seemed to disregard appropriate authority and decision-making channels | Struggled, but demonstrated efforts, to understand and support the organization's mission, vision, and goals; attempted to adapt to organizational norms, expectations, and culture, even if not entirely successful; generally functioned within appropriate authority and decision-making channels | Adequately understood and supported the organization's mission, vision, and goals; satisfactorily adapted to organizational norms, expectations, and culture; generally functioned within appropriate authority and decision-making channels | Completely understood and fully supported the organization's mission, vision, and goals; readily and successfully adapted to organizational norms, expectations, and culture; consistently functioned within appropriate authority and decision-making channels |
| Response to Supervision    | Rarely sought supervision   | Sought supervision, only   | Sought supervision   | Actively sought supervision when  |

|  |   |   |  |  |
|--|---|---|--|--|
|  | when necessary; was unwilling to accept constructive criticism and advice; seldom if ever implemented supervisor suggestions; was usually unwilling to explore personal strengths and areas for improvement | occasionally, when necessary; was sometimes receptive to constructive criticism and advice; implemented supervisor suggestions in some cases; was sometimes willing to explore personal strengths and areas for improvement | frequently when necessary; was usually receptive to constructive criticism and advice; implemented supervisor suggestions in most cases; was usually willing to explore personal strengths and areas for improvement | necessary; was always receptive to constructive criticism and advice; successfully implemented supervisor suggestions when offered; was always willing to explore personal strengths and areas for improvement |
|--|---|---|--|--|





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**INTERN/CLERK EMERGENCY CONTACT FORM**

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

Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

Email Address: \_\_\_\_\_

Preferred Phone: \_\_\_\_\_

**In the event of an emergency, please contact:**

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

Relationship to You: \_\_\_\_\_

Address: \_\_\_\_\_

Preferred Day Phone: \_\_\_\_\_

**The following information will only be disclosed and used in emergency situations.**

Are there any important medical conditions, allergies, or other special instructions you would like us to know about in the event of an emergency and you are unable to communicate to emergency help? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Hospital Preference: \_\_\_\_\_

Insurance Provider: \_\_\_\_\_



# **SOUTHERN LEGAL COUNSEL**

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**CONFIDENTIALITY AGREEMENT**

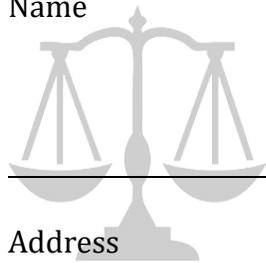
I, \_\_\_\_\_, agree that I will not reveal at any time any information relating to the representation of a client by Southern Legal Counsel, Inc. or any other information designated as confidential. Any violation of this Agreement may result in my immediate termination and/or legal action being taken against me.

By signing this agreement, I acknowledge that I have read the agreement, have full authority to enter into the agreement and agree to all of its terms. I have had the opportunity to raise any questions about the agreement and to discuss any desired modifications.

PLEASE PRINT:

\_\_\_\_\_

Name



**SOUTHERN  
LEGAL COUNSEL**

Address

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\_\_\_\_\_

Telephone or Contact Number

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

**CONFLICT CHECK**

1. Please list the names and addresses of all government agencies, non-profit organizations, law enforcement agencies or law firms that you have worked for or volunteered with in the past 10 years. For all organizations, agencies, or firms that you have worked for or volunteered with in the past 5 years, please include a description of your duties, the name of your supervisor, and the name of any cases that you worked on, if applicable.

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2. Please indicate whether you are related to or live with anyone who is currently employed by or volunteers for a government agency, non-profit organization, law enforcement agency or law firm.  Yes  No

If you answered yes, please list the names and addresses of the agencies, organizations, or firms.

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3. Please indicate whether you are related to or have lived with anyone who, within the last 10 years, was employed by or volunteered for a government agency, non-profit organization, law enforcement agency, or law firm.  Yes  No

If you answered yes, please list the names and addresses of the agencies, organizations, or firms.

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## NEW INTERN/CLERK VOLUNTEER QUESTIONNAIRE

Name: \_\_\_\_\_ Preferred Phone Number: \_\_\_\_\_

Preferred Email: \_\_\_\_\_ (Note: this email will be used to communicate information/assignments concerning your internship and SLC-assigned Google Drive)

Gmail (if different from above): \_\_\_\_\_  
 (This email will be used to set up your Google Drive folder)

Please list any languages you speak other than English: \_\_\_\_\_

Circle Applicable Description:      Law Student              Undergraduate              Other

Major (if applicable): \_\_\_\_\_  
 \_\_\_\_\_

Expected Graduation Date (if applicable): \_\_\_\_\_

Circle Position at SLC:      CGR Fellow              Externship  
    FBF Summer Fellow              Stetson Internship  
    Communications Internship              Paid by SLC  
    Paid by someone other than SLC              Volunteer/Pro Bono

Other Internship (receiving academic credit)

Number of hours per week: \_\_\_\_\_ Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Proposed Schedule:

| Day       | Time(s) |
|-----------|---------|
| Monday    |         |
| Tuesday   |         |
| Wednesday |         |
| Thursday  |         |
| Friday    |         |

