

GUIDE

INDEPENDENT ASSESSMENT PROCESS

A INTRODUCTION TO THE INDEPENDENT ASSESSMENT PROCESS

Introduction: Who may participate in the IAP

This Independent Assessment Process (IAP), is part of an overall settlement of claims arising from the operation of Indian Residential Schools (IRS). That settlement has two main financial compensation components. The first is the Common Experience Payment (CEP) which provides compensation for the kind of wrongs suffered by most former students. It is based on their years of residence: no specific abuses need be proven to receive the CEP. For further information about the CEP and/or to obtain an application form for the CEP, please call 1-866-879-4913.

This IAP provides additional compensation to individuals who can establish specific abuses at residential schools above and beyond those covered by the CEP. Compensation is available for sexual abuse, serious physical abuse, and certain other wrongful acts which caused serious psychological consequences for the individual. This Guide will help you understand if you are eligible for the IAP. If so, it will help you fill out the form required to apply for the IAP.

You may have your abuse claim considered in this IAP:

- if you are a former resident of an IRS (see Appendix G) and you did not opt-out of the settlement agreement which created this IAP; or
- if you are not a former resident, but were abused after being permitted on the premises of an IRS by a staff member to take part in an authorized activity and you were under 21 years of age at the time of the abuse; and

provided that, in either circumstance, you have not already been compensated for your abuse claim or it was not dismissed at a trial.

Note: If you settled your claim in the previous Dispute Resolution process and you signed a release after May 30, 2005, see Appendix A.

What process will be followed for my claim?

To submit your claim you will have to complete and return the *Application Form*. You may resolve your claim individually or you may advance your individual claim as part of an established group of former students who wish to help each other through the process.

Most claims in the IAP will be dealt with in what is called a standard track. The usual process is that your claim will be dealt with at a hearing conducted by a neutral decision-maker. It may be possible, however, to resolve your claim without a hearing on the basis of the information you provide in your application form, or through informal discussions to supplement the information you provide in the form.

Some claims will be dealt with in what is called a complex issues track. The complex issues track will be used if you are making a claim for actual income loss (see page 18), or a claim that certain types of wrongful acts (other than sexual abuse or the defined serious physical abuses) caused you very serious psychological consequences (see page 22-23). Hearings, or at least interviews, will always be required for all cases in this track, and certain issues will require more detailed proof than in the standard track. Expert evidence will almost always be required.

Finally, if your claim is exceptionally serious or complicated, you may ask the Chief Adjudicator to permit you to bring it to the courts. This approach is available where:

- there is sufficient evidence that your claim is one where the actual income loss or consequential loss of opportunity may exceed the maximum compensation permitted by this IAP;
- there is sufficient evidence that you suffered catastrophic physical harms such that compensation available through the courts may exceed the maximum permitted by this IAP; or,
- in an “other wrongful act claim,” the evidence required to address the alleged harms is so complex and extensive that recourse to the courts is the more appropriate procedural approach. (see pages 22-23)

Why Retain a Lawyer

All of the parties who developed this Independent Assessment Process believe that claimants should be represented by a lawyer. While every effort has been made to create a process that is easy to use, safe, accommodating and respectful for all participants, the IAP is complex and involves difficult legal concepts and processes.

You are free to advance your claim without a lawyer, but it is strongly recommended that you hire a lawyer to help you.

Legal costs

If you decide to hire a lawyer to represent you throughout the entire process, and you are successful in being awarded compensation by the decision-maker, the government will assist you with your legal bill by adding 15% to your award to help you pay your lawyer. This is on top of the compensation you are entitled to for wrongs you suffered. You will be responsible for paying any additional amount if you have agreed to pay your lawyer more than 15%.

As well as legal costs, you or your lawyer will be reimbursed for reasonable and necessary out-of-pocket expenses that have been spent in order to participate in this process. In discussion with you or your lawyer, reasonable and necessary amounts will be assessed. If you or your lawyer disagree with the amount, an independent decision-maker will determine the amount. You will have to provide receipts for your expenses to have them paid in this process.

Communication with your lawyer

Please note that if you are represented by a lawyer, communication will be directly with him or her. This is to respect the relationship that you have with your lawyer, and to make sure that your lawyer's ability to represent your best interests is not affected. This is a standard requirement across Canada for anyone who has hired a lawyer. If you do not hire a lawyer, communication will be directly with you.

Finding a lawyer

You may consult the official court website for a list of lawyers who represent former students and participated in the settlement agreement which led to the IAP (see <http://www.residentialschoolsettlement.ca/lawyers.html>). You may also contact your regional law society or lawyer referral service. The telephone numbers and websites are listed in Appendix C.

Counselling Support

Completing the application can be a very painful process. Health Canada and Indian Residential Schools Resolution Canada are committed to making sure that claimants who are resolving their residential school claims have access to counselling support.

The Mental Health Supports Program includes the following:

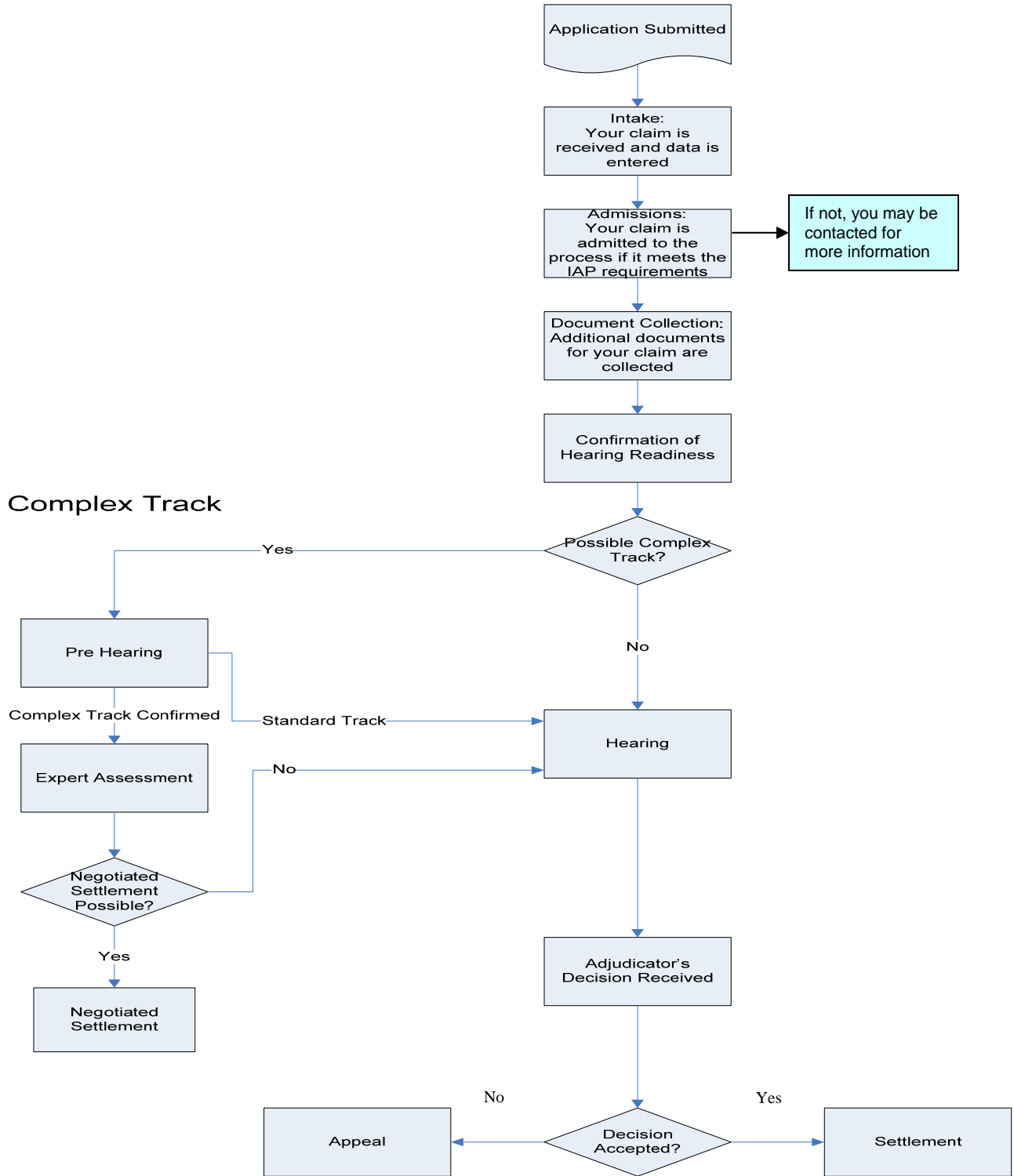
- a) 24-hour access to counselling support at 1-866-925-4419;
- b) health support workers known as Resolution Health Support Workers.

There are additional supports available for those claimants who are accepted in this Independent Assessment Process:

- a) professional counselling services for individual claimants and families when required
- b) reasonable transportation costs (must be approved in advance) to and from approved counselling sessions and traditional healing supports (see below)
- c) reasonable travel costs for support people (for example, a family member or Elder) to attend hearings.

Because personal information is protected by the Privacy Act, Health Canada needs your written permission to ask Indian Residential Schools Resolution Canada for information about you and your claim. If you need to access professional counselling services, you will need to sign a permission form found in the Health Resolution Supports Program brochure and return it to Health Canada in the self-addressed envelope.

B HOW THE INDEPENDENT ASSESSMENT PROCESS WORKS



C APPLICATION FORM

GENERAL DIRECTIONS

This *Guide* is the document that tells you about the Independent Assessment Process and how to complete the *Application Form*. It explains whether your claim can be resolved in this process. There is an official document governing the Independent Assessment Process. It is called the *Independent Assessment Process (IAP) for continuing Indian Residential School Abuse Claims*. It is available on the Indian Residential Schools Resolution Canada website at www.irsr.gc.ca, or by calling **1-866-879-4913**. If there are differences between this *Guide* and the official document, the official document will govern and take priority over this *Guide*.

The information you provide in the *Application Form* will be used:

- to decide if your claim fits within this Independent Assessment Process;
- to decide which processes and rules apply to your claim
- to research your attendance at the school(s) and to find documents relating to your claim; and
- to help the decision-maker ask you questions about your residential school abuse and its effect on your life.

Complete all sections of the *Application Form* that apply to you by giving as much information and detail as possible. Be sure to read and sign the Declaration at the end of the form. If your *Application Form* is not complete, you may be asked to provide more details, and it may delay the processing of your claim.

The information you provide in your *Application Form* is a very important part of what the decision-maker will consider when deciding whether or not to award you compensation, and if so, how much to award you. If there are differences between what you say in the *Application Form* and what you say at a hearing, these differences may hurt your claim, unless there is a good reason for these differences, or it may delay your hearing. For these reasons, you should take care in completing the form.

If someone other than a lawyer helps you fill out the *Application Form*, it is important that he or she complete question 11 on page 5 of the *Application Form*.

Before filling out the *Application Form*, please remember to:

- **Review** the entire Application Package. Take as long as you need to read the Application Package and to fill out the Application Form. Applicants filling out the form in 2011 will need to take note of the final deadline for submitting applications. There is a deadline for the submission of applications to this process. If you are considering applying in 2011 or later, call 1-866-879-4913 to obtain the cut-off date for applications.
- **Check** whether you may participate in the Independent Assessment Process (see page 2).
- **Consider** having someone with you or nearby for support, such as a family member, counsellor, traditional healer, Elder or someone else from your community.
- **Consider** hiring a lawyer to represent you in the Independent Assessment Process.

When filling out the *Application Form*, remember to:

- **Read first**
Read all questions and requests for information carefully before answering.
- **Use Black Ink**
Please type or use black ink pen.
- **Be complete**
Answer all of the sections of the *Application Form* that apply to you, to the best of your ability. If you can't remember an exact date, you may provide an approximate time period. If a section or question does not apply to you or if you do not know an answer, please write not applicable, or don't know. Do not guess the answers, but provide as much detail as you remember. If your *Application Form* is incomplete, you or your lawyer (if you have one) may be contacted for more details. This may delay the decision about whether your application is accepted into the Independent Assessment Process.
- **Use extra paper if necessary**
Use as many extra sheets of paper as you need to provide complete information about your claim. You may also write notes or draw diagrams or pictures that help explain your claim. For example, you can draw a diagram or map of where the abuse took place at the residential school.

After filling out the *Application Form*, also remember to:

- Review all of your answers in the *Application Form* to make sure they are as complete as possible.
- Make a copy of your *Application Form* for your records.
- Use the self-addressed envelope provided and send your *Application Form* to:

**Indian Residential Schools Independent Assessment Process
Suite 3-505, 133 Weber Street North,
Waterloo, Ontario
N2J 3G9**

Next steps

- **Gather your required documents**

Depending on the level of compensation you are claiming, you may have to collect and submit the required documents listed in Appendix F of this *Guide*. You do not have to submit the required documents with the *Application Form*, only later in the process, if you are accepted into the IAP.

- **Provide notice of changes**

If you need to change any information in your *Application Form* after you have sent it, please inform your lawyer or, if you do not have a lawyer for your claim, the Indian Residential Schools Independent Assessment Process (at the address on page 8) immediately of the changes, in writing. Examples of important changes include a change of address, a change of lawyer, new information about your claim, or if you want to leave a group and to proceed by yourself.

INFORMATION TO ASSIST YOU WITH EACH QUESTION IN THE APPLICATION FORM

In this part of the *Guide*, we provide an explanation of the questions in the *Application Form*, and offer advice on how to complete it.

SECTION 1 - PERSONAL, FAMILY AND COMMUNITY INFORMATION

Questions 1 – 9

The information you provide here is needed for identification purposes. Your contact information will allow us to communicate with you.

Question 10: Group Process

Please read Appendix D before you complete this section.

Question 11:

This information may assist the decision-maker in dealing with your claim, if questions arise about what is written in your application.

Questions 12 – 14:

These questions help assess your eligibility and priority for the IAP. See the Introduction for more information on eligibility. The priorities for screening applications and scheduling hearings are, in order:

- a) Applications from persons who submit a doctor's certificate indicating that they are in failing health such that further delay would impair their ability to participate in a hearing;
- b) Applications from persons 70 years of age and over;
- c) Applications from persons 60 years of age and over;
- d) Persons who have completed examinations for discovery;
- e) Persons who are applying as members of a group (see appendix D)

Among persons in categories d or e, above, the health of any alleged perpetrator who has indicated they will give evidence at a hearing may be used to establish priority.

SECTION 2 — RESIDENTIAL SCHOOL IDENTIFICATION

Questions 1 & 2:

The information in this section helps research your residential school attendance. It also tells us if you were a residential school student or, if not, why you were on residential school property.

Please see Appendix G for a list of residential schools and what to do if your school is not on the list.

Please list the schools you attended, beginning with the first school. Add more pages if you went to more schools than there is space to list. Please indicate if you were there some years, but not others. Please provide any information you have about your attendance dates. If you do not remember the exact dates of your attendance, the approximate dates you provide will be used to locate and research your attendance records.

SECTION 3 — THE ABUSE

Here we ask you to describe any sexual abuse, serious physical abuse or other wrongful acts (see chart on page 13 for a description of the particular wrongful acts which qualify for compensation in the IAP).

The information you provide in this Section will be used:

- to decide if your claim fits within this Independent Assessment Process and, if so, to decide the proper procedure for your case.
- to help the decision-maker understand the events/abuse you experienced while at a residential school and the effect on your life.
- as a very important part of what the decision-maker will consider when deciding whether or not to award you compensation and, if so, how much to award you.

Question 1:

In this part of the *Guide* we provide an explanation of how to complete each section in the chart:

Incident of abuse:

Briefly state the kind of abuse, for example: “I was fondled”, or “I was hit and my arm was broken”.

Level of abuse:

Please consult the chart on page 13 and select the level which best describes the abuse you suffered, for example, if you were fondled over the clothes, put SL1.

Dates:

Give the date(s) of the abuse (including the month and year) or, if you do not know the date(s), your age(s) or the grade(s) you were in at the time, as close as you can remember.

Who abused you:

This IAP applies to abuse committed by fellow students, employees and certain other adults depending on why they were at the school. If your abuser was not a student or an employee, please tell us why they were at the residential school. **You will not have to come in contact with the person you claim abused you.**

1. This Table asks for brief information about the abuse you experienced. Below is an example of how the table is filled out.

Information about the abuse				
	Incident of abuse	Level of abuse (from page 13 of the Guide)	Approximate date(s) when abuse occurred (month/year)	Who abused you (give the name and if they were an adult at the time, also give the person's job or position if you know them)
1	Touching under clothing	SL1	February and March 1958	Miss Smith, dormitory supervisor
2	Hit on wrist with hockey stick, broken wrist	PL	Fall 1957	Mr. Thomas, teacher
3				
4				
5				

Levels of Abuse

Level	Description
SL5	<ul style="list-style-type: none"> • Repeated, persistent incidents of anal or vaginal intercourse. • Repeated, persistent incidents of anal/vaginal penetration with an object.
SL4	<ul style="list-style-type: none"> • One or more incidents of anal or vaginal intercourse. • Repeated, persistent incidents of oral intercourse. • One or more incidents of anal/vaginal penetration with an object.
SL3	<ul style="list-style-type: none"> • One or more incidents of oral intercourse. • One or more incidents of digital anal/vaginal penetration. • One or more incidents of attempted anal/vaginal penetration (excluding attempted digital penetration). • Repeated, persistent incidents of masturbation.
PL	<ul style="list-style-type: none"> • One or more physical assaults causing a physical injury that led to or should have led to hospitalization or serious medical treatment by a physician; permanent or demonstrated long-term physical injury, impairment or disfigurement; loss of consciousness; broken bones; or a serious but temporary incapacitation such that bed rest or infirmary care of several days duration was required. Examples include severe beating, whipping and second-degree burning.
SL2	<ul style="list-style-type: none"> • One or more incidents of simulated intercourse. • One or more incidents of masturbation. • Repeated, persistent fondling under clothing.
SL1	<ul style="list-style-type: none"> • One or more incidents of fondling or kissing. • Nude photographs taken of the Claimant. • The act of an adult employee or other adult lawfully on the premises exposing themselves. • Any touching of a student, including touching with an object, by an adult employee or other adult lawfully on the premises which exceeds recognized parental contact and violates the sexual integrity of the student.
OWA	<ul style="list-style-type: none"> • Being singled out for physical abuse by an adult employee or other adult lawfully on the premises which was grossly excessive in duration and frequency and which caused psychological consequential harms at the H3 level or higher. • Any other wrongful act committed by an adult employee or other adult lawfully on the premises which is proven to have caused psychological consequential harms at the H4 or H5 level.

Question 2:

Please be as specific and detailed as possible in your description of the abuse you suffered.

Use your own words. Your application cannot be accepted if it has someone else describing what happened to you. For example, it cannot state: “The claimant then went to the principal’s office.” It must state: “I went to the principal’s office...”

Using your own words, please describe the following:

1. The sexual abuse, serious physical abuse or other wrongful acts (as defined) that you suffered. If you were abused more than once, and the abuse was similar or the same, describe the abuse only once.
2. If you were repeatedly abused, **how many times and over what period** of time these incidents occurred.
3. The **events surrounding** the abuse. (For example, what led to the abuse or what happened after the abuse took place?)
4. **When** each incident took place. (For example, how old were you? Which grade were you in? What was the approximate date? Which season was it?)
5. If you attended more than one residential school, at **which school** the abuse occurred.
6. **The location** where the abuse took place (for example, in the dorm room).
7. **All individuals involved** in the abuse. It is important that we are able to connect each individual you describe to each incident of abuse.

You might not remember the name of the person(s) who abused you, but enough information about the person will be needed to identify them, or, if they were an adult employee of the IRS, at least to permit the identification of their role at the school. If enough information is not provided to reasonably identify the person, it may not be possible to accept your application.

If the person(s) you claim abused you participate(s) in the process, you do not have to come face to face with them.

8. If you were sexually abused by a fellow student, please indicate whether they were older than you or whether they used threats or coercion.
9. Any other important information that will help the decision-maker understand the nature of your abuse.

If you do not know the answers to any of the points above, do not guess, but provide as much detail as you remember.

NOTE: Instead of completing this question, you may attach any transcript of testimony you have previously provided that describes the abuse. Please review the information on the transcript and ensure that it addresses all of the points above.

ADDITIONAL INFORMATION ON HOW DECISION-MAKERS WILL DETERMINE IF WHAT YOU CLAIM CAN LEAD TO COMPENSATION IS PROVIDED IN APPENDIX A.

Question 3: Aggravating Factors

Please indicate which, if any, of the listed factors made your abuse worse for you. Tick all boxes that describe your own experience.

Question 4: Abuse by a Student: Information about reports

If you were abused by another student, you will need to provide information on whether or not this abuse was reported to staff or whether you believe staff at the residential school knew or should have known that students were being abused by other students.

This page asks you for information about any report you may have made to school, church or government authorities about your abuse by other students while at the residential school. Please provide details of each person you reported it to. If you told someone other than an authority, you may consider calling them as a witness.

If you did not report the abuse but believe that staff at the residential school should have known that students were being abused by other students, please provide us with details of why you believe this.

SECTION 4 – HARMS SUFFERED AND TREATMENT RECEIVED

In this section, please tell us about the emotional or psychological effects of the abuse you experienced at residential school. If you suffered physical injuries, please describe these as well. Your answers will help the decision maker better assess the harm caused by the abuse.

Question 1:

Please refer to the chart on page 16 before you complete this section of the application. It will help you focus your descriptions on harms which can lead to compensation in this IAP.

Questions 2 & 3:

Any resulting physical injury and any treatment received should be included in this section.

Question 4:

If you ever received treatment or counselling or visited a traditional healer for emotional, or psychological problems resulting from the abuse you described, please describe the treatment, counselling or traditional healing you received.

Question 5:

Please review the chart below and tick the appropriate box in your application.

Level of Harm	Consequential Harm
H5	<p>Continued harm resulting in serious dysfunction.</p> <p><u>Evidenced by:</u> psychotic disorganization, loss of ego boundaries, personality disorders, pregnancy resulting from a defined sexual assault or the forced termination of such pregnancy or being required to place for adoption a child resulting therefrom, self-injury, suicidal tendencies, inability to form or maintain personal relationships, chronic post-traumatic state, sexual dysfunction, or eating disorders.</p>
H4	<p>Harm resulting in some dysfunction.</p> <p><u>Evidenced by:</u> frequent difficulties with interpersonal relationships, development of obsessive-compulsive and panic states, severe anxiety, occasional suicidal tendencies, permanent significantly disabling physical injury, overwhelming guilt, self-blame, lack of trust in others, severe post-traumatic stress disorder, some sexual dysfunction, or eating disorders.</p>
H3	<p>Continued detrimental impact.</p> <p><u>Evidenced by:</u> difficulties with interpersonal relationships, occasional obsessive-compulsive and panic states, some post-traumatic stress disorder, occasional sexual dysfunction, addiction to drugs, alcohol or substances, a long term significantly disabling physical injury resulting from a defined sexual assault, or lasting and significant anxiety, guilt, self-blame, lack of trust in others, nightmares, bed-wetting, aggression, hyper-vigilance, anger, retaliatory rage and possibly self-inflicted injury.</p>
H2	<p>Some detrimental impact.</p> <p><u>Evidenced by:</u> occasional difficulty with personal relationships, some mild post-traumatic stress disorder, self-blame, lack of trust in others, and low self-esteem; and/or several occasions and several symptoms of: anxiety, guilt, nightmares, bed-wetting, aggression, panic states, hyper-vigilance, retaliatory rage, depression, humiliation, loss of self-esteem.</p>
H1	<p>Modest Detrimental Impact.</p> <p><u>Evidenced by:</u> Occasional short-term, one of: anxiety, nightmares, bed-wetting, aggression, panic states, hyper-vigilance, retaliatory rage, depression, humiliation, loss of self-esteem.</p>

SECTION 5 — EDUCATION AND WORK HISTORY

Question 1:

Please give details of your **formal education and/or other training**, beginning with the first school or program you attended. Include any education or training that you started, even if you did not complete it. Also include any courses you applied for but were not accepted into.

Question 2:

Please give details of your work history, including times when you were unemployed and when you were employed. Begin with your first job and end with your most recent job or period of unemployment. In describing your work history, if you were unemployed for a period of time, please give the reason(s) why. For example, tell us if you quit your job, were fired, or became ill (physically, emotionally or psychologically). Also include time spent parenting your children or other children, volunteering, and self-employment such as hunting, traditional art or other activities.

Please include all income from employment, self-employment, social assistance, workers' compensation, disability benefits, (un)employment insurance, and any other money earned. If you do not know the information, do not guess, but provide as much detail as possible.

Question 3:

Your responses in this section will help the person deciding your case understand what opportunities or income you may have lost as a result of your abuse. Loss of opportunity may include not being able to complete an educational program because of the effect of the abuse you suffered at residential school. The abuse may also have affected the level and type of employment you have achieved to date.

Question 4:

If you are claiming Consequential Loss of Opportunity, please see the chart below and tick the appropriate box in your Application.

Consequential Loss of Opportunity	
OL5	Chronic inability to obtain employment
OL4	Chronic inability to retain employment
OL3	Periodic inability to obtain or retain employment
OL2	Inability to undertake/complete education or training resulting in underemployment, and/or unemployment
OL1	Diminished work capacity – physical strength, attention span

If you are claiming **Actual Income Loss**, your claim will involve a higher level of proof as required by the complex issues track. You may be required to submit additional documentation and agree to an expert assessment. Please note that actual income loss is different from a loss of opportunity, and you may only seek compensation for one or the other.

The difference between opportunity loss and income loss is as follows:

A loss of opportunity means that you had no income, or a reduced income, or reduced opportunities, because of the effects of the abuse at the IRS. Actual income loss refers to circumstances where you had an established pattern of earnings which was interrupted when trauma from your abuse surfaced and blocked your ability to continue earning income.

A claim for actual income loss puts your case into the complex issues track, where all of the consequential harms and actual income losses must be proven to have been caused by one or more compensable claims, and compensation must be assessed, in both matters according to the same standards a court would apply in like matters. It is for this reason that it is strongly recommended that you seek legal advice if you wish to pursue a claim of this kind.

SECTION 6 — FUTURE CARE

Question 1:

Your answers in this section will help the decision-maker assess whether you should be compensated for future care costs and, if so, by how much. Please provide information about any requirements and plans you may have or want for future treatment or counselling to address the harms which were caused by abuse which is compensable in this IAP.

In deciding whether to make an award for future care, the decision-maker will consider the impacts of the compensable abuse on you, any treatment you have already obtained, whether you need to travel to obtain care, whether other funding sources can pay all or part of the cost, and whether you have both a need for the proposed treatment, and a genuine desire to obtain that treatment.

The best way to demonstrate your need and commitment is to provide the decision-maker with a well-thought-out plan for the treatment you desire, showing why it will address the harms which the compensable abuse caused, and why you are committed to following the plan. If you do not already have a treatment plan, you may want to talk to your medical or counselling professional before you fill out this section.

SECTION 7 – HEARING PREFERENCES AND CHURCH INVOLVEMENT

Questions 1 – 5

Every effort will be made to accommodate your stated preferences. Church representatives (but not an alleged perpetrator) may attend your hearing if they wish.

SECTION 8 - DECLARATION

Please read the Declaration carefully. The *Application Form* is a legal document that you, the claimant, must sign to:

- i) give your permission to certain groups to research your case;
- ii) confirm that you understand how your personal information will be used (see Appendix B);
- iii) agree to respect the confidentiality of the process;
- iv) confirm that all information you give in the application is true.

If you are represented by a lawyer, they must also sign this Declaration to confirm that they have reviewed the completed *Application* with you to determine its accuracy. The lawyer is not certifying that the information is true but is confirming that they reviewed the *Application* thoroughly with you to confirm the information reflects your experience.

APPENDIX A: DETAILED INFORMATION

1. Claimants who settled in the DR program previously offered by the government and signed a release after May 30, 2005.

If you settled in the DR program and signed a release after May 30, 2005, you may apply to have the hearing reopened to consider additional compensation if either of the following statements applies to your decision:

- (i) the decision maker assessed the claim as falling within the highest level of the Consequential Loss of Opportunity category in the DR model; and/or
- (ii) in your claim you alleged sexual abuse by another student at the SL4 or SL5 category, where such abuse, if proven, would have been the most serious proven abuse in your case.

2. How Adjudicators decide if your claim will lead to compensation.

A. Physical or Sexual Abuse Committed by an Adult

1. Where the victim was a student or resident

Where a sexual or physical assault was committed on a resident or student of an IRS by an adult, the following tests must be met:

- a) Was the alleged perpetrator an adult employee of the government or a church entity which operated the IRS in question? If so, it does not matter whether their contract of employment was at that IRS.
- b) If the alleged perpetrator was not an adult employee, were they an adult lawfully on the premises?
- c) Did the assault arise from, or was its commission connected to, the operation of an IRS? This test will be met where it is shown that a relationship was created at the school which led to or facilitated the abuse. If the test is met, the assault need not have been committed on the premises.

2. Where the victim was not a student or resident

Where a sexual or physical assault was committed by an adult on a non-student, the following tests must be met:

- a) Was the alleged perpetrator an adult employee of the government or a church entity which operated the IRS in question? If so, it does not matter whether their contract of employment was at that IRS.

- b) If the alleged perpetrator was not an adult employee, were they an adult lawfully on the premises?
- c) Was the Claimant under the age of 21 at the time of the assault?
- d) Did an adult employee give the Claimant permission i) to be on the premises ii) for the purpose of taking part in school activities?
- e) Did the assault arise from, or was it connected to, the operation of the school? This test will be met where it is shown that a relationship was created at the school which led to or facilitated the abuse. If the test is met, the assault need not have been committed on the premises. The permission to be on the premises for an organized activity creates the circumstances in which an assault may be compensable if the other tests are met, but it does not also circumscribe the location in which an assault must have been committed to qualify as one which arose from or was connected to an IRS.

B. Sexual or Physical Assaults Committed by a Student

Where a proven incident of predatory or exploitative sexual abuse at levels SL4 or SL5 was committed by another student, the following tests must be met:

- a) Did the assault take place on IRS premises?
- b) Was the sexual assault of an exploitative or predatory nature?
- c) Has the government failed to prove that reasonable supervision was in place at the school?

In this connection:

A sexual assault is deemed to have been predatory or exploitative where the perpetrator was significantly older than the victim, or where the assault was occasioned by threats, coercion or violence.

For greater certainty, the fact of a sexual assault having taken place at an IRS does not itself prove that reasonable supervision was not in place.

In all other instances where a defined sexual assault (including those at the SL4 or SL5 level which are not predatory or exploitative) or a defined physical assault was proven to have been committed by another student, the following tests must be met:

- a) Did the assault take place on school premises?

- b) Did an adult employee of the IRS have, or should they reasonably have had, knowledge that abuse (i) of the kind proven was occurring at the IRS (ii) at the relevant time period?
- c) Did an adult employee at the IRS fail to take reasonable steps to prevent the assault?

C. Additional Instructions re Physical Assaults

1. Since a physical injury is required to establish a compensable physical assault in this IAP, a need for medical attention or hospitalization to determine whether there was an injury does not establish that the threshold had been met.
2. 'Serious medical treatment by a physician' does not include the application of salves or ointment or bandages or other similar non-invasive interventions.
3. Loss of consciousness must have been directly caused by a blow or blows and does not include momentary blackouts or fainting.
4. Compensation for physical abuse may be awarded in this IAP only where physical force is applied to the person of the Claimant. This test may be deemed to have been met where:
 - the Claimant is required by an employee to strike a hard object such as a wall or post, such that the effect of the force to the Claimant's person is the same as if they had been struck by a staff member;

provided that the remaining standards for compensation within this IAP have been met.

D. Other Wrongful Acts (OWA)

This category is intended to provide compensation for wrongful acts not listed within the Compensation Rules which have caused the defined level of psychological consequential harms. If the basis for a claim being asserted in this category is described in another category, the latter must be applied to the claim.

Because of the novel nature of these claims, and the importance of establishing a clear causal connection between such acts and the defined level of psychological consequential harms, these claims are handled only in the complex issues track.

For the purpose of this category, a wrongful act, other than the specified act of physical abuse of grossly excessive duration and frequency, is one which

- a) was committed by an adult employee or another adult lawfully on the premises,
- b) is outside the usual operational practices of the IRS at the time in question, and,

- c) exceeds recognized parenting or caregiving standards at the time.

Once an act or series of acts have been found to be wrongful, and not to be captured in another part of the Compensation Rules, then unless the parties consent to the contrary, the adjudicator must order the psychiatric or medical reports necessary to determine whether harms at the H4 or H5 level were caused by the act or acts.

In all OWA claims, the standard for proof of causation and the assessment of compensation within the Compensation Rules is the standard applied by the courts in like matters.

APPENDIX B: PROTECTION OF YOUR PERSONAL INFORMATION

Definition of personal information

Personal information means information about an identifiable person that is recorded in some way. Some examples of personal information include name, age, income, medical records and school attendance.

How your personal information is treated:

Level of security

Your *Application Form* will be treated with care and confidentiality. This means that security rules are in place to make sure that your *Application Form* is protected. “Protected B” is the level of security used by government for sensitive and personal information. Once completed, your *Application Form* will be treated as a “Protected B” document.

Privacy and information laws

- The *Privacy Act* is the federal law that controls the way the government collects, uses, shares and keeps your personal information. The *Privacy Act* also allows individuals to access personal information about themselves.
- The *Access to Information Act* is the federal law that provides access to government information, but protects certain kinds of information, including personal information.
- Subject to the *Access to Information Act*, the *Privacy Act* and any other applicable law, or where your consent to share information has been obtained, personal information about you and other individuals identified in your claim will be dealt with in a private and confidential manner. In certain situations, the government may have to provide personal information to certain authorities. For example, in a criminal case before the courts, the government may have to provide information to the police if they have a search warrant. Another example is where the government has to provide information to child welfare authorities or the police if it becomes aware that a child is currently in need of protection. The government will also share this personal information with those involved in the resolution of your claim, as set out in the section “Sharing your personal information with others” on the next page.
- You can find more information about these laws on the Internet at: www.privcom.gc.ca and www.infocom.gc.ca.

Collection of personal information

Personal information in your *Application Form*, and all documents gathered for your claim are collected **only** for the purpose of operating and administering this Independent Assessment Process, and for resolving your residential school claim.

Use of your personal information

The personal information you provide in your Application Form, and all documents gathered for your claim, will be reviewed to assess whether your claim can be processed in this Independent Assessment Process. If your application is accepted, the information will be used as the basis of research to check your attendance at the residential school(s) and to find documents relevant to you and your claim.

Sharing your personal information with others

If a church organization is participating in the resolution of your claim, some of your personal information will be shared with church representatives on a confidential basis.

If you decide to ask for counselling support and give your permission, Health Canada will be provided with information about your participation in this Independent Assessment Process so that you can receive counselling support.

If the person you claim abused you is found, some of the personal information you have provided will be shared with him or her, including details of any claims made against them. This needs to be done so the person is given a chance to answer to your claim. Some of your personal information will also be shared with witnesses participating in the resolution of your claim. Only information needed to answer to your claim will be provided to witnesses or the person(s) you claim abused you, unless you ask that it be shared. Information that identifies your address will not be shared.

The decision-maker will be provided with your personal information before the hearing, so he or she can learn about your claim, question you and other witnesses, and decide whether to award you compensation and, if so, how much.

Keeping your records

The *Privacy Act* requires that the government keep your personal information for at least two years. Currently, government practice is to keep this information in the National Archives for 30 years, but this practice can change at any time. Only the National Archivist can destroy government records.

APPENDIX C: LAWYER REFERRAL SERVICES

Finding a lawyer

If you have any questions about finding a lawyer in your area or how a lawyer represents you, please contact your regional law society or lawyer referral service. The telephone numbers and websites are listed below.

Province or Territory	Law society	Lawyer referral service
Alberta	1-800-661-9003 (AB) (403) 229-4700 www.lawsocietyalberta.com	1-800-661-1095 (AB) (403) 228-1722
British Columbia	1-800-903-5300 (BC) (604) 669-2533 www.lawsociety.bc.ca	1-800-663-1919 (BC & USA) (604) 687-3221
Manitoba	(204) 942-5571 www.lawsociety.mb.ca	1-800-262-8800 (MB) (204) 943-3603
New Brunswick	(506) 458-8540 www.lawsociety-barreau.nb.ca	(506) 458-8540
Newfoundland and Labrador	(709) 722-4740 www.lawsociety.nf.ca	(709) 722-2643
Northwest Territories	(867) 873-3828 www.lawsociety.nt.ca	(867) 873-3828
Nova Scotia	(902) 422-1491 www.legalinfo.org	1-800-665-9779 (NS) (902) 455-3135
Nunavut	(867) 979-2330 www.lawsociety.nu.ca	See "Lawyer" in Yellow Pages
Ontario	1-800-668-7380 (ON) (416) 947-3300 www.lsuc.on.ca	1-800-268-8326 (ON) (416) 947-3330
Prince Edward Island	(902) 566-1666 www.lspei.pe.ca	(902) 566-1666
Quebec	(514) 879-1793 www.barreau.qc.ca	(514) 866-2490
Saskatchewan	(306) 569-8242 www.lawsociety.sk.ca	(306) 359-1767
Yukon	(867) 68-4231 www.lawsocietyyukon.com	(867) 668-4231

APPENDIX D – OPTIONS FOR INDIVIDUALS WHO WANT TO PROCEED AS MEMBERS OF A GROUP

The group process offers an option to individuals in the Independent Assessment Process.

Being Accepted in the Group Process

Applicants can apply as a group to the IAP provided that individual claims can be dealt with in the IAP and if the group meets these four elements:

1. It is an established group that clearly can work together and make decisions.
2. The issues raised in the group members' claims are similar enough that it will be practical to work together.
3. The members are already supporting each other in connection with their residential school experiences or have a clear plan and realistic capacity to support each other.
4. The group has a clear plan to find closure for themselves and possibly for their families and communities, through the IAP.

The government will provide a small amount of funding to help the group with coordination. Each group member will have to complete an individual Application Form and will proceed through the process in the same way as individuals will in order to prove his or her own claim.

If the group application is not accepted

If the government does not accept an application or proposal from a group, all group members may apply in the usual way as individual claimants for the Independent Assessment Process.

Steps for the group application

1. Each group member will have to complete an Application Form, filling out question 10 in Section 1 indicating that the claim is to be dealt with as part of the group, and giving the name and contact information of the group leader or coordinator.
2. The group leader or coordinator will be contacted by a Resolution Manager and asked to complete a group resolution plan naming its members and explaining how the group meets the four elements for being accepted into the group process.

If you applied as an individual and now want to be a member of a group, or if you applied as a member of a group and changed your mind, please contact the secretariat as soon as possible.

APPENDIX E – COMPENSABLE ABUSE AND THE COMPENSATION RULES FOR THE IAP

I: COMPENSABLE ABUSE

The following categories of claims are compensable within the IAP.

1. Sexual and physical assaults, as particularized in the Compensation Rules and Instructions below, arising from or connected to the operation of an IRS, whether or not occurring on the premises or during the school year, committed by adult employees of the government or a church entity which operated the IRS in question, or other adults lawfully on the premises, where the Claimant was a student or resident, or where the Claimant was under the age of 21 and was permitted by an adult employee to be on the premises to take part in authorized school activities.
2. Sexual or physical assaults, as particularized in the Compensation Rules and Instructions below, committed by one student against another at an IRS where:
 - a) the Claimant proves that an adult employee of the government or church entity which operated the IRS in question had or should reasonably have had knowledge that abuse of the kind alleged was occurring at the IRS in question during the time period of the alleged abuse, and did not take reasonable steps to prevent such abuse; or,
 - b) in a case in which the proven assault is a predatory or exploitative sexual assault at the SL4 or SL5 level, the defendants do not establish on a balance of probabilities that reasonable supervision was in place at the time.
3. Any other wrongful act or acts committed by adult employees of the government or a church entity which operated the IRS in question, or other adults lawfully on the premises, which are proven to have caused serious psychological consequences for the Claimant, as particularized in and causing the harms set out in the Compensation Rules and Instructions below. These claims are referred to in this document as “other wrongful acts”

In the IAP, the above claims are collectively referred to as the “continuing claims”.

II: COMPENSATION RULES

	Acts Proven	Compensation Points
SL5	<ul style="list-style-type: none"> Repeated, persistent incidents of anal or vaginal intercourse. Repeated, persistent incidents of anal/vaginal penetration with an object. 	45-60
SL4	<ul style="list-style-type: none"> One or more incidents of anal or vaginal intercourse. Repeated, persistent incidents of oral intercourse. One or more incidents of anal/vaginal penetration with an object. 	36-44
SL3	<ul style="list-style-type: none"> One or more incidents of oral intercourse. One or more incidents of digital anal/vaginal penetration. One or more incidents of attempted anal/vaginal penetration (excluding attempted digital penetration). Repeated, persistent incidents of masturbation. 	26-35
PL	<ul style="list-style-type: none"> One or more physical assaults causing a physical injury that led to or should have led to hospitalization or serious medical treatment by a physician; permanent or demonstrated long-term physical injury, impairment or disfigurement; loss of consciousness; broken bones; or a serious but temporary incapacitation such that bed rest or infirmary care of several days duration was required. Examples include severe beating, whipping and second-degree burning. 	11-25
SL2	<ul style="list-style-type: none"> One or more incidents of simulated intercourse. One or more incidents of masturbation. Repeated, persistent fondling under clothing. 	11-25
SL1	<ul style="list-style-type: none"> One or more incidents of fondling or kissing. Nude photographs taken of the Claimant. The act of an adult employee or other adult lawfully on the premises exposing themselves. Any touching of a student, including touching with an object, by an adult employee or other adult lawfully on the premises which exceeds recognized parental contact and violates the sexual integrity of the student. 	5-10
OWA	<ul style="list-style-type: none"> Being singled out for physical abuse by an adult employee or other adult lawfully on the premises which was grossly excessive in duration and frequency and which caused psychological consequential harms at the H3 level or higher. Any other wrongful act committed by an adult employee or other adult lawfully on the premises which is proven to have caused psychological consequential harms at the H4 or H5 level. 	5-25

Level of Harm	Consequential Harm	Compensation Points
H5	<p>Continued harm resulting in serious dysfunction. <u>Evidenced by:</u> psychotic disorganization, loss of ego boundaries, personality disorders, pregnancy resulting from a defined sexual assault or the forced termination of such pregnancy or being required to place for adoption a child resulting therefrom, self-injury, suicidal tendencies, inability to form or maintain personal relationships, chronic post-traumatic state, sexual dysfunction, or eating disorders.</p>	20-25
H4	<p>Harm resulting in some dysfunction. <u>Evidenced by:</u> frequent difficulties with interpersonal relationships, development of obsessive-compulsive and panic states, severe anxiety, occasional suicidal tendencies, permanent significantly disabling physical injury, overwhelming guilt, self-blame, lack of trust in others, severe post-traumatic stress disorder, some sexual dysfunction, or eating disorders.</p>	16-19
H3	<p>Continued detrimental impact. <u>Evidenced by:</u> difficulties with interpersonal relationships, occasional obsessive-compulsive and panic states, some post-traumatic stress disorder, occasional sexual dysfunction, addiction to drugs, alcohol or substances, a long term significantly disabling physical injury resulting from a defined sexual assault, or lasting and significant anxiety, guilt, self-blame, lack of trust in others, nightmares, bed-wetting, aggression, hyper-vigilance, anger, retaliatory rage and possibly self-inflicted injury.</p>	11-15
H2	<p>Some detrimental impact. <u>Evidenced by:</u> occasional difficulty with personal relationships, some mild post-traumatic stress disorder, self-blame, lack of trust in others, and low self-esteem; and/or several occasions and several symptoms of: anxiety, guilt, nightmares, bed-wetting, aggression, panic states, hyper-vigilance, retaliatory rage, depression, humiliation, loss of self-esteem.</p>	6-10
H1	<p>Modest Detrimental Impact. <u>Evidenced by:</u> Occasional short-term, one of: anxiety, nightmares, bed-wetting, aggression, panic states, hyper-vigilance, retaliatory rage, depression, humiliation, loss of self-esteem.</p>	1-5

Aggravating Factors Add 5-15% of points for Act and Harm combined (rounded up to nearest whole number)
Verbal abuse
Racist acts
Threats
Intimidation/inability to complain; oppression
Humiliation; degradation
Sexual abuse accompanied by violence
Age of the victim or abuse of a particularly vulnerable child
Failure to provide care or emotional support following abuse requiring such care
Witnessing another student being subjected to an act set out on page 3
Use of religious doctrine, paraphernalia or authority during, or in order to facilitate, the abuse.
Being abused by an adult who had built a particular relationship of trust and caring with the victim (betrayal)

Future Care	Additional Compensation (Dollars)
General – medical treatment, counselling	up to \$10,000
If psychiatric treatment required, cumulative total	up to \$15,000

Consequential Loss of Opportunity		Additional Compensation (Points)
OL5	Chronic inability to obtain employment	21-25
OL4	Chronic inability to retain employment	16-20
OL3	Periodic inability to obtain or retain employment	11-15
OL2	Inability to undertake/complete education or training resulting in underemployment, and/or unemployment	6-10
OL1	Diminished work capacity – physical strength, attention span	1-5

Compensation Points	Compensation (\$)
1-10	\$5,000-\$10,000
11-20	\$11,000-\$20,000
21-30	\$21,000-\$35,000
31-40	\$36,000-50,000
41-50	\$51,000-\$65,000
51-60	\$66,000-\$85,000
61-70	\$86,000-\$105,000
71-80	\$106,000-\$125,000
81-90	\$126,000-\$150,000
91-100	\$151,000-\$180,000
101-110	\$181,000-\$210,000
111-120	\$211,000 to \$245,000
121 or more	Up to \$275,000

Proven Actual Income Loss

Where actual income losses are proven pursuant to the standards set within the complex issues track of this IAP, an adjudicator may make an award for the amount of such proven loss up to a maximum of \$250,000 in addition to the amount determined pursuant to the above grid, provided that compensation within the grid is established without the allocation of points for consequential loss of opportunity. The amount awarded for actual income loss shall be determined using the legal analyses and amounts awarded in court decisions for like matters.

APPENDIX F: DOCUMENTS WHICH YOU MUST PROVIDE TO SUPPORT YOUR CLAIM

This appendix outlines the documents you must produce, or explain the absence of, as a condition of proceeding to a hearing with a claim seeking particular kinds of compensation within the Compensation Rules.

This appendix does not outline other kinds of documents which could assist you in proving your claim. These will be admissible as provided for in this IAP.

To prove the abuse itself, no documents are required from you, although you are free to produce documents to support your claim.

1. TO PROVE CONSEQUENTIAL HARMS

LEVELS 3, 4 AND 5

- Treatment records which are relevant to the harms claimed (including clinical, hospital, medical or other treatment records, but excluding records of counselling obtained to help ensure safety while pursuing an IRS claim). In the complex issues track, records from general practitioners, clinics or community health centres are deemed to be relevant unless the defendants consent to the contrary.
- Workers' Compensation records, if the claim is based in whole or in part on a physical injury.
- Corrections records (insofar as they relate to injuries or harms).

LEVELS 1 AND 2

None required

2. TO PROVE CONSEQUENTIAL LOSS OF OPPORTUNITY

LEVELS 3, 4 AND 5

- Workers' Compensation records, if the claim is based in whole or in part on a physical injury.
- Income Tax records (if not available, then EI and CPP records)
- Treatment records which are relevant to the asserted basis for the opportunity loss (including clinical, hospital, medical or other treatment records , but excluding records of counselling obtained to help ensure safety while pursuing an IRS claim). In the complex issues track, records from general practitioners, clinics or community health centres are deemed to be relevant unless the defendants consent to the contrary.
- Secondary (non-residential) school and post-secondary school records.

LEVEL 2

- Workers' Compensation records, if the claim is based in whole or in part on a physical injury.
- Income Tax records, or at the Claimant's choice, EI and CPP records
- Secondary (non-residential) school and post-secondary school records.

LEVEL 1

None required.

3. TO ESTABLISH A NEED FOR FUTURE CARE

None required, but a treatment plan should be submitted to support any claim for future care in any case where you are represented by counsel or are otherwise in a position to prepare one.

APPENDIX G: LIST OF INDIAN RESIDENTIAL SCHOOLS

The following are the Indian Residential Schools which are eligible for consideration within the IAP. If your claim concerns a school which is not on this list, your claim cannot be considered in the IAP unless you first take steps to have the school added to the list.

The criteria for whether a school can be added to the list can be found at www.irsr.gc.ca (see Article 12.01(2) of the Settlement Agreement). To have a school added, please submit the name of the school, and any information you have about it, by clicking on the link at www.residentialschoolsettlement.ca/schools.html or by writing to **Residential Schools Settlement, Suite 3-505, 133 Weber St. North, Waterloo, Ontario N2J 3G9**.

Yukon Residential Schools

Carcross (Chooutla)	Carcross
Coudert Hall (Whitehorse Hostel/Student Residence – Predecessor to Yukon Hall)	Whitehorse
Shingle Point (Predecessor to All Saints, Aklavik)	Shingle Point
Whitehorse Baptist	Whitehorse
Yukon Hall (Whitehorse/Protestant Hostel)	Whitehorse

Northwest Territories Residential Schools

Aklavik (Immaculate Conception)	Aklavik
Aklavik (All Saints)	Aklavik
Coppermine (Tent Hostel)	Coppermine
Federal Hostel at Fort Franklin	Fort Franklin
Fort McPherson (Flemming Hall)	Fort McPherson
Fort Providence (Sacred Heart)	Fort Providence
Fort Resolution (St. Joseph's)	Fort Resolution
Fort Simpson (Bompas Hall)	Fort Simpson
Fort Simpson (Lapointe Hall)	Fort Simpson
Fort Smith (Breynat Hall)	Fort Smith
Fort Smith (Grandin College)	Fort Smith
Hay River (St. Peter's)	Hay River
Inuvik (Grollier Hall)	Inuvik
Inuvik (Stringer Hall)	Inuvik
Yellowknife (Akaitcho Hall)	Yellowknife

Nunavut Residential Schools

Chesterfield Inlet (Turquetil Hall)
 Federal Hostel at Baker Lake
 Federal Hostel at Belcher Islands
 Federal Hostel at Broughton Island
 Federal Hostel at Cambridge Bay
 Federal Hostel at Cape Dorset
 Federal Hostel at Eskimo Point
 Federal Hostel at Frobisher Bay (Ukkivik)
 Federal Hostel at Igloolik
 Federal Hostel at Lake Harbour
 Federal Hostel at Pangnirtung (Pangnirtang)
 Federal Hostel at Pond Inlet

Chesterfield Inlet
 Qamani'tuaq, Qamanittuaq
 Sanikiluaq
 Qikiqtarjuaq
 Cambridge Bay
 Kinngait
 Arviat
 Iqaluit
 Igloolik/Iglulik
 Kimmirut
 Pangnirtung/Panniqtuuq
 Mittimatalik

British Columbia Residential Schools

Ahousaht
 Alberni
 Cariboo (St. Joseph's, Williams Lake)
 Christie (Clayoquot, Kakawis)
 Coqualeetza
 Cranbrook (St. Eugene's, Kootenay)
 Kamloops
 Kitimaat
 Kuper Island
 Lejac (Fraser Lake)
 Lower Post
 Port Simpson (Crosby Home for Girls)
 St. George's (Lytton)
 St. Mary's (Mission)
 St. Michael's (Alert Bay Girls' Home, Alert Bay Boys'
 Home)
 Sechelt
 St. Paul's (Squamish, North Vancouver)

Ahousaht
 Port Alberni
 Williams Lake
 Tofino
 Chilliwack/Sardis
 Cranbrook
 Kamloops
 Kitimaat
 Chemainus
 Fraser Lake
 Lower Post
 Port Simpson
 Lytton
 Mission
 Alert Bay
 Sechelt
 North Vancouver

Alberta Residential Schools

Assumption (Hay Lakes)	Hay Lakes Indian Reserve
Blue Quills (Saddle Lake, Lac la Biche, Sacred Heart)	St. Paul
Crowfoot (Blackfoot, St. Joseph's, Ste. Trinite)	Cluny, Blackfoot Reserve
Desmarais (Wabiscaw Lake, St. Martin's Wabasca RC)	Desmarais
Edmonton (Poundmaker, post Red Deer Industrial)	St. Albert
Ermineskin (Hobbema)	Hobbema, Ermineskin Reserve
Fort Vermillion (St. Henry's)	Fort Vermillion
Grouard (St. Bernard's, Lesser Slave Lake RC)	Grouard
Holy Angels (Fort Chipewyan)	Fort Chipewyan
Joussard (St. Bruno's)	Joussard
Lac la Biche (Notre Dame des Victoire)	Lac la Biche
Lesser Slave Lake (St. Peter's)	Lesser Slave Lake
Morley (Stony/Stoney, McDougall Orphanage)	Morley
Old Sun (Blackfoot)	Gleichen, Blackfoot Reserve
Sacred Heart (Peigan, Brocket)	Brocket, Peigan Reserve
St. Albert (Youville, Sturgeon River)	St. Albert
St. Augustine (Smoky River)	Smoky River
St. Cyprian (Victoria Home, Peigan)	Brocket, Peigan Reserve
St. Joseph's (High River, Dunbow)	High River
St. Mary's (Blood, Immaculate Conception)	Blood Indian Reserve
St. Paul's (Blood CE)	Blood Reserve
Sarcee	Sarcee Junction
Sturgeon Lake (Calais, St. Francis Xavier)	Calais
Wabasca (St. John's)	Wabasca
Whitefish Lake (St. Andrew's)	St. Andrew's Mission

Saskatchewan Residential Schools

Beauval (Lac Laplonge)	Beauval
Crowstand	Kamsack
File Hills	Balcarres
Gordon's	Gordon's Reserve, Punnichy
Lebret (Qu'Appelle, Whitecalf, St. Paul's High School)	Lebret
Marieval (Cowesess, Crooked Lake)	Grayson
Muscowequan (Lestock, Touchwood)	Lestock
Prince Albert (Onion Lake, St. Alban's, All Saints, St. Barnabas, Lac La Ronge)	Prince Albert
Regina	Regina
Round Lake	Stockholm
St. Anthony's (Onion Lake, Sacred Heart)	Onion Lake
St. Michael's (Duck Lake)	Duck Lake
St. Philip's	Kamsack
Sturgeon Landing (predecessor to Guy, MB)	Sturgeon Landing
Thunderchild (Delmas, St. Henri)	Delmas

Manitoba Residential Schools

Assiniboia (Winnipeg)	Winnipeg
Birtle	Birtle
Brandon	Brandon
Churchill Vocational Centre	Churchill
Cross Lake (St. Joseph's, Norway House, Jack River)	Cross Lake
Dauphin (McKay)	The Pas / Dauphin, MB
Elkhorn (Washakada)	Elkhorn
Fort Alexander (Pine Falls)	Fort Alexander
Fort Pelly	Fort Pelly
Guy (Clearwater, The Pas, formerly Sturgeon Landing, SK)	The Pas
Norway House	Norway House
Pine Creek (Camperville)	Camperville
Portage la Prairie	Portage la Prairie
Sandy Bay	Marius

Ontario Residential Schools

Bishop Horden Hall (Moose Fort, Moose Factory)	Moose Island
Cecilia Jeffrey (Kenora, Shoal Lake)	Kenora
Chapleau (St. Joseph's)	Chapleau
Fort Frances	Fort Frances
Fort William (St. Joseph's)	Fort William
McIntosh (Kenora)	McIntosh
Mohawk Institute	Brantford
Mount Elgin (Muncey, St. Thomas)	Munceytown
Pelican Lake (Pelican Falls)	Sioux Lookout
Poplar Hill	Poplar Hill
St. Anne's (Fort Albany)	Fort Albany
St. Mary's (Kenora, St. Anthony's)	Kenora
Shingwauk	Sault Ste. Marie
Spanish Boys School (Charles Garnier, St. Joseph's formerly Wikwemikong Industrial)	Spanish
Spanish Girls School (St. Joseph's, St. Peter's, St. Anne's formerly Wikwemikong Industrial)	Spanish

Quebec Residential Schools

Amos (St. Marc de Figuerly)	Amos
Pointe Bleue	Pointe Bleue
La Tuque	La Tuque
Fort George (St. Philip's)	Fort George
Fort George (St. Joseph's Mission, Residence Couture, Ste- Thérèse de l'enfant de Jésus)	Fort George
Sept-Iles (Notre Dame, Maliotenam)	Sept-Iles
Federal Hostel at George River	
Federal Hostel at Great Whale River (Poste-de-la-Baleine)	Kangirsualussuaq Kuujjuaraapik/Whapmagoostui
Federal Hostel at Payne Bay (Bellin)	Kangirsuk
Federal Hostel at Port Harrison (Inoucdjouac, Innoucdouac)	Inukjuak

Nova Scotia Residential Schools

Shubenacadie	Shubenacadie
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