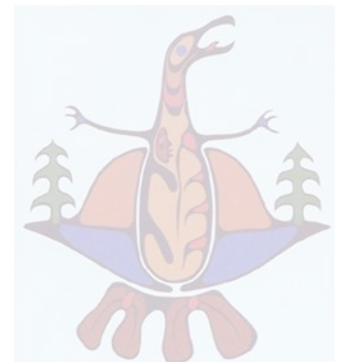


COMMON EXPERIENCE PAYMENT

PROCESS & VALIDATION

DRAFT

June 20, 2007



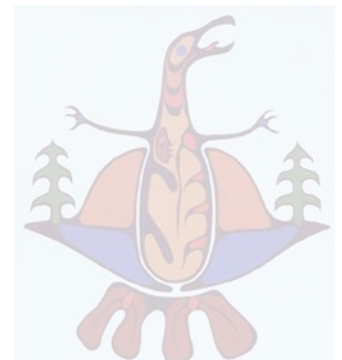
Acronyms

AP	Advance Payment
CARS	Computer-Assisted Research System
CAS	Children's Aid Society
CEP	Common Experience Payment
DOJ	Department of Justice
DR	Daily Register
IAP	Independent Assessment Process
IRS	Indian Residential School
IRSRC	Indian Residential Schools Resolution Canada
LAC	Library and Archives Canada
NAC	National Administration Committee
PWGSC	Public Works and Government Services Canada
QR	Quarterly Return
SADRE	Single Access Dispute Resolution Enterprise (IRSRC Case Management database)
SA	Settlement Agreement
SC	Service Canada
TBD	To Be Determined
TRC	Truth and Reconciliation Commission



Common Experience Payment – Process & Validation

ACRONYMS	II
1 EXECUTIVE SUMMARY	1
2 CEP PROCESS FLOW	2
3 CEP VALIDATION PRINCIPLES	4
4 CEP VALIDATION PROCESS	5
4.1 DIAGRAM 2 – CEP VALIDATION PROCESS	5
4.2 DIAGRAM 3 – SCOPE OF CEP VALIDATION	5
4.3 DEFINITION OF TERMS	6
4.2.1 <i>Stage One: Computer Assisted Research System (CARS): Electronic Search of Records</i>	7
4.2.2 <i>Stage Two: Manual Review</i>	8
4.2.3 <i>Stage Three: Reconsideration - Review of Additional Information Supplied by Applicant</i>	12
5 DOCUMENTS PROVIDED BY APPLICANTS, WHICH MIGHT BE USED TO CONFIRM RESIDENCE	14
6 GUIDELINES USED TO ASSESS DOCUMENTS PROVIDED BY APPLICANT	15
7 REASONS FOR DENIAL	16
8 THRESHOLD FOR CLOSING FILE	17
3 APPENDIX A: CEP APPLICATION FORM	18
3.1.1 <i>Applicant Names</i>	29
3.1.2 <i>Applicant Names</i>	29
3.1.3 <i>Applicant Names</i>	29
3.1.4 <i>Parents Names</i>	29
3.1.5 <i>Group</i>	29
3.1.6 <i>Residence</i>	30
3.1.7 <i>Other Schools</i>	30
4 APPENDIX B: GOVERNMENT DOCUMENTS USED TO CONFIRM RESIDENCE	31
4.1 PRIMARY DOCUMENTS	31
4.1.1 <i>Quarterly Returns (pre-Sept. 1971) & Enrolment Returns (post-Sept. 1971)</i>	31
4.2 ANCILLARY DOCUMENTS	31
4.2.1 <i>Daily Registers</i>	31
4.2.2 <i>Admission & Discharge Forms</i>	31
4.2.3 <i>Student Lists (Form 101E, 102E, class lists, etc.)</i>	32
4.2.4 <i>Principal’s Monthly Reports</i>	32
5 APPENDIX D: ESTIMATED APPLICATION VOLUME 5 YEARS	33
.....	34



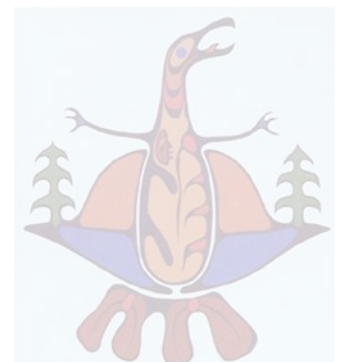
1 Executive Summary

For many former students of Indian Residential Schools (IRS), the Common Experience Payment (CEP) will be their entry point into the services provided by the broader Settlement Agreement. At the heart of CEP is the validation process, where residency at an eligible IRS is confirmed. To ensure that the spirit of reconciliation and healing that is the ultimate aim of the Agreement is reflected in the delivery of the CEP, the Courts have approved validation principles to ensure that every eligible applicant receives the correct amount of compensation and that this compensation reaches the intended recipients. At the same time, validation must be fair, objective, timely, and practical, minimize the onus placed on applicants, be efficient, and executed with a minimum of errors.

The validation of CEP applications poses many complex challenges for the Trustee of the CEP funds, which is the Government of Canada, namely the sheer volume and service standard requirements. Essential to the ability to respond to these challenges is the deployment of the Computer Assisted Research System, or CARS. This expert system was developed in-house for the express purpose of capturing the expertise of a researcher. CARS consistently deploys this expertise at a fraction of the time and cost of manual research. This step was necessary in order to meet the anticipated volume of applications to be received.

The Trustee is implementing a three (3) stage escalating validation process for assessing eligibility of applicants. CARS deploys many advanced techniques to enable initial processing of applications. To support this capability, CARS will be supplemented by a team of expert researchers who will manually validate inconclusive or incomplete findings by CARS.

DRAFT



2 CEP Process Flow

The CEP is a lump-sum payment that recognizes the experience of residing at an Indian residential school(s) and its impacts. Upon verification, each eligible former student who applies for the CEP will receive \$10,000 for the first year or part of a year of residence plus an additional \$3,000 for each subsequent year of residence. All former students who resided at a recognized Indian Residential School(s) who were alive on May 30, 2005 will be eligible for the Common Experience Payment. Those eligible include First Nations, Métis, and Inuit former students. Diagram 1 details the application process from receipt to payment or denial and Diagram 3 represent the scope of validation based on document types.

The process begins with collecting applicant information, confirming its completeness and performing a preliminary assessment by verifying the applicant's identity against the required identity documents (see Section C of Appendix A).

The Trustee will implement a three (3) stage escalating validation process for assessing the eligibility of applicants, illustrated in diagram 2. Initial processing of applications will be performed by an automated Computer-Assisted Research System (CARS). In instances where the full record of primary documents (i.e. all years) is available, the confidence level of the search results is deemed sufficiently high and the risk level sufficiently low that applications may be validated by CARS without requiring manual involvement. Based on the CARS Proof of Concept, it is anticipated that on the order of up to 65% applications may be validated by CARS.

It is anticipated that in up to 35% of instances, incomplete records and complex search results will warrant manual review. Complex search results are resolved through an expert-level analysis of the context and content of the information found. Resolution can be accomplished in three ways: interpretation of information contained in existing documentation (e.g. enrolment dates carried forward in latter-year documents), interpolation of small document gaps book-ended by periods that were able to be validated, and acceptance of residence during small gap periods (i.e. fewer years unknown than the number of years for which eligibility was able to be validated - TBD). It is anticipated that up to 10% of applications will not be able to be validated at this stage due to the relative size of the document gap (large or complete).

The Trustee intends to seek documentation and/or information from applicants that will enable validation of eligibility during large periods of document gaps. Where information provided by applicants can be validated against time-specific information known about each relevant school, such supplementation would permit validation at this stage to be performed according to the same standards used for Stage 1 & 2 validation.

The Trustee will also quality control a random sample of all CEP applications to ensure the accuracy of the CEP research process and results. The files to be quality controlled will be randomly selected and the results verified by research prior to forwarding findings to the applicant. The planning assumption for the sample amount is set at 10% of all applications but will be raised or lowered based on a more detailed statistical analysis to ensure the correct validation sample. Quality control reports will be provided to the Trustee and/or to the National Administration Committee upon request.

Eligible recipients will always have recourse to initiate reconsideration of their application in instances when their application is denied and they are able to provide additional information or documents. This reconsideration is an externally initiated. Additional information could be another name to search against available records, or the provision of documents that puts the applicant at a residential school during their claimed time period. Every applicant is provided with opportunity to add additional information to his or her application throughout the process. As well, every applicant has the right to reconsideration so long as that they are able to provide additional information.

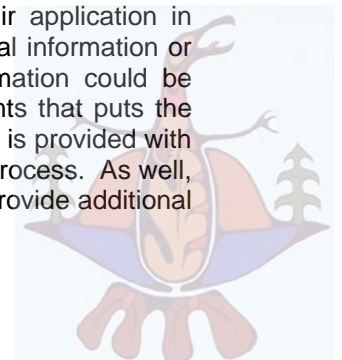
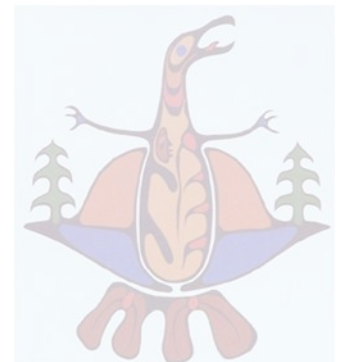
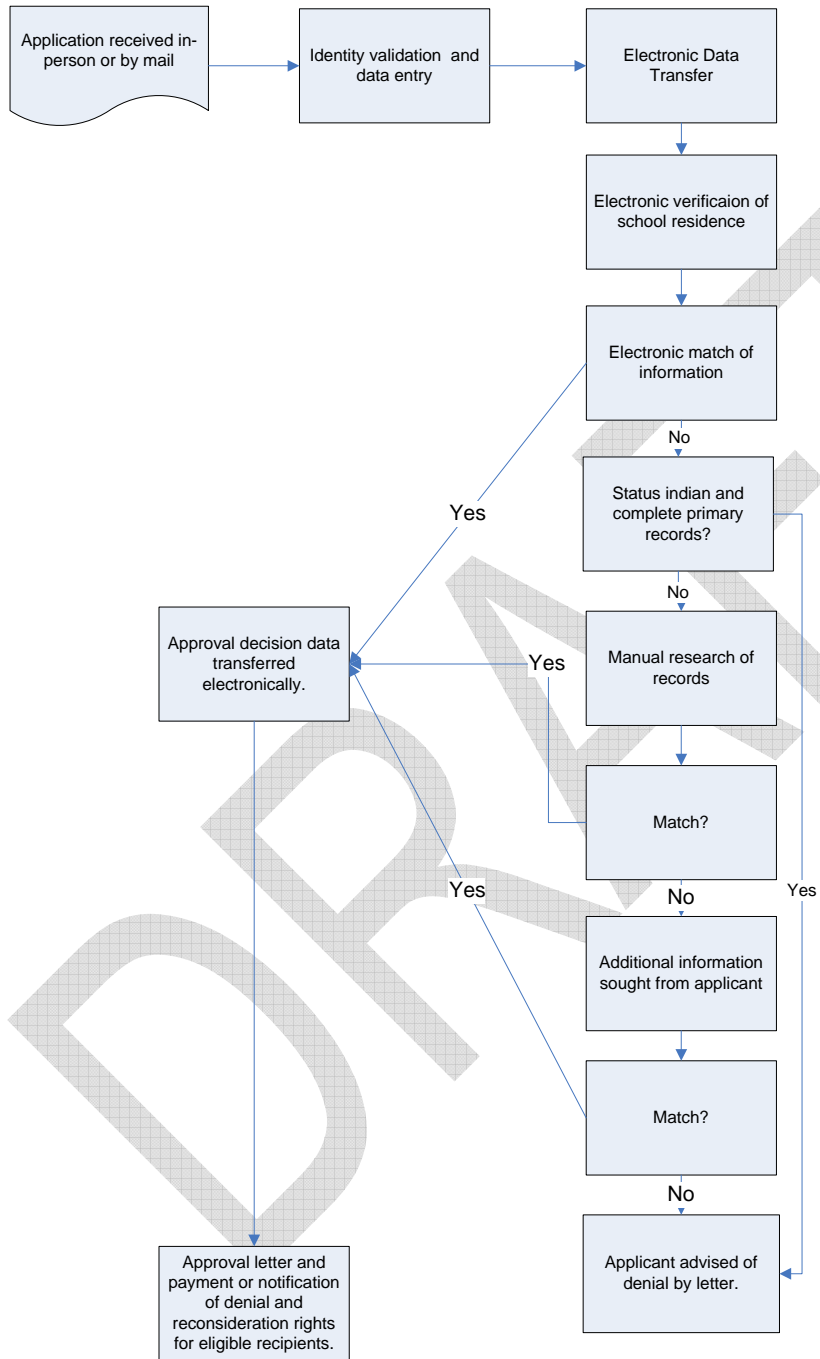


Diagram 1- CEP Application Process

Common Experience Payment Application Process



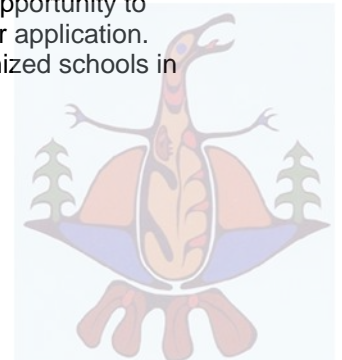
3 CEP Validation Principles

The principles by which CEP validation will be conducted are as follows:

1. Validation is intended to confirm eligibility, not refute it;
2. Validation must accommodate the reality that in some cases records may be incomplete;
3. Validation must be based on the totality of the information available concerning the application;
4. Inferences to the benefit of the applicant may be made based on the totality of the information available concerning the application;
5. If information is ambiguous, interpretation should favour the applicant;
6. This principle (6) shall apply to applicants who identify themselves as having been status Indians at the time of residency in a residential school. The absence of such an applicant's name from the lists comprising all status Indian residential students in a given year at the school in question shall be interpreted as confirmation of non residence that year. An applicant whose application is denied on this basis may seek reconsideration based on the provision of further information;
7. Where an application is not accepted in whole or in part, the applicant will be advised of the reasons and may seek reconsideration based on the provision of additional information that relates to the rejection, including evidence that may be provided by the applicant personally which may include:
 - photographs;
 - other documentary evidence of a connection with the school;
 - affidavit evidence, including but not limited to, the affidavits of other students, school or residence employees, Aboriginal leaders or others with personal knowledge relating to the applicant's residence at the school;
 - an affidavit from the applicant confirming residence by reference to corroborating documents and/or objective events;
8. An application will not be validated based on the applicant's bare declaration of residence alone.

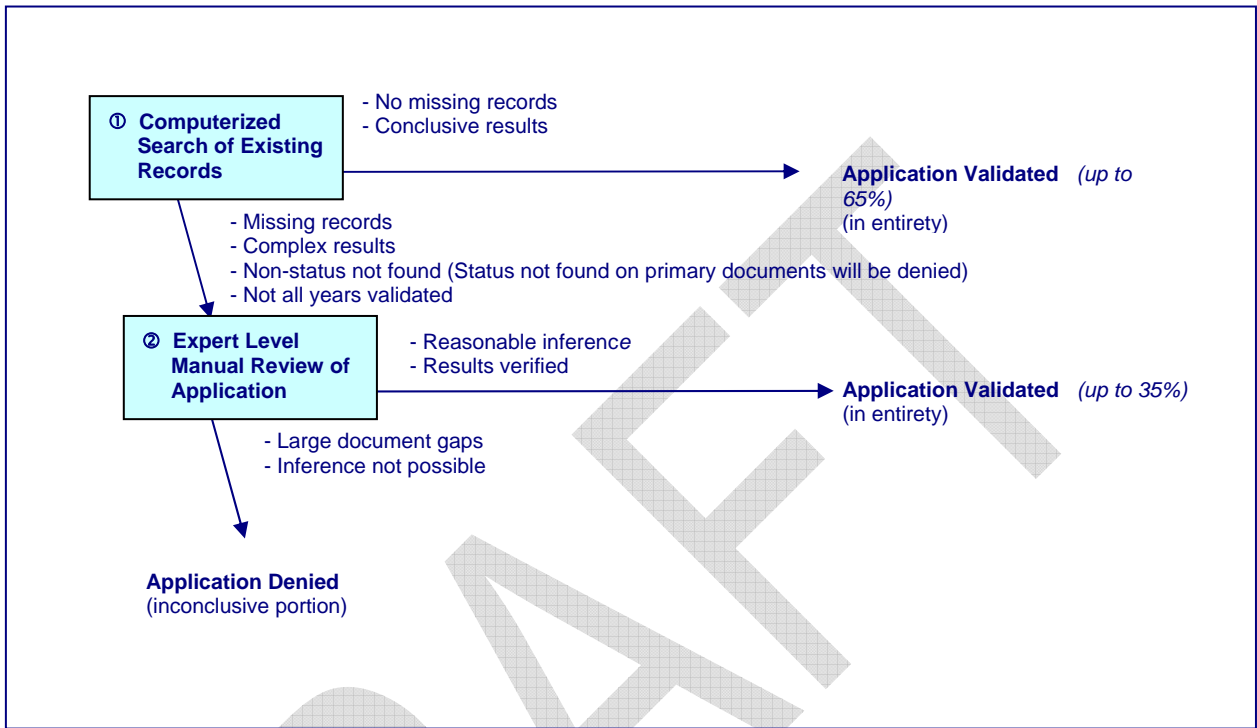
All eligible applicants will have recourse to initiate reconsideration of their application in instances where they are dissatisfied with the results and have additional information to provide. This externally initiated reconsideration allows the applicant to provide information as described in Principle 7.

In addition to the process offered by the Trustee, all applicants will have the opportunity to appeal the decisions rendered if they are dissatisfied with the outcome of their application. The right to appeal does not apply when the school is not on the list of recognized schools in the Settlement Agreement.

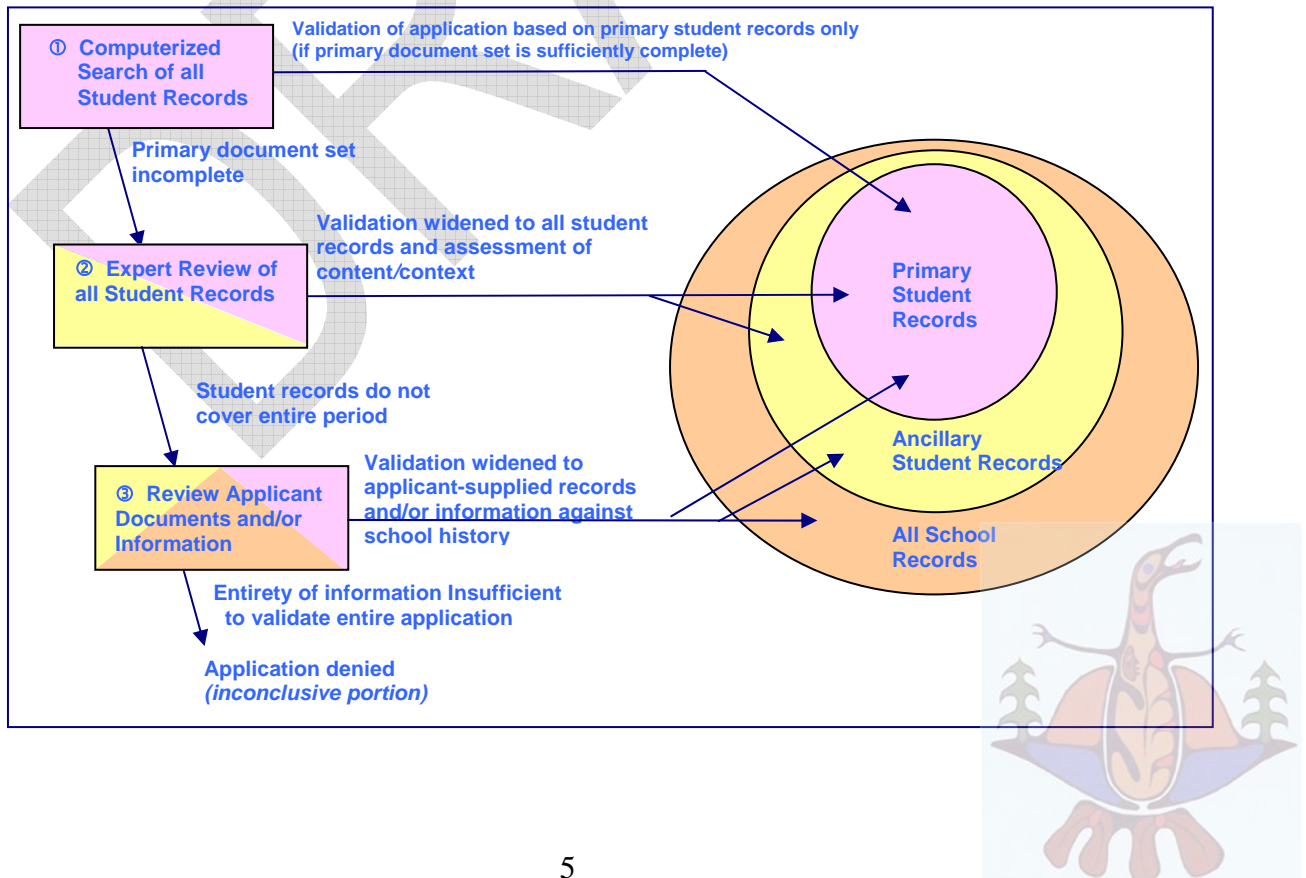


4 CEP Validation Process

4.1 Diagram 2 – CEP Validation Process



4.2 Diagram 3 – Scope of CEP Validation



4.3 Definition of Terms

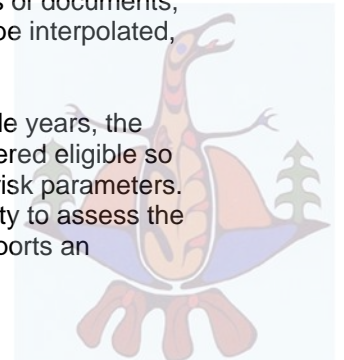
Student Records: Any record or document that identifies one or more former IRS students by name that may assist with confirming an individual as a resident at an IRS. These records may include primary, ancillary or other types of documents.

Primary Documents: A document is considered primary if the document was created for the purposes of being a complete list of all status residential pupils and subject to audit by the Federal Government. These documents are Quarterly Returns and Enrolment Returns. Quarterly Returns (QRs) are a comprehensive list of all (status) students who resided at the school, and as such, they are the primary documents used for validating residence. They were filed for calendar quarters ending on March 31st, June 30th, September 30th and December 31st. They listed the students who were in residence in order to get the per capita grants given to Indian Residential Schools. Usually, the students are listed with their registration number, their band and date of birth; often, their date of admission is also noted. Effective September 1971, Enrolment Returns replaced the Quarterly Returns; they were issued twice a year, in March and September, but had essentially the same purpose. Records are considered to be complete if there are full QRs or ERs for all the years the applicant requests. This type of document was used by most schools and primarily used for former students who were status. Non status students (including Inuit and Métis students) may not have been reported in the same manner. Many Northern schools often used other types of forms. This is why former students who have indicated that that they were non-status, or attended Northern schools, will be escalated to Stage 2 if their records are not found in Stage 1. At the same time, it is the applicant's responsibility to self-identify on the application form that they were non-status while they attended IRS. All CEP applicants who self-identify themselves as non-status while they attended IRS will be escalated for manual review if CARS is unable to conclusively validate their eligibility. In summary, a non-status applicant may be positively identified in Stage 1 but will not be excluded without escalation to Stage 2.

Some Quarterly Returns also list day school students (or students who received lunches at the IRS), but they are identified separate from the resident pupils, as no per capita grant was payable for day school students.

Ancillary Documents: All other student records that are not considered primary are considered ancillary. Ancillary documents can be used in Stage 2 or Stage 3 to confirm residence. Ancillary documents need to be analyzed for context and content in order to determine if they can be used to confirm residence. An example of this would be a list of student's who were transported to residential school at the beginning of the school year or a bathing schedule. For a more complete list of these types of documents, please refer to appendix B. At Stage 1, 2 or 3, years can be interpolated, or inferred, using ancillary documents.

Interpolation: If a document gap occurs between eligible years, the years that fall in the gap period are approved and considered eligible so long as the extent of the gap period is within acceptable risk parameters. For these specific cases, the Trustee will have the authority to assess the risk and confirm whether the existing documentation supports an



interpolation decision. Within this authority, a predetermined tolerable level of risk will be implemented to employ automated interpolation wherever possible in Stage 1.

Inference: If a document gap occurs before or after eligible years, and the total - TBD amount of incomplete years is less than the total amount of eligible years, the years that fall in the gap period are approved and considered eligible.

School Year: A school year is defined as September 1st to August 31st.

Eligible Year: Eligible year will first be assessed through interpolation and if not successful, through the request for the additional information step. An applicant is found on a primary document in Stage 1, or on an ancillary document which validates residence in Stage 2 or 3. An applicant need only be found on one primary or ancillary document confirming residence, to be considered eligible for the year. Eligible years may also be interpolated and/or inferred if applicable, and as a result, some documents may serve to confirm more than one eligible year.

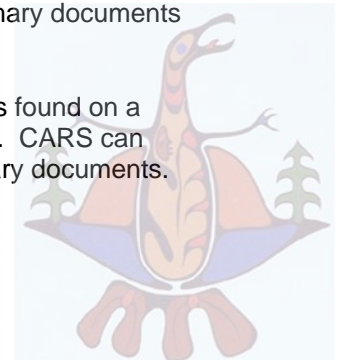
Ineligible Year: An applicant is not found on a primary document, where there are complete records for the school year applied for and the applicant was status at the time, or, an applicant is found not to have been a residential pupil in Stages 1, 2 or 3 (ie. was a day student, a non-attending pupil, or a non-pupil participating activities at the school, for example). Interpolation and inferences are not possible.

Residence: The applicant resided overnight at an IRS for one or more nights in a school year and may have attended classes at the IRS, a public school or a federal day school.

Attendance: The applicant did not reside overnight at the IRS for one or more nights, in a school year although he or she may have attended classes at the IRS, participated in activities at the IRS although not a pupil there, or ate lunch at the IRS.

4.2.1 Stage One: Computer Assisted Research System (CARS): Electronic Search of Records

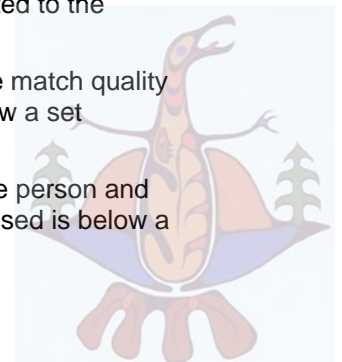
- Estimated applications completed at Stage One = 65%
- At Stage 1, all student records for the school(s) cited in the application within 10 years on either side of the period cited are reviewed for possible matches to the applicant (based on their name(s), date of birth, age, and/or gender).
- Conclusive outcomes are results that occur when there are complete primary documents for each school, and school year, requested by the applicant. .
- Conclusive results that confirm an eligible year occur when an applicant is found on a primary document, or when residence can be interpolated and/or inferred. CARS can only confirm eligibility based on an applicants name being found on primary documents.



- If student records for more than one individual are found, then based on the relative degree of consistency with the applicant-provided identity information and residential period the best match is selected (and a flag raised for manual review).
- If the quality of match is unclear, an application is flagged for manual review. Particularly complex matching issues will also trigger a manual review. An example of a complex matching issue would be where there are multiple dates of birth, inconsistent student numbers, and two potential matches in a given year.
- Interpolation between periods for which residence can be confirmed from available documents will be employed. An example would be when an applicant states that they were in residence from 1960 to 1968. Validation of residence was possible between 1960 and 1963 and 1967 to 1968. Residence could not be confirmed between 1964 and 1966 because of incomplete records. In this instance, CARS will validate the years that fall in periods where records are incomplete.
- An ineligible year means conclusive results indicate that an applicant was not found on a primary document when records for the school are complete, or an applicant was found on a primary document but listed as a day pupil or identified as being absent or non-attending. This decision is based upon Validation Principle Number 6, which states, “the omission of an applicant’s name on a list of all residential students in a given year, at a particular school, will be interpreted as confirmation of non-residence that year.
- When CARS has conclusively determined that the totality of the application has no eligible years (student is not listed as a resident on a primary document, where primary documents exist for the requested time period), the results will be communicated to the applicant.
- If the applicant has indicated that he/she was non-status during the time he/she resided at residential school, CARS can positively conclude residence if he/she appear on primary documents, but CARS cannot negatively conclude that he/she did not attend.

4.2.2 Stage Two: Manual Review

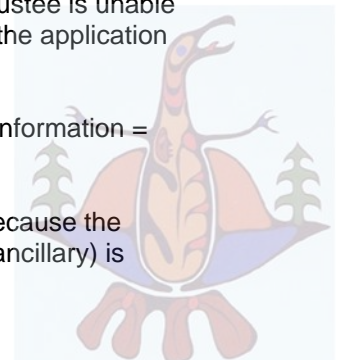
- Estimated applications completed at Stage 2 = 35%
- At Stage 2, the Trustee may validate an application based on information contained in any student document, not only primary documents as in Stage 1.
- Applications are escalated to Stage 2 – expert manual review for any of three reasons:
 - residential status unable to be inferred from the information contained in student records, including an applicant indicating that they were non-status during period of residence,
 - there is a significant number of years for which there is insufficient primary documents to enable validation of attendance/residence, and/or,
 - risk flags indicating complex search results, including but not limited to the following:
 - the composite match quality score and/or variance, name match quality score and/or variance and/or period match quality is below a set threshold;
 - records have been identified for potentially more than one person and the margin by which an assessment of “best match” is based is below a set threshold;



- inconsistencies have been observed in the periods of residence at multiple schools; and
- the number of years validated is less than the number cited by the applicant by more than a set threshold.

If flags were raised during Stage 1 that indicate complex results, the output of Stage 1 is analyzed by an expert researcher to resolve any areas in which flags were raised.

- If the electronic information extracted from the documents that was searched through during Stage 1 is unable to confirm residential status (such as through the assignment of a student number or listing on a primary document, then the expert researcher will endeavour to infer residential status in three ways:
 - there were no day pupils at the IRS;
 - assessment of the content and/or context of the student records indicate likely status as a residential student (e.g. a laundry list); and/or,
 - investigation of other information systems indicates the likely status as a residential student (e.g. the applicant's home community was situated at such a distance from the school as to preclude reasonable daily commuting to and from the school).
- During the manual review process, all student records (primary and ancillary) will be analyzed and years may be inferred in the following four ways:
 - extraction of dates from latter documents that refer to events during the gap period;
 - assessment of the content and/or context of ancillary student records that indicate attendance, but which residence can be inferred based on the totality of information contained in the records;
 - interpolation between periods for which residence has been validated, either through deduction or induction; and
 - inferences into relatively small gaps for which an assessment by the preceding three approaches is not possible.
- If all years can be conclusively validated and deemed eligible, the application is processed for payment.
- If all years are deemed ineligible, and there are complete student records, the application is sent back to communicate the decision to the applicant and provide them with information regarding the Stage 3 Reconsideration process.
- If, during Stage 2 Manual Review, some of the years are deemed to be eligible, but a portion of the years requested fall within the periods for which there is insufficient documentation more information is required, and the applicant will be contacted by the Trustee.
- If after inference and interpolation, during Stage 2 Manual Review, the Trustee is unable to determine eligibility for some years, due to insufficient documentation, the application is contacted and more information is requested
- Estimated applications to be contacted by the Trustee to seek additional information = 10%
- If the application can not be validated in entirety by manual review, it is because the information contained in the available student records (both primary and ancillary) is



insufficient. Inferences have already been made whenever possible to minimize the frequency with which escalation to this step is required. In this case, the escalation to contact the applicant is an internally initiated one and the decision to escalate resides with the Trustee.

- When a request for additional information, due to insufficient student records is made, four (or more) questions will be asked of applicants to assist in the validation of their application (clarifying information will be provided in a companion guide). The questions will be formulated from documents pertaining to the school's history and all school records available to the Trustee (not just student records). The answers will be assessed against known information and policy guidelines to be established.

1) What can you tell us about the buildings and/or property at <<insert school>> where you lived during <<insert years>>?

2) What can you tell us about the people at <<insert school>> where you lived during <<insert years>>?

3) What can you tell us about special events at <<insert school>> where you lived during <<insert years>>?

4) What else can you tell us about <<insert school>> that may help us confirm that you lived there during <<insert years>>?

- Accompanying guidance would be similar to the following:

What can you tell us about the buildings and/or property at <<insert school>> where you lived during <<insert years>>? For example:

Were there any major renovations during your time there? Where did you sleep? Where was the bathroom? Can you describe the set-up of your classroom and/or residence? How many grades were taught in the same classroom? What grade were you in at the time?

What can you tell us about the people at <<insert school>> where you lived during <<insert years>>? For example:

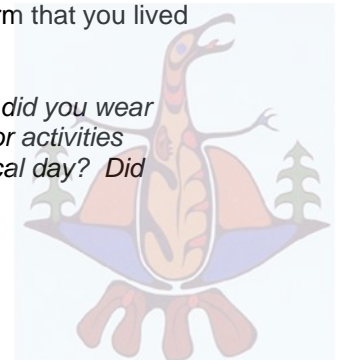
How many teachers or dorm supervisors were there? Can you name staff members who were there when you were? Was there a prolonged staff absence? Was there a major change in staff? How many other students were in your class or dorm? Can you name any fellow students during the time period?

What can you tell us about special events at <<insert school>> where you lived during <<insert years>>? For example:

Did the school open or close late one year? Were there any special visitors? Were there any epidemics, such as a measles outbreak or a student's accident? Was there a big school trip?

What else can you tell us about <<insert school>> that may help us confirm that you lived there during <<insert years>>? For example:

How did you get to the school? Who took you to school? What did you wear while at the school? Can you describe some of the school clubs or activities when you lived there? Can you describe your schedule for a typical day? Did you have regular chores?



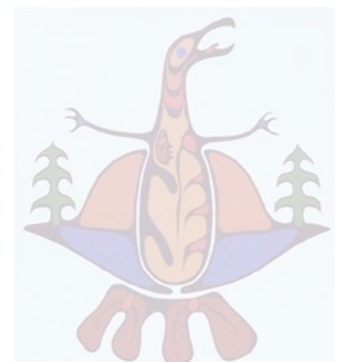
- Applicants can send in any documents that they feel may be of assistance to document their residence. Applicants will not be required to search for their student records not already in their possession under any circumstances. Instead, if applicants do happen to have documentation, the Trustee will review them with the same level of analysis as records found in government holdings (see Stage 1 and 2 above).
- Decision to validate/not validate is based on totality of records, as well as information received from applicant. All information provided by the applicant will be assessed in its totality, taking into account incorrect and correct information, while at the same time accommodating imperfect memory. Policy framework to accommodate this should be established.
- Four possible scenarios may be escalated to this step, depending on whether residential status and/or the period of attendance/residence has been unable to be validated:
 1. Complete deficiency in student records (no primary or ancillary documents concerning the period cited in the application are available). The applicant-provided information (answers to the structured questions) must confirm that they were in residence at the IRS at some point; and this information need not be unique to the gap period. If the information is satisfactory to this purpose, then eligibility for the entire period cited can be validated, to a maximum number of allowable years.
 2. Partial deficiency in student records (primary and ancillary documents), overall duration and residential status are unable to be confirmed. The applicant-provided information must confirm two things:
 - a. Residence at any point (need not be unique to the gap period, simply needs to be able to be corroborated as true during the gap period), and
 - b. Information about the gap period that would not have been known by the applicant had they not been in attendance during the gap period. If the information is satisfactory to the first purpose, then eligibility can be inferred for the period for which documentary support is available. If the information is satisfactory to the second purpose, then eligibility for the entire period cited can be inferred, to a maximum number of tolerable years, or longer if the information provided by the applicant permits inference of a longer period.
 3. Partial deficiency in student records (primary and ancillary documents), overall duration is able to be inferred, but their residential status is not. The applicant-provided information must confirm that they were in residence at some point (need not be unique to the gap period, simply needs to be able to be corroborated as true during the gap period). If the information is satisfactory to this purpose, then eligibility can be inferred for the entire period cited (as sufficient documentary support exists).
 4. Partial deficiency in student records (primary and ancillary documents), residential status has been inferred, but the overall duration has not. The applicant-provided information must confirm information about the gap period that would not have been known by the applicant had they not been in attendance during the gap period. If the information is satisfactory to this purpose, then the entire period cited can be inferred, to a maximum number of permissible years, or longer if the information provided by the applicant permits inference of a longer period.



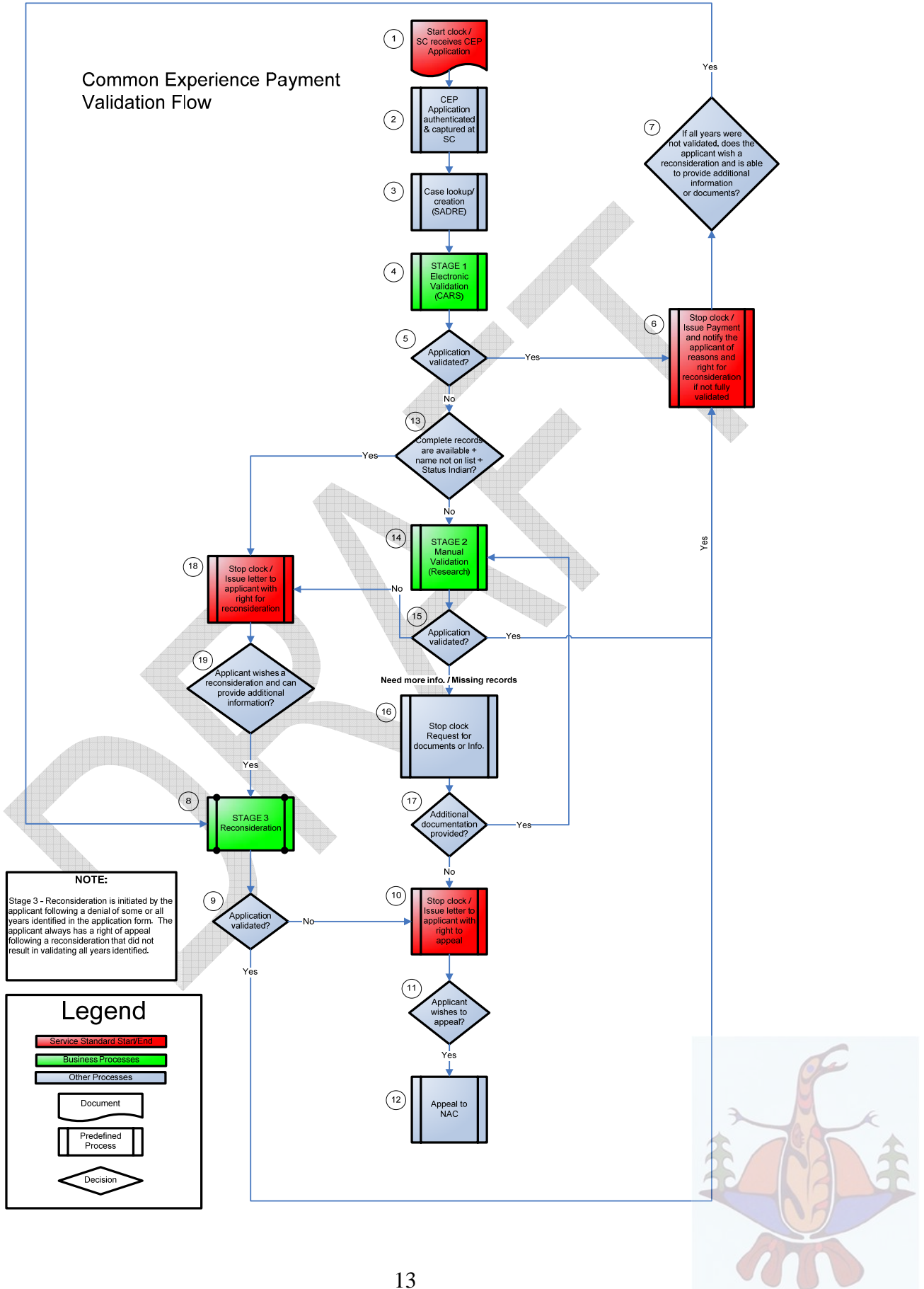
4.2.3 Stage Three: Reconsideration - Review of Additional Information Supplied by Applicant

- Reconsideration will be initiated externally. As per Validation Principle 7, an applicant will be given an opportunity for reconsideration when their application is denied if they can provide additional information. This information may include additional names that can be searched against as well as any documents that they may have in their possession that may help confirm their residence. The Trustee will review any and all information and documents the applicant may have in their possession (for further information, please see “Documents Provided by Applicants, Which Might Be Used to Confirm Residence”). This process is available to all applicants regardless of their status.

DRAFT



4.3 Diagram 4 - CEP Process Flow

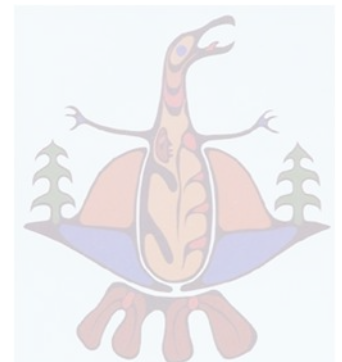


5 Documents Provided by Applicants, Which Might Be Used to Confirm Residence

These documents will be examined in order to evaluate if they can confirm either residence or attendance, depending on the context. These records are reviewed with the totality of findings and contextual knowledge about the school and the applicant's information incorporated into the assessment. For example, if it is known that there were no day school students present during the applicant's attendance period a document need only show attendance at the school. Many of the types of records listed have been provided by AP applicants. The list has also been expanded as per Validation Principle 7.

- Documents from other government sources, which reference Applicant's place of residence being an IRS (Children's Aid Society records, RCMP records on truancy, Social Services records, etc.)
- Counsellors' monthly reports
- Medical records, physical exams
- Newsletters, yearbooks, journals
- Photographs (sent with enough contextual info on photo or archival description itself [e.g., name of student and date clearly listed], and always reviewed alongside other documents and knowledge about the school)
- Student records
- School Ledger
- Vocational Class Lists
- Correspondence (from school, government, student, or parents in which date and/or postage is present)
- Class reports
- Transportation Lists
- Contemporaneous secondary source documents (articles from local newspapers)
- Census records
- Band Membership Lists
- Affidavit evidence, including but not limited to, the affidavits of other students, school or residence employees, Aboriginal leaders or others with personal knowledge relating to the applicant's residence at the school
- An affidavit from the applicant confirming residence by reference to corroborating documents and/or objective events

The types of documentation which may be available to assist in validating applications will be communicated through a CEP application guide. In addition, a Q & A Communiqué will be made widely available to partners and communities.



6 Guidelines Used To Assess Documents Provided by Applicant

Documents provided by applicants will be analyzed by the Trustee. The content of the document is equally important as the type of document provided. Ultimately, final decisions are within the Trustee's authority.

The following guidelines, though neither exhaustive nor universally applicable, is meant to give an overview of the type of information that will be looked for, in order to assess whether or not the new document will confirm residence for the year(s) in question:

- Does the document speak specifically to residence at the school, rather than just attendance?
- What is the source of the document? Is it an original copy or a certified copy provided by another level of government, Church, or perhaps a Band or Community Repository?
- Does the document list the Applicant's name?
- Does the document list the name of the school?
- Does the document contain a contemporaneous reference to the date?
- If the document was created after the time period it covers, was it created prior to commencement of negotiations for the SA?
- If the document does not specify residence on its own, can it be reviewed in light of school-specific knowledge (e.g. does the Trustee know there were no day pupils at the school, when the document was created) to confirm residence?
- If the document does not specify residence on its own, can it be reviewed in light of information provided by the applicant (e.g. does the Trustee know that the Applicant's home was too far from the school in question to allow for attendance as a day pupil?) to confirm residence?

DRAFT



7 Reasons for Denial

Approval for eligibility is determined on a year-by-year basis. Following a year-by-year analysis, the totality of information is examined for potential interpolation and/or inference. If none of the above are possible, the application may be denied. Applicants may also be denied if one of the following conditions is found:

- Applicant's name is found on documents but applicant is listed only as day pupil.
- Applicant's name is found on documents; however, residence could not be confirmed. Also, during the years requested by the applicant, the school is known to have had day pupils.
- The applicant applied for a school that is not on the list of federally recognized institutions and the school is not known to have been associated to a school on the list.
- The applicant submitted multiple application forms. The duplicate(s) will not be approved.
- The school was not open during the time periods specified by the applicant.
- The applicant's resident status could not be confirmed due to insufficient/inconsistent information provided by the applicant in Stage 3 Reconsideration process.

DRAFT



8 Threshold for closing file

In cases where it is possible to conclusively determine that the totality of the application has no eligible years, that decision will be communicated to the applicant.

If records provided by the applicant prove to be insufficient to confirm residence (or if they confirm attendance only), or the additional information about the applicant's stay at the IRS proves to be insufficient to confirm residence, the file will be closed.

However, the file may be re-opened at any time during the operational course of the CEP, should new documentation or information be made available that could confirm residence[FOR DISCUSSION: Whose responsibility will it be to track this? IRSRC's? Are we sure we want to make this commitment? I'm thinking it will be rather resource intensive. How will this commitment work with the applicant's opportunity to appeal? I'm not clear on how both processes would complement each other.].

The file will not be closed permanently until after the CEP period has expired.

DRAFT



3 Appendix A: CEP Application Form



Government of Canada

2007 June 12

Protected When Completed – B

APPLICATION FOR COMMON EXPERIENCE PAYMENT FOR FORMER STUDENTS WHO RESIDED AT INDIAN RESIDENTIAL SCHOOL(S)

PLEASE PRINT

Please fill in all boxes or write not applicable

If you are applying as a representative of an mentally incompetant or minor person
or

If you are applying for a person who died after May 30, 2005 or for someone who resided at Mohawk Institute who died after October 5, 1996

PLEASE USE

COMMON EXPERIENCE PAYMENT
APPLICATION FOR PERSONAL REPRESENTATIVE OR ESTATE

SECTION A

1. IDENTIFICATION <input type="checkbox"/> Mr <input type="checkbox"/> Mrs <input type="checkbox"/> Miss <input type="checkbox"/> Ms		Language Preference <input type="checkbox"/> English <input type="checkbox"/> French	
Current First Name	Middle Name (if applicable)	Last Name	
OTHER NAME(S) BY WHICH YOU WERE KNOWN AT RESIDENTIAL SCHOOL AND/OR TRADITIONAL NAME <i>Please provide all names including name at birth and common alternate spellings and nicknames (example: Celina, Lena).</i>			
First Name(s)	Middle Name(s) (if applicable)	Last Name(s)	
Full Names of mother, father and/or guardian/caregiver while you attended residential school <i>(Guardians/caregivers may be traditional adoptive parents, extended family or members of your community) Providing this information is not required for eligibility but may help us in validating your school experience.</i>			
Mother (maiden birth/name)	First Name _____	Last Name _____	
Father	First Name _____	Last Name _____	
Guardian (if applicable)	First Name _____	Last Name _____	
Relationship of guardian/caregiver to you/former student (for example, aunt, grandmother, friend, etc) _____			
2. CURRENT ADDRESS OF FORMER STUDENT			
ADDRESS (No., Street, Apt., R.R.)		City/Community	
Province /Territory/State	Country	Postal Code/Zip Code	Telephone number () -
MAILING ADDRESS FOR CHEQUE (No., Street, Apt., R.R.)		City/Community	
Province /Territory/State	Country	Postal Code/Zip Code	Telephone number () -

For assistance completing this form, please call Service Canada at 1-866-742-3644 (TTY 1-866-909-9757)
National Survivors Support Line available, 24 Hours, 7 Days a week, please call 1-866-925-4419





3. DATE OF BIRTH
 YEAR / MONTH / DAY / PROVINCE / TERRITORY OF BIRTH

PLEASE INDICATE WHICH GROUP YOU BELONG TO PRESENTLY:
 Status Indian Non-Status Indian Métis Inuit(Nunavet) Inuit(Québec) Inuvialuit Non-Aboriginal

PLEASE INDICATE WHICH GROUP YOU BELONGED TO AT A RESIDENTIAL SCHOOL:
 Status Indian Non-Status Indian Métis Inuit(Nunavet) Inuit(Québec) Inuvialuit Non-Aboriginal

4. PROOF OF IDENTITY
 Proof of your identity is required. See Section C for information. Please check which document(s) you are submitting:

Key Documents: If the name on your application is different than the key documents please provide one of the following:

<input type="checkbox"/> Original Birth Certificate <small>or two of the following one of which must have a photograph:</small>	<input type="checkbox"/> Marriage Certificate
<input type="checkbox"/> Indian Status Card	<input type="checkbox"/> Divorce Decree
<input type="checkbox"/> Prov/Terr Driver's License	<input type="checkbox"/> Legal Change of Name document
<input type="checkbox"/> Prov/Terr Health Card	<input type="checkbox"/> Adoption Papers
<input type="checkbox"/> Canadian Passport	

5. INDIAN RESIDENTIAL SCHOOL(S) AT WHICH YOU RESIDED
 Please tell us, to the best of your recollection, about all of the schools at which you resided. You will need to indicate the number of school(s) from the approved list in Section C and tell us when you started and when you left. If you left the school for a period of time (other than for vacation and/or holidays), then later returned to the same school, please list this as a separate school.

School # Resided: From / / To / /
Month or Season Year Month or Season Year

School # Resided: From / / To / /
Month or Season Year Month or Season Year

School # Resided: From / / To / /
Month or Season Year Month or Season Year

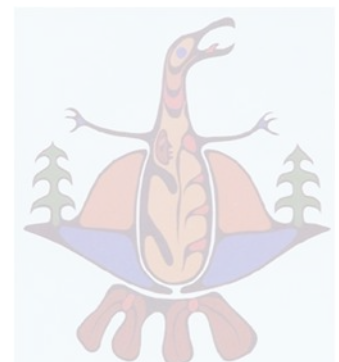
School # Resided: From / / To / /
Month or Season Year Month or Season Year

If listing more than four Indian Residential Schools, please provide the information on an additional page.
 If you could not find the name of the school on the approved list, write the name here _____

Town/Community and Province/Territory in which the school was located _____

Resided : From / / To / /
Month or Season Year Month or Season Year

For assistance completing this form, please call Service Canada at 1-866-742-3644 (TTY 1-866-909-9757)
National Survivors Support Line available, 24 Hours, 7 Days a week, please call 1-866-925-4419





6. IF YOU WOULD LIKE DIRECT DEPOSIT *(In Canada Only)*

Do you want your Common Experience Payments deposited into your account at a financial institution?

No Yes (Complete this section)

If you have a Chequing Account, please attach an unsigned personalized cheque. Write the word "VOID" on the front of the cheque.

OR

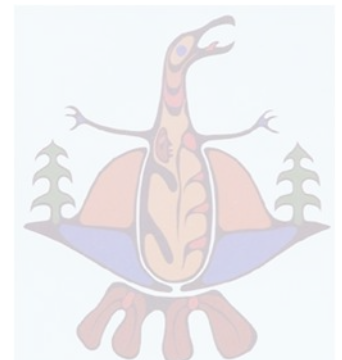
If you have a Savings Account, complete the boxes below (you may wish to contact your financial institution to obtain this information):

<i>Branch Number</i>	<i>Institution Number</i>	<i>Account Number</i>	<i>Name of Financial Institution</i>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>Name(s) on the account</i>		<i>Telephone number of your financial institution</i>	
<input type="text"/>		<input type="text"/>	

DRAFT

For assistance completing this form, please call Service Canada at 1-866-742-3644 (TTY 1-866-909-9757)
National Survivors Support Line available, 24 Hours, 7 Days a week, please call 1-866-925-4419

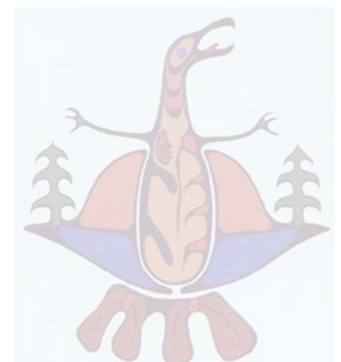
Canada





SIGNATURE			
<p>My signature/mark indicates that the information I have provided in this application is true and accurate to the best of my knowledge. I acknowledge that knowingly making a false or fraudulent application could result in criminal prosecution. I understand that every application is subject to verification.</p>			
Applicant's Signature	Year	Month	Day
▶ _____	_____	_____	_____
SIGNATURE WITH A MARK			
<p>If the applicant signed with a mark (for example "X"), the mark must be made in the presence of a witness. A witness may be a relative.</p> <p>The witness must provide the following information:</p>			
Witness's first name, initial and last name			
<input type="text"/>			
Relationship to the applicant			
<input type="text"/>			
ADDRESS (No., Street, Apt., R.R.)		City/Community	
Province /Territory/State	Country	Postal Code/Zip Code	Telephone number () -
<p>If the applicant signed with a mark, the witness must also sign the following declaration:</p> <p>I have read the content of this application to the applicant who understands and confirms the complete contents and who made his or her mark in my presence.</p> <p>Signature of witness</p> <p>▶ _____</p> <p>Date _____</p> <p style="text-align: center;">Year Month Day</p>			

For assistance completing this form, please call Service Canada at 1-866-742-3644 (TTY 1-866-909-9757) National Survivors Support Line available, 24 Hours, 7 Days a week, please call 1-866-925-4419





**SECTION B
IDENTITY REQUIREMENTS**

IDENTITY DOCUMENTS

1. You must submit your original Birth Certificate with your application form. It will be returned to you once your Identification has been verified.

OR

2. If you do not have an original birth certificate, you may visit an Outreach or Service Canada centre and you must present two (2) of the following documents, one of which must have a photograph:

- Certificate of Indian Status (issued by Indian and Northern Affairs Canada)
- Provincial/Territorial Driver's Licence
- Provincial/Territorial Health Card
- Canadian Passport

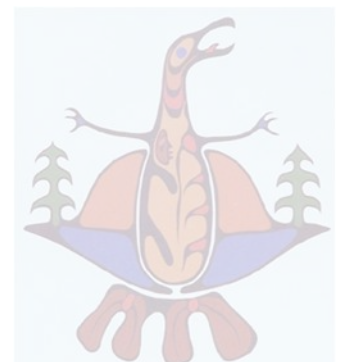
3. If you choose to mail your application and where an original birth certificate is not available, you must submit a certified copy of at least two (2) of the documents. Your original documents must be presented to an individual who will certify that these documents pertain to your identity. This person must be a Canadian citizen residing in Canada, must be available to Service Canada for verification and must have known you personally for a minimum of two years.

Please note that you cannot certify a copy of your own documents.

The following can certify your documents and **must** include the statement "I certify this to be a true copy of the original", their name, position, signature, contact details and date certified on the certified copy.

- Chief or councillor of First Nations Band Council
- Council of the Métis Settlements General Council and Members of the Saskatchewan Provincial Métis Council
- Dentist
- Judge
- Lawyer (member of a provincial bar association)
- Notary in Quebec
- Magistrate
- Mayor
- Medical doctor
- Minister of religion authorized under provincial law to perform marriages
- Notary public
- Optometrist
- Pharmacist
- Police officer (municipal, provincial or RCMP)
- Postmaster
- Principal of a primary or secondary school
- Professional accountant (APA, CA, CGA, CMA, PA, RPA)
- Professional engineer (P.Eng., Eng. in Quebec)
- Senior administrator in a community college (includes CEGEPs)
- Senior administrator or teacher in a university
- Social Worker with MSW (Master in Social Work)
- Veterinarian

For assistance completing this form, please call Service Canada at 1-866-742-3644 (TTY 1-866-909-9757)
National Survivors Support Line available, 24 Hours, 7 Days a week, please call 1-866-925-4419



SECTION B

IDENTITY DOCUMENTS

PLEASE NOTE:

Should the name on the identity documents differ from the current name, proof must be submitted to support the difference. Any of the following may be submitted:

- Marriage Certificate or Marriage registration
- Divorcee Decree
- Legal change of Name Document
- Adoption Papers

You may submit your application by mail or in person at Service Canada locations.

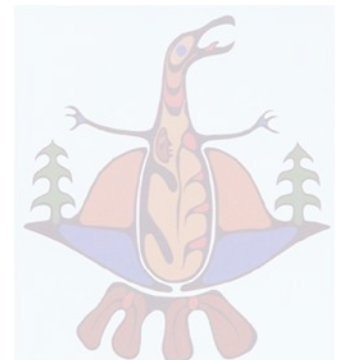
The locations are listed at www.servicecanada.gc.ca or call 1-866-742-3644 (TTY 1-866-909-9757)

Applications can be sent by mail to:

**Service Canada
Common Experience Payment Processing Centre
Box 000
Victoria, B.C.
xxx xxx**

For assistance completing this form, please call Service Canada at 1-866-742-3644 (TTY 1-866-909-9757)
National Survivors Support Line available, 24 Hours, 7 Days a week, please call 1-866-925-4419

Canada





SECTION C

INDIAN RESIDENTIAL SCHOOL IDENTIFICATION

Complete Section A, Block 5 by entering the number corresponding to the school(s) at which you resided.

Residential Schools		
YUKON RESIDENTIAL SCHOOLS		
01	Carcross (Choooutla)	Carcross
02	Coudert Hall (Whitehorse Hostel/Student Residence – Predecessor to Yukon Hall)	Whitehorse
03	Shingle Point (Predecessor to All Saints, Aklavik)	Shingle Point
04	Whitehorse Baptist	Whitehorse
05	Yukon Hall (Whitehorse/Protestant Hostel)	Whitehorse
NORTHWEST TERRITORIES RESIDENTIAL SCHOOLS		
06	All Saints (Aklavik Anglican)	Aklavik
07	Akaitcho Hall (Yellowknife)	Yellowknife
08	Bompas Hall (Fort Simpson Anglican)	Fort Simpson
09	Breynat Hall (Fort Smith)	Fort Smith
10	Federal Hostel at Eskimo Point	Déline
11	Fleming Hall (Fort McPherson)	Fort McPherson
12	Grollier (Inuvik Roman Catholic)	Inuvik
13	Grandin College	Fort Smith
14	Hay River (St. Peter's)	Hay River
15	Immaculate Conception (Aklavik Roman Catholic)	Aklavik
16	Lapointe Hall (Fort Simpson Roman Catholic)	Fort Simpson
17	Sacred Heart (Fort Providence)	Fort Providence
18	St. Joseph's (Fort Resolution)	Fort Resolution
19	Stringer Hall (Inuvik)	Inuvik
131	Federal Hostel at Fort Franklin	Déline
NUNAVUT RESIDENTIAL SCHOOLS		
20	Chesterfield Inlet (Turquetil Hall)	Chesterfield Inlet
22	Federal Hostel at Baker Lake	Qamani'tuaq, Qamanittuaq
23	Federal Hostel at Belcher Islands	Sanikiluaq
24	Federal Hostel at Broughton Island	Qikiqtarjuaq
25	Federal Hostel at Cambridge Bay	Cambridge Bay
26	Federal Hostel at Cape Dorset	Kinngait
27	Federal Hostel at Eskimo Point	Arviat

For assistance completing this form, please call Service Canada at 1-866-742-3644 (TTY 1-866-909-9757)
National Survivors Support Line available, 24 Hours, 7 Days a week, please call 1-866-925-4419





INDIAN RESIDENTIAL SCHOOL IDENTIFICATION

Complete Section A, Block 5 by entering the number corresponding to the school(s) at which you resided.

Residential Schools

NUNAVUT RESIDENTIAL SCHOOLS

28	Federal Hostel at Frobisher Bay (Ukkivik)	Iqaluit
29	Federal Hostel at Igloolik	Igloolik/Iglulik
30	Federal Hostel at Lake Harbour	Kimmirut
31	Federal Hostel at Pangnirtung (Pangnirtang)	Pangnirtung / Panniqtuuq
32	Federal Hostel at Pond Inlet	Mittimataik
21	Federal Tent Hostel at Coppermine	Coppermine

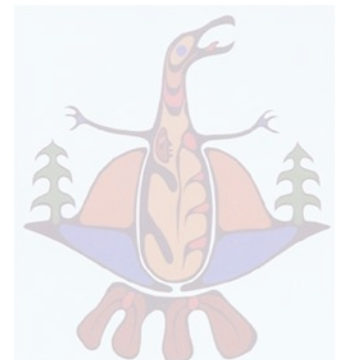
BRITISH COLUMBIA RESIDENTIAL SCHOOLS

33	Ahousaht	Ahousaht
34	Alberni	Port Alberni
35	Cariboo (St. Joseph's, Williams Lake)	Williams Lake
36	Christie (Clayoquot, Kakawis)	Tofino
37	Coqualeetza	Chilliwack / Sardis
38	Cranbrook (St. Eugene's, Kootenay)	Cranbrook
39	Kamloops	Kamloops
40	Kitimaat	Kitimaat
41	Kuper Island	Kuper Island
42	Lejac (Fraser Lake)	Fraser Lake
43	Lower Post	Lower Post
44	Port Simpson (Crosby Home for Girls)	Port Simpson
45	St. George's (Lytton)	Lytton
46	St. Mary's (Mission)	Mission
47	St. Michael's (Alert Bay Girls' Home, Alert Bay Boys' Home)	Alert Bay
48	Sechelt	Sechelt
49	St. Paul's (Squamish, North Vancouver)	North Vancouver

ALBERTA RESIDENTIAL SCHOOLS

50	Assumption (Hay Lakes)	Assumption
51	Blue Quills (Saddle Lake, Sacred Heart, formerly Lac la Biche)	St. Paul

For assistance completing this form, please call Service Canada at 1-866-742-3644 (TTY 1-866-909-9757)
National Survivors Support Line available, 24 Hours, 7 Days a week, please call 1-866-925-4419





INDIAN RESIDENTIAL SCHOOL IDENTIFICATION

Complete Section A, Block 5 by entering the number corresponding to the school(s) at which you resided.

Residential Schools

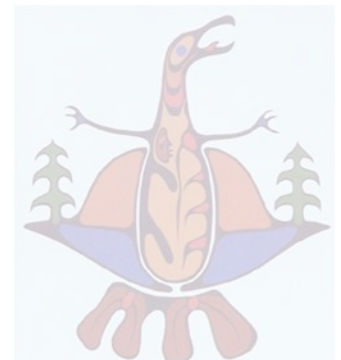
ALBERTA RESIDENTIAL SCHOOLS

52	Crowfoot (St. Joseph's, Ste. Trinite)	Cluny
53	Desmarais (St. Martin's Wabasca Roman Catholic)	Desmarais-Wabasca
54	Edmonton (formerly Red Deer Industrial)	St. Albert
55	Ermineskin	Hobbema
56	Fort Vermilion (St. Henry's)	Fort Vermilion
57	Grouard (St. Bernard's, Lesser Slave Lake Roman Catholic)	Grouard
58	Holy Angels (Fort Chipewyan, École des Saints-Anges)	Fort Chipewyan
59	Joussard (St. Bruno's)	Joussard
60	Lac La Biche (Notre Dame de la Victoire, predecessor to Blue Quills)	Lac La Biche
61	Lesser Slave Lake (St. Peter's)	Lesser Slave Lake
62	Morley (Stony)	Morley
63	Old Sun	Gleichen
64	Sacred Heart	Brocket
65	St. Albert (Youville)	Youville
66	St. Augustine (Smoky River)	Smoky River
67	St. Cyprian's (Queen Victoria's Jubilee Home)	Brocket, Peigan Reserve
68	St. John's (Wabasca Anglican/Church of England)	Wabasca
69	St. Joseph's (Dunbow)	High River
70	St. Mary's (Blood, Immaculate Conception)	Cardston
71	St. Paul's (Blood, Anglican/Church of England)	Cardston
72	Sarcee (St. Barnabas)	T'suu Tina
73	Sturgeon Lake (St. Francis Xavier)	Calais
74	Whitefish Lake (St. Andrew's)	Whitefish Lake

SASKATCHEWAN RESIDENTIAL SCHOOLS

75	Beauval (Lac Laplonge)	Beauval
76	Crowstand	Kamsack
77	File Hills	Balcarres
78	Fort Pelly	Fort Pelly
79	Gordon's	Gordon's Reserve, Punnichy
80	Lebret (Qu'Appelle, Whitecalf, St. Paul's High School)	Lebret

For assistance completing this form, please call Service Canada at 1-866-742-3644 (TTY 1-866-909-9757)
National Survivors Support Line available, 24 Hours, 7 Days a week, please call 1-866-925-4419





INDIAN RESIDENTIAL SCHOOL IDENTIFICATION

Complete Section A, Block 5 by entering the number corresponding to the school(s) at which you resided.

Residential Schools

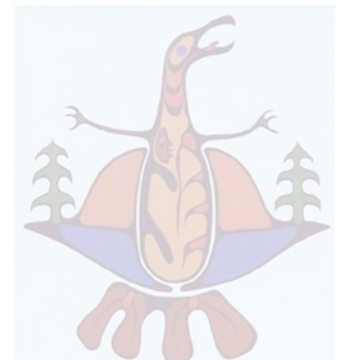
SASKATCHEWAN RESIDENTIAL SCHOOLS

81	Marieval (Cowessess, Crooked Lake)	Grayson
82	Muscowequan (Lestock, Touchwood)	Lestock
83	Prince Albert (Onion Lake Church of England, St. Alban's, All Saints, St. Barnabas, Lac La Ronge)	Prince Albert
84	Regina	Regina
85	Round Lake	Stockholm
86	St. Anthony's (Onion Lake, Roman Catholic)	Onion Lake
87	St. Michael's (Duck Lake)	Duck Lake
88	St. Philip's	Kamsack
89	Sturgeon Landing (Predecessor to Guy Hill, MB)	Sturgeon Landing
90	Thunderchild (Delmas, St. Henri)	Delmas

MANITOBA RESIDENTIAL SCHOOLS

91	Assiniboia (Winnipeg)	Winnipeg
92	Birtle	Birtle
93	Brandon	Brandon
94	Churchill Vocational Centre	Churchill
95	Cross Lake (St. Joseph's, Jack River Annex- predecessor to Notre Dame Hostel)	Cross Lake
96	Dauphin (McKay)	The Pas / Dauphin, MB
97	Elkhorn (Washakada)	Elkhorn
98	Fort Alexander (Pine Falls)	Fort Alexander
99	Guy Hill (Clearwater, The Pas, formerly Sturgeon Landing, SK)	The Pas
100	Norway House United Church	Norway House
101	Notre Dame Hostel (Norway House RC, Jack River Hostel, replaced Jack River Annex at Cross Lake)	Norway House
102	Pine Creek (Camperville)	Camperville
103	Portage la Prairie	Portage la Prairie
104	Sandy Bay	Marius

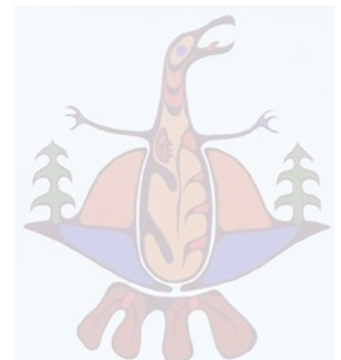
For assistance completing this form, please call Service Canada at 1-866-742-3644 (TTY 1-866-909-9757)
National Survivors Support Line available, 24 Hours, 7 Days a week, please call 1-866-925-4419



INDIAN RESIDENTIAL SCHOOL IDENTIFICATION
 Complete Section A, Block 5 by entering the number corresponding to the school(s) at which you resided.

Residential Schools		
ONTARIO RESIDENTIAL SCHOOLS		
105	Bishop Horden Hall (Moose Fort, Moose Factory)	Moose Island
106	Cecilia Jeffrey (Kenora, Shoal Lake)	Kenora
107	Chapleau (St. John's)	Chapleau
108	Fort Frances (St. Margaret's)	Fort Frances
109	Fort William (St. Joseph's)	Fort William
110	McIntosh	McIntosh
111	Mohawk Institute	Brantford
112	Mount Elgin (Muncey, St. Thomas)	Munceytown
113	Pelican Lake (Pelican Falls)	Sioux Lookout
114	Poplar Hill	Poplar Hill
115	St. Anne's (Fort Albany)	Fort Albany
116	St. Mary's (Kenora, St. Anthony's)	Kenora
117	Shingwauk	Sault Ste. Marie
118	Spanish Boys School (Charles Garnier, St. Joseph's, formerly Wikwemikong Industrial)	Spanish
119	Spanish Girls School (St. Joseph's, St. Peter's, St. Anne's formerly Wikwemikong Industrial)	Spanish
QUEBEC RESIDENTIAL SCHOOLS		
120	Amos (Saint-Marc-de Figuerly)	Amos
121	Pointe Bleue	Pointe Bleue
122	La Tuque	La Tuque
123	Fort George (St. Philip's)	Fort George
124	Fort George (St. Joseph's Mission, Résidence Couture, Sainte-Thérèse de l'Énfant Jésus)	Fort George
125	Sept-Iles (Notre Dame, Maliotenam)	Sept-Iles
126	Federal Hostel at George River	Kangirsualussuaq
127	Federal Hostel at Great Whale River (Poste-de-la-Baleine)	Kuujuaraapik / Whapmagoostui
128	Federal Hostel at Payne Bay (Bellin)	Kangirsuk
129	Federal Hostel at Port Harrison (Inoucdjouac, Innoucdouac)	Inukjuak
NOVA SCOTIA RESIDENTIAL SCHOOLS		
130	Shubenacadie	Shubenacadie

For assistance completing this form, please call Service Canada at 1-866-742-3644 (TTY 1-866-909-9757)
 National Survivors Support Line available, 24 Hours, 7 Days a week, please call 1-866-925-4419



CEP APPLICATION FORM

This draft version of the CEP Application includes the changes presented to the NAC in late November 2006. Other minor changes have since been added, and other improvements will be incorporated as they are identified. The CEP draft application form will be tested to ensure readability and ease of use. The final version will be presented to the NAC prior to distribution by SC.

Below is a summary of the changes presented to the NAC:

3.1.1 Applicant Names

From: Applicant to provide their current name and their name at birth.

To: Applicant to provide all names by which they were known while at IRS.

Rationale: The applicant may not have been known by either their current name or birth name while at IRS and could risk not having application validated. The applicant's current name and/or birth name may match names of other students at the time cited and the wrong person's records may be used to assess the amount of eligibility of the other names are not provided. The applicant may have been known by more than one name while at IRS and could risk underpayment.

3.1.2 Applicant Names

Currently: *Not addressed*

Add: Applicant asked to identify common variants of their name at IRS.

Rationale: The applicant may have been known at IRS by a nickname or variant of the name(s) provided in their application and could risk denial or underpayment.

3.1.3 Applicant Names

From: Applicant to provide names without clearly differentiating components.

To: Applicant to differentiate surname, first name, and middle name(s).

Rationale: Applicants may provide alternate names by which they have been known, but often do so in a manner in which there is ambiguity as to whether the name is an alternate first name, middle name or surname. In such cases, there is the risk that the wrong person's records may be used to assess the amount of eligibility.

3.1.4 Parents Names

Currently: *Not addressed*

Add: Applicant to provide the names of their parents and/or guardian / foster parents / grandparents, etc.

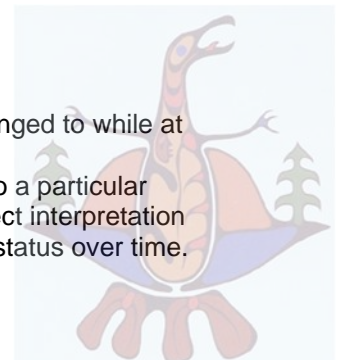
Rationale: The names of parents and/or guardian(s) is very useful for conducting genealogical searches if the applicant's name information fails to match names contained in the documentary record for the period.

3.1.5 Group

From: Applicant to identify the group to which they currently belong.

To: Applicant to differentiate between their current group and the group they belonged to while at IRS.

Rationale: Some historical documents exhaustively list only students belonging to a particular group, and so information about the applicant's group is important to ensure correct interpretation of the records. However, it is not uncommon for an individual's status to change status over time.



Information regarding any such any changes ensures that IRSRC will be able to capture everyone who may/may not have regained their status from Bill C-31. The SA is status-blind; some non-native attendees are eligible under the SA.

3.1.6 Residence

Currently: *Not addressed*

Add: Applicant to clarify residential status.

Rationale: Requiring applicants to identify their residential status will assist in reducing applications from applicants who are not eligible, such as former day students. Also, knowing whether applicants cite consistent or inconsistent periods of residence assists in justifying inferences in instances impacted by incomplete records.

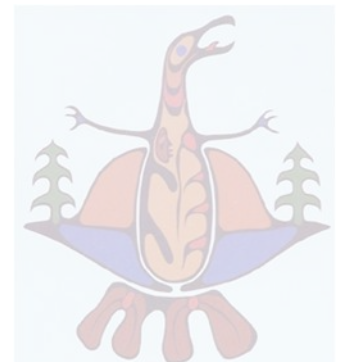
3.1.7 Other Schools

From: Applicant to name any school not on eligibility list.

To: Applicant to provide information about schools not on list, ex. City/community and province/territory.

Rationale: Applicants may cite residence at schools that the records do not support, and given that many schools have the same or similar names, even within the same province. Providing this additional information facilitates more efficient and accurate validation. Therefore, more information would enable a more accurate search

DRAFT



4 Appendix B: Government Documents Used to Confirm Residence

The following types of Government documents have been deemed acceptable to confirm residence, based on criteria established, originally, for AP purposes. Details about the kind of information typically found in each type of document is also listed, as the appearance of an applicant's name on any of these documents is not always enough, in and of itself, to confirm residence.

4.1 Primary Documents

4.1.1 Quarterly Returns (pre-Sept. 1971) & Enrolment Returns (post-Sept. 1971)

The Quarterly Returns (QRs) are generally the best documents to confirm residence. They were a comprehensive list of all (status) students that resided at the school, and as such, they are the primary documents used for approval of payment. They were filed for calendar quarters ending on March 31st, June 30th, September 30th and December 31st. They listed the students who were in residence in order to obtain the per capita grants paid to Indian Residential Schools. Usually, the students are listed with their registration number, their band and date of birth; often, their date of admission is also noted. Effective September 1971, Enrolment returns replaced the Quarterly Returns. These were issued twice a year, in March and September, but had essentially the same purpose.

Some Quarterly Returns also list day school students (or students who received lunches at the IRS), but they are identified separately from the resident pupils, as no per capita grant was payable for day school students.

4.2 Ancillary Documents

4.2.1 Daily Registers

Daily Registers (DRs) were documents that listed the attendance of each student by class for the entire year. There is sometimes a "Summary of Pupil's attendance" that will indicate the months during which the student was at the school.

Daily Registers do not always differentiate between Residents and day pupils. When the IRS also served as a day school for the local community, the DR does not necessarily confirm residence but confirms attendance. For a site where there were no day students, the DR can be considered to validate both attendance and residence.

4.2.2 Admission & Discharge Forms

An Admission and Discharge form was prepared to list the names of the children admitted and discharged during the course of a school year. This document is often used to confirm residence, as it speaks specifically to resident pupils.



4.2.3 Student Lists (Form 101E, 102E, class lists, etc.)

A 101E Form was to be completed by the Principal before June 30th in order “to review the necessity of retaining each pupil at the residential school”. This document confirms residence for the current year (school year in which it was created), but not necessarily for the following year.

A 102E Form is a list of students who were approved from the 101E for the school year to come, and is a confirmation of residence for the current year, except for students listed as beginners.

Typical student lists would be produced in a variety of situations and could usually confirm attendance (and residence if it is clear there was no day school, etc.) Some student lists that could be useful to confirm residence include:

Transportation lists

Dorm reports

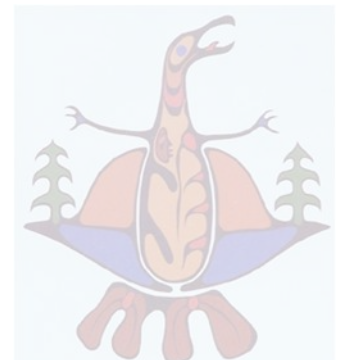
Student History Cards

Bath Schedules

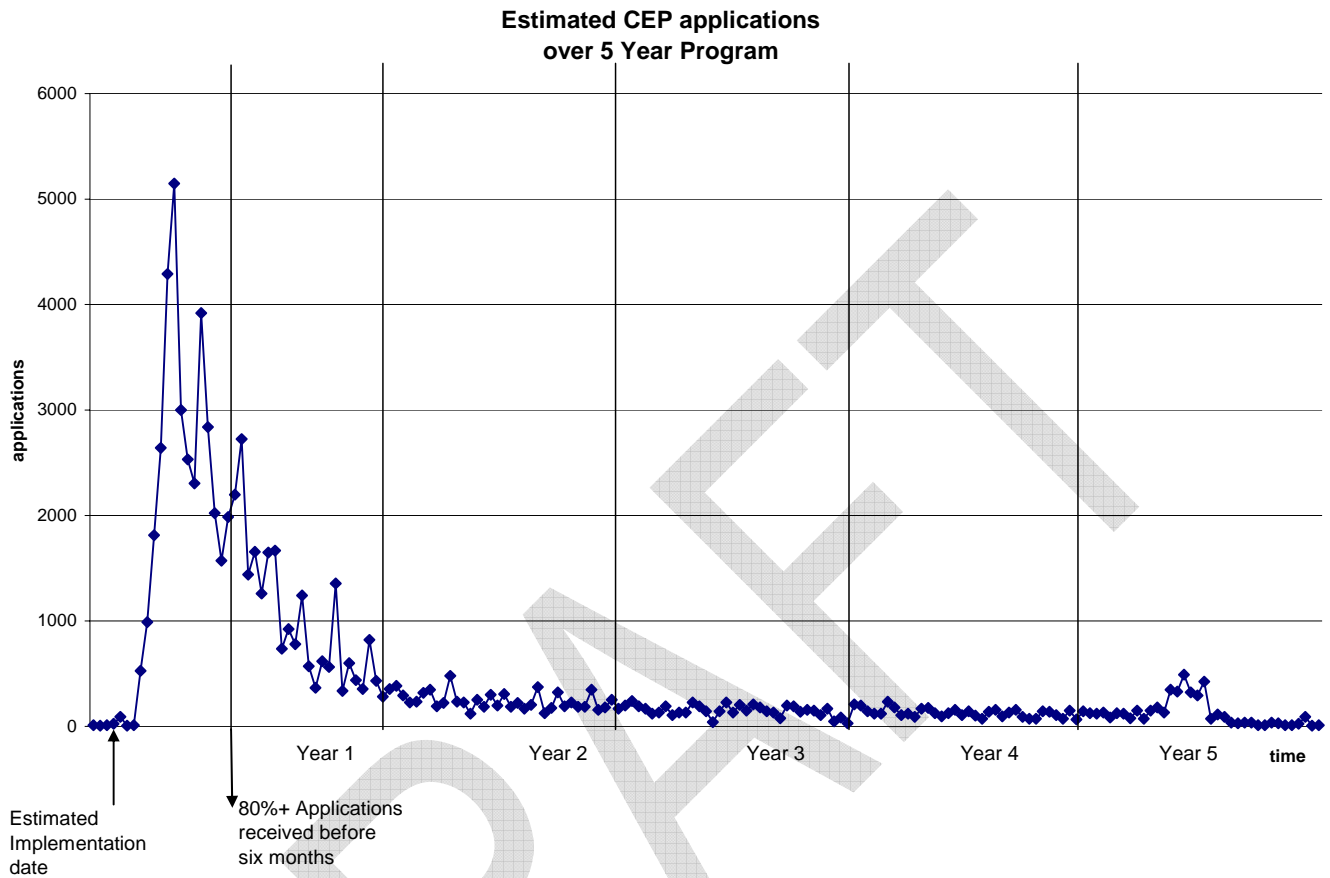
4.2.4 Principal’s Monthly Reports

These reports were produced by the principal, listing students and staff who were absent each month. These documents do not always differentiate between day and resident pupils, and the lists produced for schools which served as a day school are used to confirm attendance only.

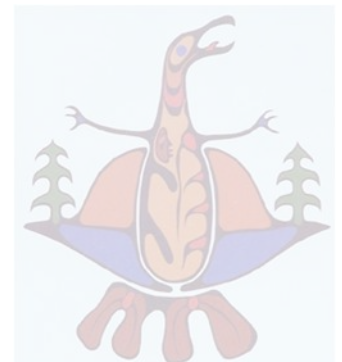
DRAFT

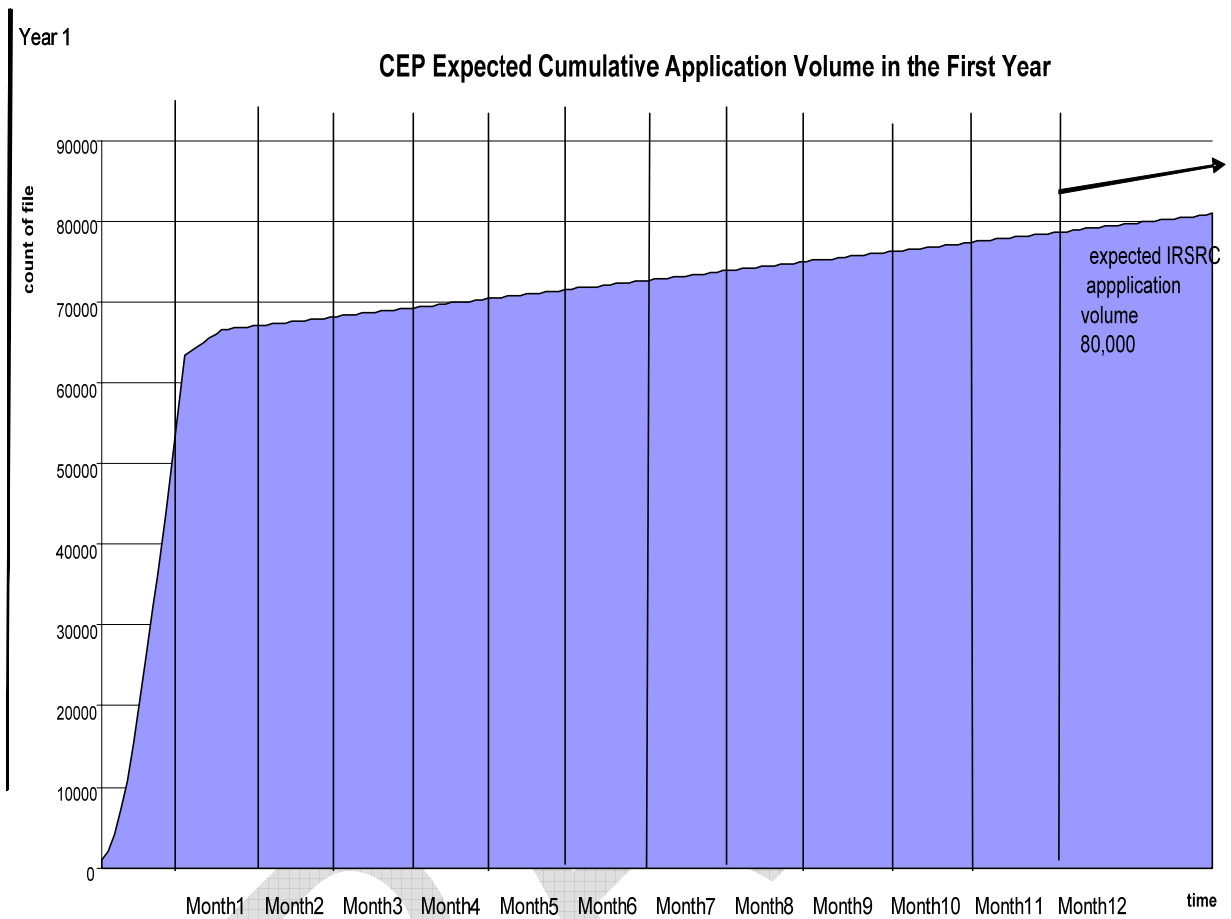


5 Appendix D: Estimated Application Volume 5 Years



The vast majority of applications will be received within the first six months based on the experience of the Advance Payment Program. Adequate resources will be available prior to the peak period to process the applications within the accepted service level timeframe.





- Application numbers spike quickly, and then level off for the remaining time, based on Advance Pay
- 75% of Applications received within the first six weeks
- Applications then continue to trickle in over the duration of the program with a small spike near the end

