

Indian Day Schools in Canada

Federal Indian Day School Class Action Settlement (FIDSCAS)

Presented by:

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Indian Day School in Hay River

my grade two story...

“My little school mate friend, we were in the same class, we were walking together and she had a big smile on her face, and she asked me how I was doing? She liked to skip a little when she walked and talked as we went to class that day.

Later that night she died, at the Kamloops Catholic Indian Residential School, from a tic.

Some days later our class was marched down to the graveyard and we all had to stand there until she was buried; then we were marched back to the classroom.

In the classroom many classmates were crying. It was a very sad day, and other children died at that school.”

Lawrence Paul Yuxweluptun



Outline

- History of Indian Day Schools
- Documents to read prior..
- What is Schedule “K”
- Taking a Client’s Narrative
- Definition of Harms suffered
- Making an ATIP Request
- Additional information



History of Indian Day Schools

- In 1920 there were 247 Indian Day schools in Canada with a total enrollment of 7,477 students. The Government of Canada established and operated 699 Indian Day Schools over the years.
- Total student numbers between 1920 and 2000 was close to 200,000 First Nations, Inuit, Métis and non-status Indian children.
- Certain abuses were committed against these students and harms were suffered by these students attending Indian Day Schools.
 - "You were always hit with something: straps, pieces of wood, rulers, yardsticks, chalk thrown at you, erasers thrown at you, you were pushed around," said Dennis Diabo, Kahnawake.
<https://www.cbc.ca/news/indigenous/kahnawake-indian-day-schools-1.5127502>





“We weren’t allowed to speak Haida, not even mention a word in Haida,” Wilson said. “We weren’t allowed to draw. We weren’t allowed to sing and dance. We weren’t allowed to talk about anything about Haida culture.”

And if they disobeyed, Wilson said that they were “whipped across the face” and sometimes “whipped across the back”. “This was happening throughout my kindergarten, Grade 1, 2, and 3,” he recalled”

Andy Wilson, Haida Nation

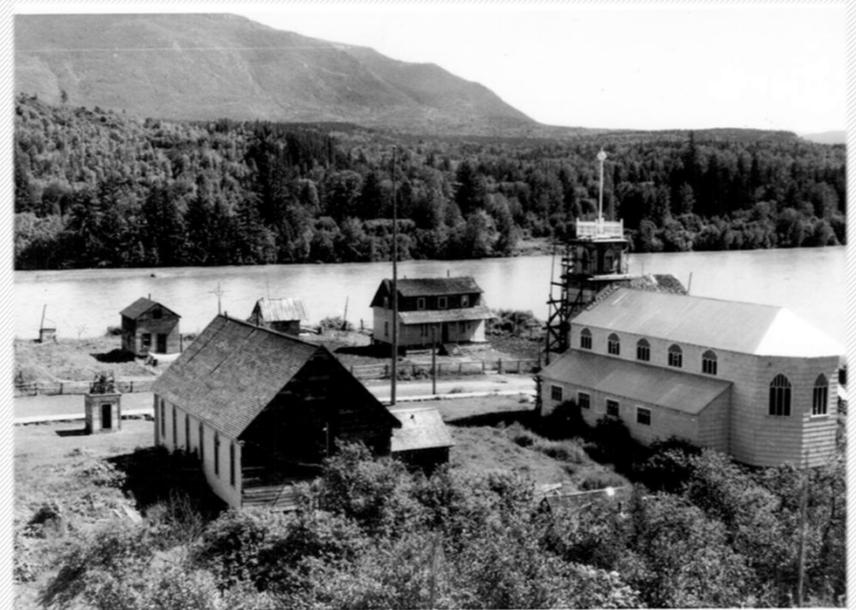
Federal Indian Day School Class Action Settlement (FIDSCAS)—Timeline

2009 - Gary McLean

May 2016

November 2018

January 13, 2020 Application
process begins for IDS
Survivor Class Members



Old Aiyansh on the Nass River, 1950s, Anglican Church

Documents to read prior to assisting Clients

Schedule A	}	• The Agreement in Principle (3 pages)
Schedule B		• Compensation Grid • The Claims process (8 pages)
Schedule C	}	• Amended Statement of Claim (24 pages)
		• Relief Claimed • Survivor Class • Family Class
Schedule K	}	• List of Approved IDS in Canada

Who is Eligible?



- A person who attended an Indian Day School listed in “Schedule K”
- A person who suffered a Level of Harm, as described in “Schedule C”
 - At the hand of a teacher, principle, other student, or other 3rd party
- A Survivor Class person who is deceased after July 31, 2007;
 - The executor can apply on behalf of the person who is deceased.
- A Family Class member - this compensation is through the legacy fund

Justice for Day Scholars

- If your client's school is not on "Schedule K," they may have attended a federally run and recognized Residential School as a Day Scholar
- An alternate method to receive compensation can be found at justicefordayscholars.com
- Contact:
 - dayscholars@waddellphillips.ca; or
 - jo-anne.gottfriedson@kib.ca



JUSTICE FOR DAY SCHOLARS

Call the Wellness Help Line: 1-855-242-3310

This phone is available 24/7 and a qualified counselor will be on the line to speak with you. This is a national phone number that is set up to help people from the Indian Day School class action, the Sixties Scoop, and Residential School survivors.

Other resources

Link from the indiandayschools.com site created by Gowlings: Indian Day Schools Class Action Settlement form:

Watch on Youtube

https://www.youtube.com/watch?v=9Y0Ty_LttfU&feature=emb_title

Claim Form Overview

CLAIM FORM

The Settlement provides for compensation to former Day School students who **both**:

- a) **attended** Federal Indian Day School(s) and Federal Day School(s) funded, managed and controlled by Canada
- AND**
- b) **suffered abuse or harm from** teaching staff, officials, students and other third parties at the school.

To be eligible for compensation, students must not have already received a settlement from Canada for the same or related incident(s) at a Federal Indian Day School or Federal Day School as identified in this Claim Form.

Former Day School students are collectively identified as Survivor Class Members.

If you believe you are a Member of the Class, please complete this Claim Form to the best of your ability.

Part 1	Your name, contact details and date of birth	page 3
Part 2	Day School(s) and the years you attended	page 4
Part 3	Consent and Signature Page	page 5
Part 4	IF claiming Level 1 Verbal / Physical Harm	page 6
Part 5	IF claiming Level 2, 3, 4, or 5 Sexual / Physical Harm	pages 7-1
Part 6	Complete <u>only</u> if you are missing required document(s)*	page 1
Part 7	Complete <u>only</u> if you are a legal representative of a Claimant	page *

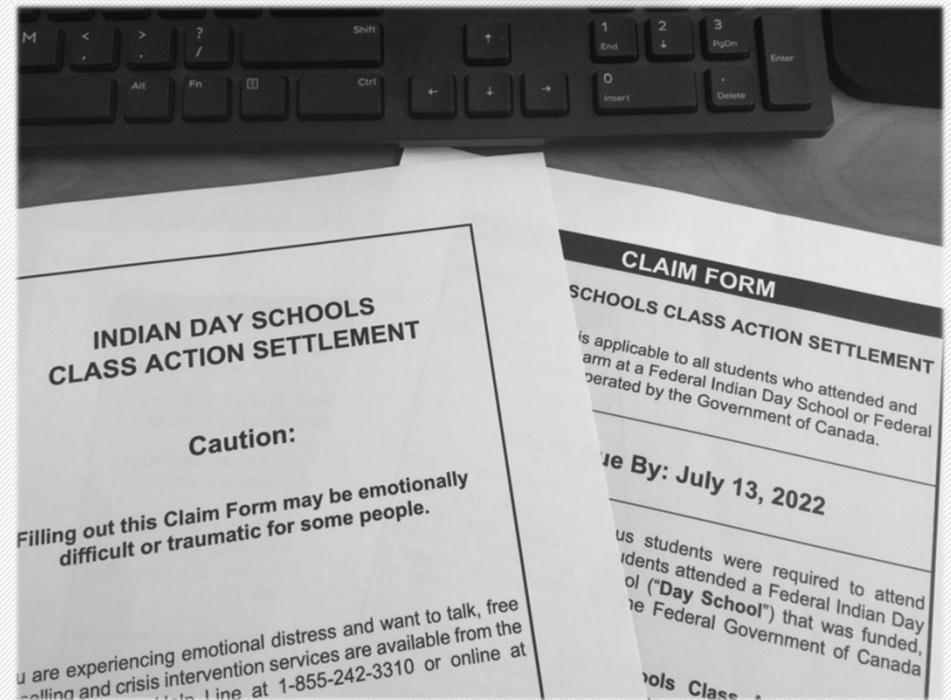
Before sending, please review the Retention Policy and Submission Process on pages 14 and 15

Please make sure to keep a copy of your Claim Form and any attached documents for your personal records.

Send original photographs, identification or record photocopies will be accepted.

Lets start at the beginning:

- Cover Page - A “Caution”; a Wellness Help line, and a number for legal assistance;
- Claim Form - Page 1
 - The Due Date: July 13, 2022
 - A General Statement about Indian Day Schools;
 - Where to find Schedule K
 - Available Legal Advice



PART 1: INFORMATION OF CLAIMANT

Part 1: Information of Former Day School Student (Claimant)

Claimant Name and Last Name (required)

First Name: _____

Middle Name: (if applicable) _____

Last Name: _____

Other name(s) (if applicable) Examples: name while attending the school, maiden name, adopted name, nickname, or E-Disc/W-Disc name/number (Inuit)

Claimant's Date of Birth (required) DD __ MM __ YY __

If Claimant has died, Date of Death DD __ MM __ YY __

Indian Status Card number or Beneficiary number _____ Social Insurance Number _____

Claimant Contact Details (required)

Street Name and Number _____ Unit Number (if applicable) _____

City/Town/Community _____ Country _____

Province/Territory _____ Postal Code _____ Mobile Telephone Number _____

Home Telephone Number _____

Email Address (if available) _____

Claimant's current Home Community or Communities (if applicable)
Examples: Name of First Nation, Town, Hamlet, or Settlement

Indian Day Schools Individual Claim Form 3 of 15

Part 2: School attended:

Where?
This can be
more than
one school;

When?

Part 2: Where and When did you attend the School(s)?

To be eligible for compensation, you must have attended an eligible Day School during the period when it was funded, managed and controlled by Canada (Class Period). Day Schools covered by the Day School Settlement, along with their opening and closing dates, are listed at www.indiandayschools.com (Schedule K of the Settlement). Identify the Day School you attended and years attended. If you attended more than one (1) school, please list each separately below.

Name of Day School #1

Reserve, Location or Community _____

Province or Territory _____

First Year of Attendance _____

Last Year of Attendance _____

Year attended (yyyy) or Age when attended 19__ __

Year attended (yyyy) or Age when attended 19__ __

Name of Day School #2

Reserve, Location or Community _____

Province or Territory _____

First Year of Attendance _____

Last Year of Attendance _____

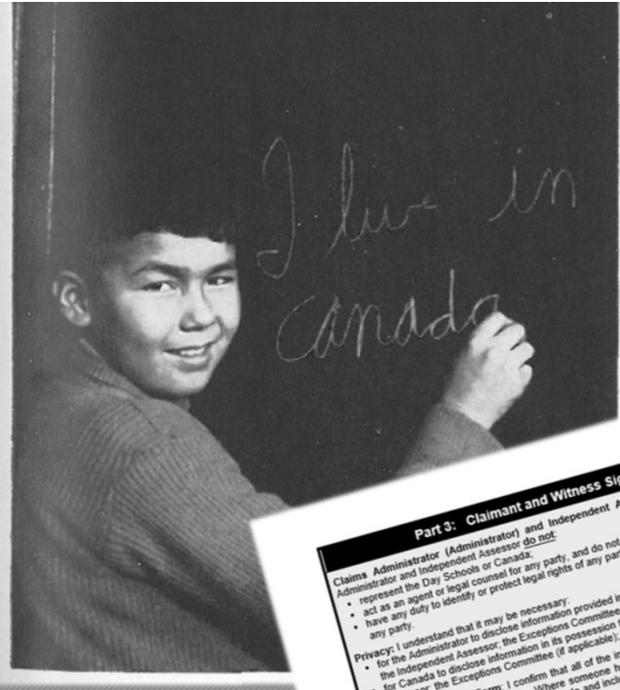
Year attended (yyyy) or Age when attended 19__ __

Year attended (yyyy) or Age when attended 19__ __

Indian Day Schools Individual Claim Form 4 of 15

Part 3: Claimant and Witness Signatures

- Claims Administrator
 - is the one who gets claim forms
 - Reviews the claim forms
 - Makes sure harm level selected goes with the information you have provided
 - Is the one who gives claimants compensation if they qualify
- Independent Assessor
 - Can review the decision of Claims Administrator
 - Can overturn a decision by Admin to approve your claim
 - In some extraordinary circumstances, Assessor may send an issue to the exceptions committee
- By Signing this part of the form you are confirming it is true to the best of your knowledge and that some of your information may be disclosed



Part 3: Claimant and Witness Signatures

Claims Administrator (Administrator) and Independent Assessor: I recognize that the Administrator and Independent Assessor do not:

- represent the Day Schools or Canada,
- act as an agent or legal counsel for any party, or to raise an issue not raised by any party,
- have any duty to identify or protect legal rights of any party, or to raise an issue not raised by any party.

Privacy: I understand that it may be necessary:

- for the Administrator to disclose information provided in this Claim for verification to Canada, the Administrator and Independent Assessor (if applicable), and Class Counsel, and
- for the Independent Assessor, the Exceptions Committee (if applicable), and Class Counsel, and
- for Canada to disclose information (if applicable), to the Administrator, the Independent Assessor, the Exceptions Committee (if applicable), and Class Counsel.

Information in Claim Form: I confirm that all of the information provided in this Claim Form is true to the best of my knowledge. Where someone helped me complete this Claim Form, that Assessor, the Exceptions Committee (if applicable), and Class Counsel.

Class Counsel and legal advice: I understand that free legal advice is available from Govling WLG by contacting govschools@govlingwlg.com or 1-844-539-3515.

Consent: I understand that by signing this Claim Form and submitting it to the Claims Administrator, I am consenting to the above, and to the disclosure of my personal information to be used and disclosed in accordance with the Settlement.

Other/Prior Settlement (required):
Please check YES or NO to this question: have you already received money from Administrator, I am consenting to the above, and to the disclosure of my personal information to be used and disclosed in accordance with the Settlement.

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Signature of Claimant (required) _____ Date DD MM YY _____

The Witness must only see the Claimant sign this page. They are not required to read the Claim nor to verify the accuracy of the events.

Signature of Witness (required) _____ Date DD MM YY _____

Witness Full Name - First Last _____

Witness Address: Street Name and Number, Unit Number _____ Country _____

City/Town/Community _____ Postal Code _____

Province/Territory _____ Witness Email Address (if available) _____

Witness Telephone Number _____

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Day Schools Individual Claim Form

Narrative

I went to the Indian Day school in Anahim Lake from the time I started Kindergarten in 1958. At the time it was called Chilcotin Indian Day school. The hospital burned down and they built a Day School on the site of the hospital. There were four big classrooms and that's where we went to school. Each classroom was for a different grade: Kindergarten, Grades 1-3; 4-7; and 8-12. My parents forced me to go to school. After school I would go home, but sometimes during the year I would live with the nuns because my parents were "haying" or doing other harvesting work. The kids who did stay with the nuns overnights were in the old "morgue". The idea of that was very shocking to me when I found that out. I felt lonely there, and didn't like being there alone. At times my cousin Maureen, and her brother Patrick would stay with me when I was there.

Kindergarten:

My first experience they put us in uniforms, blue and white. They put us in a classroom, and my teacher was Sister Assumption. One of my first memories is that they cut our hair. It used to be down to my waist, but they kept on cutting it until I had short bangs and shoulder length in the back. At the time I did not understand English when I started school. It was hard to learn English. They taught me to read more than they taught me to speak good English and even as a teenager I struggled with the English language. People that I met when I travelled would correct my English and teach me the proper way to say things.

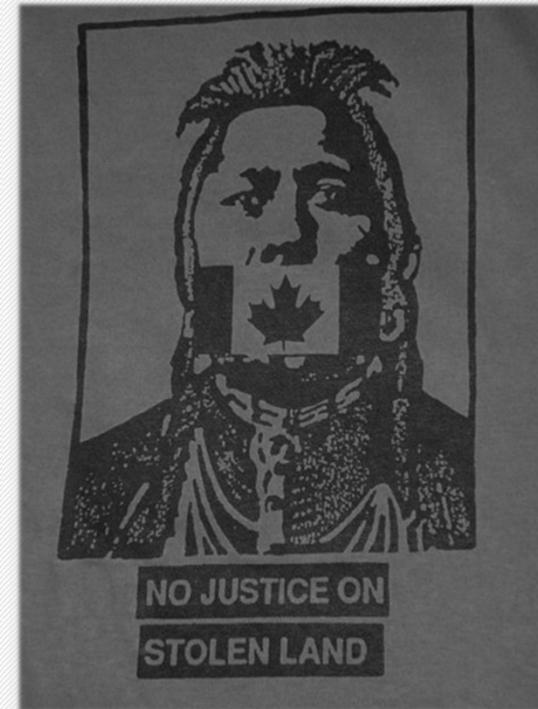
Each year I was waiting to pass on to the next grade, but it never happened. Sister Assumption kept on keeping me in the class year after year. All the other kids were promoted to the next grade but I was kept there. I remember they told me that I was not listening, and that I was cheating. I was picked on in school, there was always a fight. But it was the other students who were cheating and copying my work, I was smart. I was looking forward to moving on to St. Josephs Mission, which was the high school, but I never made it. I did eventually make it to grade six.

Sister Assumption used to discipline all the students with a hard wooden ruler, she had a long one and a short one. She would whip me on the hands with the ruler, both on the palms of my hands and on the back part of my hands. I still have scars on my hands today because of that. Another



The Significance of the Narrative

- Drafting a narrative should not be bypassed, even when helping a level 1 claimant. Why?
 - You will need to hear as much of their experience as they are willing to divulge to ensure that they will be submitting an appropriate claim
 - On some occasions an individual may not even realize that their claim rises above a level 1 harm
 - There cannot be justice without truth



Indigenizing a Colonial Process

- The narrative component of the Claim Form is an opportunity to engage in truth telling and truth gathering—both of which are vital to healing and reconciliation.
- Even if they are a level 1 claimant, the harms they have suffered have likely left a lifelong impact upon them, and in many cases, they have not relayed their experiences to their own families. Therefore, clients may wish to use the narrative to share their experiences with their families to facilitate the healing process.



From *The Outside Circle*, by Patti LaBoucane-Benson

Prescribed Process

- Re-victimization cannot be avoided in assisting survivors with the narrative process
- Bearing this in mind, navigating this portion of the claim form takes considerable skill, patience, and sensitivity
- Prescribed process:
 1. Take the time to establish a rapport with the survivor
 2. Discuss the availability of therapeutic resources
 3. Advise your client that they have significant control over the process and can take breaks as needed
 4. Send drafts of your narrative to your client so you can clarify and make revisions throughout the process
 5. Advise your client to keep a pen and pad with them to write down their memories—this process will bring up suppressed memories
 6. Although the focus of the assessor is on harms incurred at Day School, expand your narrative to include a greater history of the survivor
 7. Humanize the survivor in your narrative
 8. End your meetings on a light note



Defining Harms

- The level of harms chart on the FIDSCAS claim form can be confusing, and may not provide a comprehensive guide for the purposes of informing the narrative component of the form
- The ICLC has found great utility in s. 44 of “Schedule C” in the *Consolidated Settlement Agreement* which can be found here:
<https://indiandayschools.com/en/wp-content/uploads/consolidated-settlement-agreement.pdf>



The Scream by Kent Monkman

“Schedule C” s. 44

SURVIVOR CLASS

44. As a consequence of the negligence and/or breach of fiduciary, constitutional, statutory and common law duties, and the breaches of Aboriginal Rights by Canada and its agents, for whom Canada is vicariously liable, the Survivor Class members, including the Representative Plaintiffs, suffered injury and damages including:

“Schedule C” s. 44 (Cont’d)

- a) assault and battery;
- b) sexual abuse;
- c) severe emotional, psychological pain and suffering;
- d) loss of language, culture, spirituality, and Aboriginal identity;
- e) isolation from their family, community and Nation;
- f) an impairment of mental and emotional health, in some cases amounting to a permanent disability;
- g) an impaired ability to trust other people, to form or sustain intimate relationships, to participate in normal family life, or to control anger;
- h) a propensity to addiction;
- i) alienation from community, family, spouses and children;
- j) an impaired ability to enjoy and participate in recreational, social, cultural, athletic and employment activities;
- k) an impairment of the capacity to function in the work place and a permanent impairment in the capacity to earn income;
- l) deprivation of an education, including basic literacy and skills necessary to obtain gainful employment;
- m) sexual dysfunction, confusion and disorientation;
- n) depression, anxiety and emotional dysfunction;
- o) suicidal tendencies and ideation;
- p) loss of self-esteem and feelings of degradation, shame, fear and loneliness;
- q) nightmares, flashbacks and sleeping problems;
- r) fear, humiliation and embarrassment as a child and adult;
- s) impaired ability to express emotions in a normal and healthy manner;
- t) loss of ability to participate in, or fulfill, cultural practices and duties;
- u) loss of ability to live in their community and Nation; and
- v) cultural, economic, and social devastation

Determining Harm

- The chosen level of harm should reflect the most serious instance of harm or abuse the survivor has sustained
 - If choosing between two levels, err on the side of caution and choose the higher level of harm
- Perpetrators of harm include:
 - Teachers
 - Students
 - Officials
 - Other 3rd parties
- Supplement the harms chart on pg. 7 of the claim form with the harms noted in s. 44 of “Schedule C”

Part 5: Claims Process for Levels 2, 3, 4, or 5				
STEP 1: Identify the ABUSE or HARM you suffered from teachers, officials, students, and/or other third parties.				
Abuse / Harm	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Sexual Abuse/Harm	At least one sexual incident of any one of:			Repeated sexual incidents of any one of:
	<ul style="list-style-type: none"> • touching of genitals or private parts; • adult(s) exposing themselves; • fondling/kissing; • nude photos taken 	<ul style="list-style-type: none"> • masturbation; • oral intercourse; • attempted penetration 	<ul style="list-style-type: none"> • penetration; • penetration with an object 	<ul style="list-style-type: none"> • masturbation; • oral intercourse; • penetration; • penetration with an object
OR				
Physical Abuse	At least one incident of physical abuse / assault, <u>causing</u> :	At least one incident of physical abuse / assault, <u>causing</u> :	Repeated (at least two) incidents of physical abuse / assault, <u>causing</u> :	During an incident of any one sexual abuse / assault described above <u>at least one</u> incident of physical abuse / assault, <u>causing</u> :
Harm	<u>serious but temporary</u> harm: <ul style="list-style-type: none"> • injury requiring bed rest or infirmary stay (e.g., in school medical room or hospital); or • loss of consciousness; or • broken bone(s) 	<u>permanent or long-term</u> harm: <ul style="list-style-type: none"> • injury; or • impairment (e.g., physical or mental); or • disfigurement 		
STEP 2: Select your Claim Level, by placing a mark in one box below, for the Level of abuse / harm you suffered as identified above.				
Place a MARK In ONE box:	Level 2 \$50,000 <input type="checkbox"/>	Level 3 \$100,000 <input type="checkbox"/>	Level 4 \$150,000 <input type="checkbox"/>	Level 5 \$200,000 <input type="checkbox"/>

Sworn Declaration

- Gowling WLG has emphasized that the sworn declaration is afforded considerable weight by the assessor
- Anything beyond level 3 requires witness narratives, medical, dental, therapy records, or a sworn declaration if witness narratives and the aforementioned records are not possible.
- Names/positions are required for perpetrators with respect to higher level harms—if they are not available, a sworn declaration is required
- NB: Only one sworn declaration is required for the entire claim form



Making an ATIP Request

[Français](#)

 Government of Canada / Gouvernement du Canada

Access to Information and Personal Information Request Service

Welcome

Welcome to the ATIP Request Service

⌚ Average time to submit a request is 7 minutes.

⚠ Possible delays in treating your request
Openness, transparency and accountability are guiding principles of the Government of Canada. However, our ability to respond to requests within the timelines mandated by the Access to Information Act and the Privacy Act may be affected by the exceptional measures put in place to curb the spread of the novel coronavirus (COVID-19) and protect the health and safety of Canadians. Access to information and personal information requests received from the public continue to be important to us. We will continue to make reasonable efforts to respond to requests, in accordance with operational realities. Thank you in advance for your patience and understanding during this period as we all navigate these unprecedented challenges.

The Access to Information Act and the Privacy Act give you the right to access information and records held by government institutions.
Canadian citizens, permanent residents, and individuals and corporations present in Canada can request access to:

1. General government records related to the operations of government institutions, such as information about government spending, programs, policies, or activities of the government. (Available under the [Access to Information Act](#))
For a general request for government records made under the Access to Information Act, there is a \$5.00 application fee.
2. Personal information about individuals held by government institutions for the purposes of administering programs and services. (Available under the [Privacy Act](#)). There are some exceptions.

There is no fee for requests for personal information made under the [Privacy Act](#).

You can make both kinds of requests using this service.

- Once you complete your request it will be sent to the selected institution for processing.
- Institutions have up to 30 days to respond to your request, either by providing the records or explaining why more time is needed.
- [Learn more about making a request.](#)

To begin, make your selection:

or

- Visit the following webpage:
<https://atip-aiprp.tbs-sct.gc.ca/en/Home/Welcome>
- Scroll to the bottom of the page and click “Request Personal Information”

Making and ATIP Request (Cont'd)

Subject of personal information request

Specify whose personal information you are requesting.

Note: If you are requesting information about someone else, you will be asked to provide supporting documentation:

- Proof of consent (for living individuals),
- Proof of executorship (for individuals deceased fewer than 20 years), or
- Proof of death (for individuals deceased 20 years or more).

* You would like information about: (required)

- Yourself
- Someone else who is living, and you have their consent
- Someone else who has been deceased fewer than 20 years, and you are the executor of their estate
- Someone else who has been deceased for 20 years or more

[Previous](#) [Next](#)

Version: 2.1.0.0

- Under “You would like information about,” click “Someone else who is living, and you have their consent”
- NB: You will be provided the opportunity to submit a scan of an authorization to release information form

Making an ATIP Request (Cont'd)

Before your start

You have selected to make an access to information request.

Do research for your request

[Step 1. Indicate the type of information you are looking for](#)

[Step 2. Find out if the information you are looking for is already available](#)

[Step 3. Pick the right institution](#)

Already know which institution you want?

You can skip these steps and begin your request by selecting an institution.

Select an institution

Step 1. Indicate the type of information you are looking for

► How to use this search

Enter your search term

Find

Step 2. Find out if the information you are looking for is already available

There are currently no search results. You must enter a search term or keyword in the [search field above](#) and click the find button to view search results.

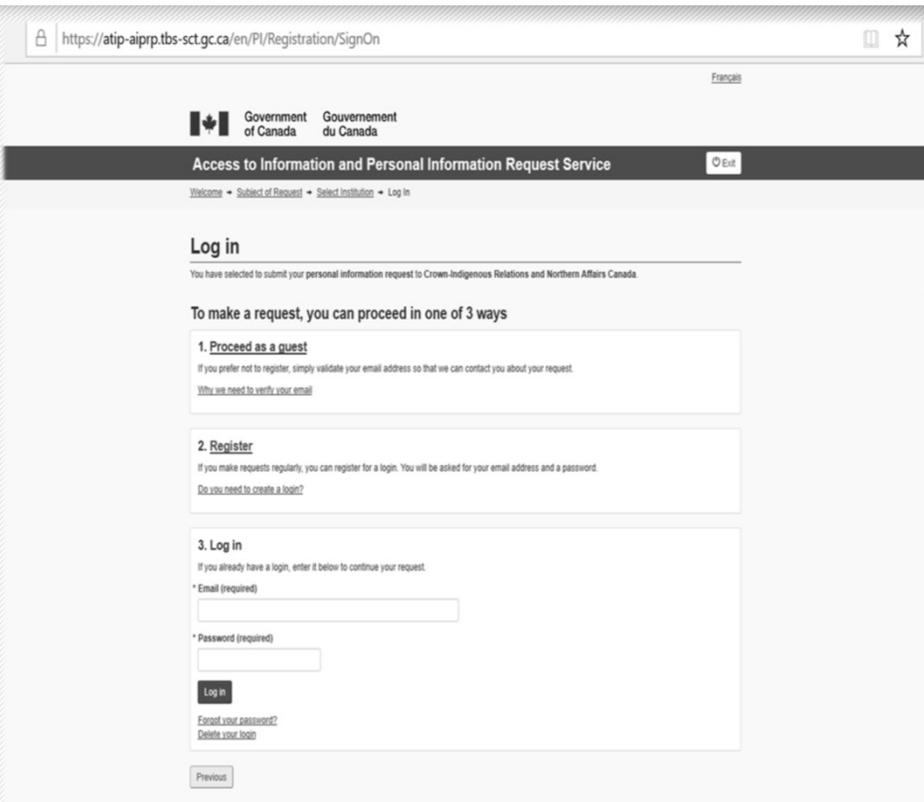
Step 3. Pick the right institution

There are currently no search results. You must enter a search term or keyword in the [search field above](#) and click the find button to view search results.

Already know which institution you want?

- For Federal Indian Day School Records, click on “Select an Institution” and search for “Indigenous Services Canada” and click on it
- If you are searching for something different, utilize Steps 1-3

Making and ATIP Request (Cont'd)



The screenshot shows the ATIP registration/sign-on page. The browser address bar displays the URL: <https://atip-airp.tbs-sct.gc.ca/en/PI/Registration/SignOn>. The page header includes the Government of Canada logo and the text "Government of Canada / Gouvernement du Canada". Below the header, there is a navigation bar with "Access to Information and Personal Information Request Service" and an "Exit" button. The main content area is titled "Log in" and contains the following text: "You have selected to submit your personal information request to Crown-Indigenous Relations and Northern Affairs Canada. To make a request, you can proceed in one of 3 ways". The three options are: 1. **Proceed as a guest**: "If you prefer not to register, simply validate your email address so that we can contact you about your request. [Why we need to verify your email](#)". 2. **Register**: "If you make requests regularly, you can register for a login. You will be asked for your email address and a password. [Do you need to create a login?](#)". 3. **Log in**: "If you already have a login, enter it below to continue your request." Below this, there are input fields for "Email (required)" and "Password (required)", a "Log in" button, and links for "Forgot your password?" and "Delete your login". A "Previous" button is located at the bottom left of the form area.

- Next, when prompted, proceed as “guest”
- When you receive a verification email, click on “verify email”
- If you will be doing this frequently, it may be advisable to register (under option 2.)

Making and ATIP Request (Cont'd)

The screenshot shows a web browser window with the URL <https://atip-airp.tbs-sct.gc.ca/en/PI/Request/RequestDetails>. The page header includes the Government of Canada logo and the text "Access to Information and Personal Information Request Service". Below the header, there is a breadcrumb trail: "Welcome → Subject of Request → Select Institution → Request Details". The main heading is "Provide request details". The form contains the following sections:

- Request type:** "You are making a personal information request. (Change request type)"
- Selected institution:** "You are making your request to Crown-Indigenous Relations and Northern Affairs Canada. (Change institution)"
- * Eligibility (required):** "You are a:" with three radio button options: "Canadian citizen", "Permanent resident of Canada", and "Individual present in Canada".
- * Request label (maximum 100 characters) (required):** A text input field with a placeholder: "Please assign your request a label or nickname for your own reference. Do not include personal information (such as your SIN#) in this field."

- Fill out your request for “All Day School Records” including how you would like to receive the information
- Provide as much detail as you can, including any other names your client may be registered under—the more specifics you are able to provide, the better your chances are for obtaining the information you wish to acquire
- The next page will provide you with the opportunity to upload any pertinent documents

Making an ATIP Request (Cont'd)

- Subsequent to uploading documents, you will be brought to the “Provide Contact Information” page
- Enter in all the required fields
- Next, confirm the details of your request under “Confirm Request Details” and click on “FINISH”
- There may be a fee associated with your request (\$5.00) which is payable via credit card
- NB: Requests are also possible via mail to a particular department



Part 7: Are you applying as a representative for a claimant?

- You can apply on behalf of someone if:
 - You are appointed by a court to make decisions concerning the affairs of a person under disability
 - You are the Estate Executor or Administrator appointed on behalf of a claimant who is deceased on or **AFTER JULY 31, 2007**
- If the deceased lived on reserve and you wish to become a representative call CIRNAC
- If you are an executor/ administrator or are appointed to make decisions on behalf of someone you will be asked to provide evidence of that appointment. Choose from the list of required documentation and list the documentation.

Part 7: Are you applying as a Representative of a Claimant?	
If applicable, a Personal Representative must be either:	
Appointed by a Court to manage or make reasonable judgments or decisions in respect of the affairs of the person under disability	OR The Estate Executor or Administrator, appointed by a Court or the Crown-Indigenous Relations and Northern Affairs Canada (INAC/CIRNAC), on behalf of a Claimant who is deceased on or after July 31, 2007
To become appointed as a Personal Representative for a deceased Claimant that lived on reserve, please contact INAC/CIRNAC at: 1-800-567-9604. All other appointments are managed by the local Province or Territory.	
If you are applying as a Representative, on behalf of a Claimant, check this box:	Yes <input type="checkbox"/>
If you selected Yes, Representative to provide details below	
Representative Full Name - First, Last	
Representative Address: Street Name and Number, Unit Number	
City/Town/Community	
Province/Territory	Postal Code
Country	
Telephone Number	Email Address (if available)
Relationship to the Claimant:	
Documentation Required	
Powers of Attorney	Executors / Administrators
<ul style="list-style-type: none"> Court Order; or Documentation that shows you have Power of Attorney over the Claimant's finances. 	<ul style="list-style-type: none"> Death Certificate and a Will; Revenue Québec Estate Form; or Order or Grant of Administration from a Court; or Letters of Administration from INAC/CIRNAC
List the attached documentation you have included:	

Retention of Claim Form and Documents

- On this page they want to know what you as the applicant want the claim Administrator to do with your claim form and documents
- Check the first box if you want everything destroyed
- Check the second box if you want your documents and claim form returned to you
- Check the third box if you want it to go to the Legacy Fund
 - The McLean Day School Settlement Corporation will take forms and documents delivered to the Legacy fund will use the documents for projects devoted to commemoration, healing/wellness, and to promote indigenous Language and Culture.

Retention of Claim Form and Documents	
You can choose to have your Claim Form and supporting documents attached to the form:	
Please check one:	
A) Securely Destroyed; Or	Destroy <input type="checkbox"/>
B) Returned to you; Or	Return <input type="checkbox"/>
C) Delivered to the Legacy Fund*	Legacy* <input type="checkbox"/>
<small>* Under the Settlement Agreement, the McLean Day Schools Settlement Corporation will be established to promote Legacy Projects for commemoration, wellness/healing, and the restoration and preservation of Indigenous languages and culture. The Corporation will be managed by Directors (to be appointed by the Parties to the Agreement), with input from an Advisory Committee (representative of Indigenous survivors and their families). For more information, refer to the Agreement and visit [www.indiandayschools.com].</small>	
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Submission Process: the Last page!

- Here on the last page we have a checklist
 - Make sure you have all the listed documents and all the appropriate pages filled out
- There are 3 ways to send your claim form
 - By Mail : PO BOX 1775, Toronto, ON, Canada, M5C 0A2
 - By Fax: 416-366-1102
 - By Email: indiandayschools@deloitte.ca

Other questions

Witness and Covid-19

- If you cannot have a witness watch you sign your forms in person you can do it through a video conference.
 - The witness must watch you sign and date your form
 - Once signed and dated, send forms to witness
 - Have witness send you the forms back to you, signed and dated by the witness
- Page 5 of 15 of the claim form asks for a witness to sign your form
- A witness must see you sign page 5 (part 3) and know who you are
- The point of the witness page is for an outside person to verify that the person who signed the form was you