

Cultivating and Sustaining a Community of Practice: U.S. Indian Boarding School Records Curation

The National Native American Boarding School Healing Coalition

National Endowment for the Humanities Cooperative Agreement Proposal – May 2023

Brief project description

The National Native American Boarding School Healing Coalition's (NABS) special project titled The National Indian Boarding School Digital Archive (NIBSDA) was conceptualized to serve as a national digital platform and digital repository for boarding school archival collections throughout the United States. Making records of these schools more accessible is a first step in understanding the full history of this policy. These records can help us identify and account for each and every child, to have a better understanding of the conditions these children were steeped in, identifying the levels of inter-institutional interfacing and how these children were trafficked between institutions. The NIBSDA system will propel research and awareness forward so we can understand the complete scope and breadth of the policy of removal and assimilation and its impacts on native communities and families.

NABS was formed as a coalition and currently consists of over 780 Native and Non-Native members and organizations committed to boarding school healing. Knowing we cannot do this work alone, NABS works with many others to effectuate its education, research, healing, and advocacy initiatives. In order to propel our understanding of this historic legacy forward, NABS in concert with its partners, has coalesced a working group to coordinate and organize best practices associated with U.S. Indian boarding school records curation in the first of its kind Data Aggregation Working Group. To collectively surface this history and make known its many unknowns, this working group continues to discuss and create various component workflows and best practices that facilitate the centralization of digital collections within NIBSDA as a clearing house for boarding school records. Its main objective is to utilize the NIBSDA platform as an authoritative center for boarding school records in an information sharing environment and to continue to negotiate various aggregation strategies that facilitate discussion around inter-institutional coalition-building, data sharing, and how we can best collectively navigate these technical considerations to sustain this tool for the long-term.

NIBSDA hopes to receive data contributions from various source repositories throughout the United States. This project's collaboration with the Social Network and Archival Context (SNAC) consortia will focus NABS's efforts towards activities that will propel forward this group's collective efforts of curating and presenting digitized collections. Funds provided by the National Endowment for the Humanities for this project will facilitate a process of collective growth of this Data Aggregation Working Group and the NIBSDA platform to surface primary source material and to create opportunities to engage source communities in effectuating sustained involvement as practitioners in this crucial work.

Significance

U.S. Indian boarding school policies lasted more than 150 years over the 19th and 20th centuries and removed thousands of American Indian children from their homes and families. Structured through the policy "Kill the Indian, Save the Man," the schools sought to destroy Indian languages and cultures, ultimately attempting to dismantle Indian Nations and enable the U.S.

government to obtain more Indian land. Despite their far-reaching impacts, the history of these schools remains largely missing from U.S. education curriculum and these narratives are still understudied by scholars and researchers. Numerous academic texts have examined periods of boarding school history or the histories of single schools, but few if any have studied historical Indian boarding schools comprehensively or comparatively. This is largely due to the fact that the records of these schools are scattered across the nation in hundreds of different federal, state, and church archives. Some records of single schools are beginning to be made accessible through digital archives, yet accessing large portions of these documents is still difficult and there is currently no centralized location to search all boarding school records, making comprehensive research on this subject challenging or even unfeasible. This dearth of research marks a fundamental concern for putting forth a more complete historiography and holds myriad possibilities for considerable impact to humanities research, programming, and education.

The National Native American Boarding School Healing Coalition (NABS) was formed to address this lack of public awareness regarding the history of U.S. Indian boarding schools. We aim to develop and implement a national strategy that raises awareness about the impacts of these schools and cultivates new research and scholarship on this topic. In spite of the academic literature cited above, we still do not know how many Native children were taken from their families and placed in boarding schools.

As a foundational goal, NABS aims to make these records more accessible and searchable to scholars who can initiate new paths of inquiry and to Native individuals and communities who are conducting research on their Tribes and family members. Using this grant, NABS will digitize 120,000 pages related various boarding schools within 6 regions which have their records held across 8 different NARA facilities throughout the United States. The *National Indian Boarding School Digital Archive* (NIBSDA) represents an unprecedented achievement serving as the first digital collection of boarding school materials with a national scope that will be made searchable through a single point of access. The implications that this holds for humanities scholarship is vast, as the limited narratives that have been composed regarding the Indigenous peoples of the U.S. have largely neglected this period, as well as the consequences that have been provoked to and through our contemporary moment.

[The Significance of U.S. Indian Boarding Schools](#)

The records we will digitize in this grant will range from region to region with source communities serving as the guiding force behind how these records can be curated in a publicly accessible digital repository. These records will include various materials ranging from administrative items that detail the operations of the schools such as annual reports, finances, correspondence to other items that tell us crucial information about the students who were absorbed into these assimilative institutions. These records in total can tell us more about the conditions that Native students lived in when they attended these schools, and the experiences of these children within and beyond the institutions. Correspondence between school superintendents and Indian agents, between federal workers and the Bureau of Indian Affairs, and between parents and school reveal the motivations behind U.S. assimilation techniques, the interactions between the schools and Native adults, and how the schools were run. Financial records can reveal how the federal government interacted with various other institutional operators, such as Christian churches, and how funding for these institutions were managed and organized. These rich historical materials help scholars reconstruct the environments in the schools, as well as create a picture of what life was like for Native children across the United States during this historical assimilative period and how their lives were impacted by these federal policies. These records reveal experiences and information that is too often absent from

historiographic narratives, but that are increasingly sought by historians of American Indian and American history.

The value of boarding school collections and stories has been demonstrated by the scholarly work that has begun to analyze this history. In his important work *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928*, David Wallace Adams relies on records from the Beinecke Library at Yale University (Connecticut), the Hampton Archives (Virginia), and the records of the Bureau of Indian Affairs in the National Archives and Records Administration (NARA) in Washington, D.C. Likewise in her book, *Boarding School Seasons: American Indian Families, 1900-1940*, Brenda Child relies mostly on NARA at the Kansas City Branch. Other scholars who have worked on regional histories or the narratives of a single school like Matthew Sakiestewa Gilbert, Clyde Ellis, K. Tsianina Lomawaima, Harvey Markowitz, Jaqueline Fear-Segal, and others have used records from NARA Riverside, NARA Fort Worth, the Oklahoma Historical Society, the Cumberland County Historical Society (Pennsylvania), Dickinson College (Pennsylvania), and the U.S. Army War College (Pennsylvania). Others such as John Gram have used records from the University of New Mexico Library and NARA Denver to construct geographically-specific histories of boarding schools within the scope of empire, while others like Kevin Whalen have used the Bancroft Library (California) and the NARA Riverside, CA to construct a history of labor at boarding schools.

The value of these records and the importance of making these collections searchable and more accessible can be further highlighted by public programming, such as the use of our list of boarding schools in the Heard Museum's renovated exhibit, *Away from Home*, as well as in the Steward Indian School Cultural Center and Museum. NABS researcher Denise Lajimodiere spent six years compiling the information for this comprehensive list of schools, and this research was so extensive in part because of the dispersed nature of record locations. Digitizing new records so they can be accessed in a single portal alongside records from other boarding schools would ease this type of research in the future, and promote future public programming in museums and other public history to further engage the broader public in the American Indian history, the legacies of child removal, and the broader humanities. Access to these records would vastly aid in the development of new curricular materials for high schools and universities. Utilized in tandem with reference resources, such as pathfinders, libguides, and tutorials, would offer myriad possibilities for engagement by students, general-interest users, and citizens of Tribal Nations.

Background

NABS continues to lead with our robust framework for generating greater awareness, education, and tools for learning and healing in response to the ongoing trauma provoked by the federal Indian boarding policy in the United States. In May 2021, international media coverage of the location of human remains of 215 individual children at Kamloops Indian Residential School in Canada had a deep impact on First Nations and American Indian/Alaska Native communities. These grotesque discoveries prompted the United States' Secretary of the Department of the Interior (DOI), Deborah Haaland to take action on examining U.S. Indian boarding school facilities. On June 22nd, 2021, Secretary Haaland announced the federal government will investigate its past oversight of U.S. Indian Boarding Schools in the first of its kind Federal Initiative led by the DOI. On December 7th, 2021, NABS entered into a Memorandum of Understanding (MOU) with the DOI to share records and information in support of this Federal Initiative. As established in our MOU, NABS continues its work with the United States Department of the Interior to refine our datasets around the Federal Indian Boarding School

(FIBS) list which in their published May 2022 report indicates there are 408 schools that operate historically. However, this list does not represent the full breadth of the boarding school era as this list does focus on specific qualifiers (i.e. Federal funding; Predates 1969; Educational; Housing component) and excludes others that do not meet this criterion. NABS is focusing on any institution which removed children from their families to be inserted into an assimilationist educational setting. The NABS list does, in fact, consist of 521 schools (113 more than the DOI FIBS list).

NABS was formed to address this lack of public awareness regarding the history of U.S. Indian boarding schools and we know we cannot do this work alone. We aim to develop and implement a national strategy that raises awareness about the impacts of these schools and cultivates new research and scholarship on this topic. As a foundational goal, NABS aims to make these records more accessible and searchable to scholars who can initiate new paths of inquiry and to Native individuals and communities who are conducting research on their Tribes and family members.

As such the National Indian Boarding School Digital Archives was conceptualized in 2018 to provide a greater understanding of this past as it relates to the communities who were profoundly impacted by this policy era characterized by child removal and cultural genocide. In 2019, NABS entered into an MOU with the University of Minnesota's Liberal Arts and Technology Innovation Services (LATIS) to realize this vision of collections retrieval, access, and information sharing. In 2020, NABS instituted the first of its kind NIBSDA Data Aggregation Working Group to strategize and implement practical workflows to cultivate an ecosystem of information and data sharing. NABS and many of its partners, many whom have been conducting boarding school research for a decade now, are leading these pursuits to account for all boarding school attendees and unearth truths of this assimilative policy era. This Aggregation Working Group has since then met quarterly to focus on: the adoption or endorsement of data standards; the harmonization of existing standards; greater data sharing, exchange, interoperability, usability and reuseability; including priority partners' data into the NIBSDA platform; creating a community of practice amongst curators of boarding school era history; and establishing viable uniform workflow and curation standards that can be applied to future aggregation partnerships.

These core Working Group parties currently include: The Sherman Indian Museum; Genoa Indian School Digital Reconciliation Project; Carlisle Indian Digital Resource Center of Dickinson College; Stewart Indian Museum; Indigenous Digital Archives; Ziibiwing Museum of Culture and Lifeways of the Saginaw Chippewa Tribe; and the University of Minnesota's Liberal Arts Technologies and Innovative Services (LATIS). As NABS moves forward with developing NIBSDA, continued data aggregation discussions with partner institutions is crucial. NABS continues to focus its efforts towards activities that will propel forward this group's collective efforts of curating and presenting digitized collections.

Methodology and Standards

Selection strategies are prioritized with source community input, wherever possible, using inventories of identified collections that are relevant to boarding school institutions. This project will produce inventories through proactive survey of the NARA online catalog and will be subsequently leveraged in organizing a region-based selection strategy with working group partners who represent region-specific collection scopes that will inform Year 1 representative sample scanning (i.e. ranging from the type of record or the genre of subject matter). We know

these records inform one another—schools interfaced with one another to transfer students, to share resources, and to coordinate their curricula and communications to Tribal communities—and expanding their footprint of impact with primary source material is an inter-connected one. Moreover, these surveying activities will prioritize the acquisition of student case file indexes which will be shared with source communities (ideally THPOs) who will fine tune our selection priorities for specific individuals from their communities who attended boarding schools. NABS scanners will hard target selected files in Year 2 with hopes to account for each student from each community we work with.

The major technical deliverables for this project include: preservation of and access to digital files of 120,000 pages of boarding school records sourced from 8 regionally based NARA facilities which will create a representative sampling that communities can engage and will hopefully lead to future projects. The projected output will be determined per working group coordination and source community input from the instruction and information sharing opportunities; the authorship of descriptive and administrative metadata entries to be used towards consistent catalog record creation, and the publication of these digital surrogates in the NIBSDA online platform. NIBSDA, a premier special project of NABS is an Elevator-instance Digital Asset Management tool developed by the University Minnesota and customized for boarding school records curation.

Elevator allows for custom metadata curation modeling which this project will take advantage of by adapting Dublin Core and implementing Describing Archives: A Content Standard (DACS)-compliant conventions therein. NABS will digitize all materials onsite at the respective archival institutions using Fujitsu ScanSnap SV600 overhead contactless scanners. This project will involve a NABS directed 3-person scanning team (consisting of (1) Digital Archives Assistant and (2) Scanning Technicians) to create digital surrogate PDF/A files based on the guidelines for 4-star digitization outlined in the Federal Agencies Digitization Guidelines Initiative (400 ppi, 16 bit depth, color or greyscale). NABS will capture records onsite as high-resolution PDF files with Optical Character Recognition (OCR) technology applied in real-time to automatically generate machine readable text data for scanned typescript image files. This will enhance access to these items as the NIBSDA system indexes this for open text search. Post-digitization processing of these image sets will apply PDF to PDF/A conversion strategies to ensure master preservation files are stabilized.

NABS has coordinated with NARA staff in previous projects so we are confident we can adapt and replicate these agreeable workflows to optimize records capture that account for privacy limitations and physical condition. Privacy screening is fulfilled by NARA prior to making these records available to NABS teams per NARA Directive 1601. NABS scanning team will defer to source repository care & handling procedures and guidance. The scan team will be using Fujitsu ScanSnap SV600s, which do not come into physical contact with the materials, and will be trained how to handle these archival items by source repository staff. The scanning team will be on-site in scanning for a 1-week periods (i.e. 5 days) at NARA site locations throughout the U.S. We estimate, from previous work scopes, that a team of three—all three scanning—will be able to scan approximately 3,000 pages of documents per day for a total of 40 days. Scanning staff will also record basic descriptive and administrative metadata onsite, which may include collection identification numbers, file titles, document titles, document date, series, box & folder numbers to maintain original order. While on-site, captured digital files and corresponding

metadata will be backed up immediately on Spideroak cloud storage solution (used as a temporary field storage and backup measure).

Post-digitization preservation practices will consist of uploading digital preservation files to the NIBSDA Elevator-instance which will leverage the University of Minnesota's digital preservation infrastructure provided by Amazon Webservices Simple Storage Service (Amazon S3) where we will store and back up digitized image files and corresponding metadata. Amazon S3 is a secure and durable cloud storage classed for data archiving and long-term backup which replicates files redundantly with 99.999999999% durability with checksums generated daily. Our digital image files, associated metadata will be publicly available on the web aside from excluded materials that qualify as sensitive materials that Tribal Nations have deemed inappropriate for public access.

As we move forward with digitization logistics and coordination we will center source community input to inform those selection and curation strategies throughout the entirety of the project. Sourcing and implementing such input will be garnered through the various Instruction and Information Sharing opportunities. For example, working with THPOs we will utilize student case file indexes (if available) to establish priority selection.

Sustainability of project outcomes and digital content

The intent of the project is to sustain the NIBSDA platform, a new feature to the landscape of boarding school research, that surfaces underexamined histories of the boarding school era to reveal truth. The NIBSDA platform will propel our understanding of the boarding school policy era forward so long as source communities are stakeholders in the process of surfacing this history for the purposes of healing their communities. To do this successfully, we need to build in a replicable and scalable process that honors lived experience and expertise in an ethical and legal framework. NABS will work with its aggregation working group partners to establish new community partners so we can move forward together, with confidence and perspective, in this meaningful work. As partners of ours, NABS believe in the work of the NIBSDA Working Group and this is an opportunity to embed reciprocity in this framework. We will leverage contacts built through this initiative to lead to new connections in a network that we can cultivate and maintain for the long-term. In Tribal information institution settings, we will work towards sharing project progress and updates as described in the "Instruction and Information Sharing Opportunities" section and any other elements the community is interested in pursuing with us for this project. We are also receptive to other learning opportunities voiced to us which may include some open forum opportunities for training on digital preservation strategies for long term storage and safe keeping of these crucial records. Regarding digital preservation infrastructure, this project will include requests to acquire subscription based storage solutions and these subscription services and fees would be covered by NABS after NEH funding has concluded.

Workplan

This 2-year project (starting January 2024 – ending December 2025) will focus on the below components with a description of each following further below:

Surveying and Inventorying Collections Throughout the United States

NABS will lead continued inventory of NARA holdings of relevant boarding school collections and will incorporate the a full accounting of other collections held at other repositories (i.e.

academic institutions, historical societies, libraries, etc.) throughout the U.S. NABS conducted this work in a limited capacity in early 2020 and made some significant observations regarding the scope and breadth of the makeup of dispersed collections which detailed that the majority of boarding school relevant collections are housed at Federal repositories (33.5%) with Church and Historical Societies following behind (28.5% and 16% respectively). For NABS to continue to build strategies for collections curation and to build a larger community of practice, developing new statistics and tools around records management is an integral piece to successfully visioning this work for the long-term. Anticipated benchmarks and outcomes for this component deliverables are: Completing Container List Generation; Sourcing Student Case File Indexes to generate by proxy student lists; Minimize duplication of effort across partners; and Informing our collective outreach and recruitment mechanism.

Sustaining a Community of Practice

As a new powerful resource for U.S. Indian boarding school research, the NIBSDA platform will require multiple points of input and contribution in a wholistic feedback loop incorporating practical expertise and community needs and support. The NIBSDA Aggregation Working Group who has met in recurring quarterly meetings since 2021, can serve as a conduit for effectuating and sustaining this feedback loop since it: 1) represents digital projects with a regional focus; and 2) represents institutional partners who have proven resource and time invested projects in truth-telling initiatives. This project will continue to leverage this working group's expertise towards creating an outreach/engagement plan to establish Instruction and Information Sharing opportunities (e.g. workshopping, listening sessions, open forums, etc.) at remote and in-person events. In addition to co-creating and implementing this outreach/engagement plan, the work will need to be circulated and share with other archival and information professionals at large—as a result, this project will make possible presenting on this work at the Association of Tribal Archives, Libraries, and Museums (ATALM) conference in 2024 and 2025. Sharing this work in professional settings can spread the word to create more interested partners in this aggregation working group. In addition to presenting on the work, this project will work with partners from the National Endowment for the Humanities (NEH) to effectuate, coordinate, and convene other federal partners (e.g. National Archives and Records Administration, National Endowment for the Arts, etc.) to host annual open forums at the 2024 and 2025 ATALM Conferences to listen and share in dialogue with respect to the challenges U.S. Indian Boarding School Records Curators face. It is this project's hopes that amenable workflows and partnership can be created through these open forum conversations.

Moreover, cultivating and sustaining this community of practice should involve community contributors as much as professionals. This project will actively work to formulate two training workshops to create a cohort of Scanning Technicians who the NIBSDA Working Group can contract with for future prospective digitization projects. These workshops will be designed to equip community members with the skills and knowledge of operating digital imaging equipment and digitization workflows necessary to scan the records within this project's scope and for future opportunities post NEH. We will create a training regimen for this trained cohort of regionally based scanners preferably representing Tribal communities that can be replicated. Recruiting community members in a cohort model to create a pool of trained scanners who can continue this work for future projects in the long-term.

This project will feature activities of exploring opportunities with the Social Networks and Archival Contexts cooperative that works to allow searching across all archival collections in the

U.S. Currently, SNAC includes 59 institutional members with over 2 million archival resources in more than 4,000 repositories. NABS will work with this collections consortia to negotiate and explore strategies to surface dispersed collections that will allow both parties to aggregate them based on subject matter and/or creator types. The goal for including SNAC in this is to work towards exploring a greater aggregation strategy for which collaborating with SNAC is a logical first step to establishing new aggregating partnerships for NIBSDA.

Digitization: Capture and Description

Because we know the boarding school records inform one another (i.e. at times schools received transfers of students from others and records were managed interchangeably), we will work in concert with NIBSDA Working Group partners to assess the most likely interinstitutional exchanges within our collective scope of work. In addition, we will work with source communities to assess how these areas of need can be incorporated in the project deliverables.

Digitization efforts will be lead by NABS to complete a total scan amount of 120,000 pages of material over the course of 2 years. Initiating scanning in early Year 1 is integral to building a representative sampling of the type of records found at each NARA location. Moreover, the intention of this sampling is to share this at follow up Instruction and Information Sharing opportunities (e.g. sharing and listening sessions, or student case file workshopping with THPOs) to garner more feedback on what should be focused on with second year quarterly scanning. Ideally, we will start with NARA-Kansas City; NARA-Chicago; NARA-Denver; NARA-Seattle given expressed interest from communities in those regions. Scanning teams will hopefully consist of community due to the interest generated at these events; scanning will also take place during the summer months (May-July) to make more feasible the inclusion of student workers.

Projects targets will focus on 8 NARA Locations including its facilities at: Seattle, Washington; San Francisco, California; Riverside, California; Denver, Colorado; Kansas City, Missouri; Fort Worth, Texas; Chicago, Illinois; Washington, DC. We are anticipating 15,000 pages of material to be sourced from each location. Two (2) catalogers will be hired by NABS to fully describe and catalog 120,000 pages of scanned project output and will work with the Digital Archives Assistant to ingest and upload descriptive metadata and associated digital surrogates into NIBSDA. Scanners are able to scan a range of 600-1,000 pages per day—a team of 3 may range between 72,000 and 120,000 pages for the entire 8-week period of scanning which is dependent on ideal factors such as: project staff not being sick; not having to pull staples; etc.

NABS will hire 2 Catalogers to assist in the descriptive phase of the materials scanned from NARA sites. In addition to these described above project outcomes, two NIBSDA Working Group partners—Ziibiwing Museum and Carlisle Indian School Digital Resource Center—will receive cataloging support to continue description work on Mt. Pleasant Boarding School Records and Entry 96 records sourced from NARA. Entry 96 records (i.e. [“Press Copies of Letters Sent, 1870-1908,” NAID: 2106334](#)) will provide an opportunity for Working Group members to collectively index and provide guidance on description treatments since this body of records details correspondence relevant to various boarding schools operated by the Federal government. Entry 96 records have been digitized by Dickinson College’s Carlisle Indian School Digital Resource Center with this project’s funds supporting descriptive work.

Creating Space for Instruction and Information Sharing

Since NIBSDA is a new feature to the landscape of boarding school research, NABS strives to create opportunities for information literacy, training, and space for Instruction and Information Sharing. These opportunities can vary depending on what the community needs are but typically are formatted as workshops, Sharing and Listening Sessions, and open forums to generate awareness and interest in this important work. NABS will coordinate 8 (4 per year) remote opportunities with 2 (1 per year) in-person events hosted by source communities. For NABS to sustain these research tools like NIBSDA, we rely heavily on these opportunities to interact and garner feedback, acquire research leads, and recruit interested individuals to contribute—all of these instances can drive the development and direction of these tools. In past events, exploring “Counter curation” measures such as take-down policy and what is being presented to the public has been voiced by source communities. Other invaluable insights NABS has gleaned were from Community Researchers who have provided community generated interpretations that often “talk back” to what the historic record has purported.

Other key source community connections we are hoping to learn from are Tribal leadership and Tribal Historic Preservation Officers who can give us clear direction what records we need to target for priority scanning and how to curate these materials to the public. These regional interfacing opportunities will cast more light on these obscured histories that will vary from community to community.

Outreach

As a coalition, NABS currently consists of over 780 Native and Non-Native members and organizations committed to boarding school healing. NABS will publicize our initial digitization work and building of the digital archive using our existing partnerships in Indian Country (such as with the Native American Rights Fund, the National Indian Education Association, the National Congress of American Indians, and many more) as well as other contacts from the Smithsonian Institution, the University of Minnesota, and the University of Texas at Austin and our established social media channels and email marketing workflows. NIBSDA is scheduled for a public launch in summer 2023 and will feature collections from various boarding school institutions across the U.S.

Media releases regarding this project’s work scope will be circulated to announce these collections’ inclusion. NABS will communicate with project relevant Tribal communities throughout the entirety of this project to build awareness and generate interest around it—especially around community preference to comprise the scanning team with hopes that these individuals will continue this crucial work in their own communities. We would also rely heavily on the opportunity for our NIBSDA Working Group partners to leverage their own established networks to be involved in this important work, giving them opportunities to further engage with and explore these important archival collections. Partner networks will be leveraged in developing the outreach/engagement components involved in the Instruction and Information Sharing components of this project. Part of our project plan outlined below also includes 8 remote Instruction and Information Sharing opportunity events, where we will give project updates and facilitate community engagement with these digitized records, ensuring that the survivors and descendants of the schools have immediate access to and knowledge of these available collections, including the ability to contribute their voice to its curation. In addition, this project will fulfill 4 total in-person events over the course of this 2 year project.

NABS will implement, develop and maintain its Salesforce system to monitor community engagement and issue communications in a marketing and recruitment strategy that will be co-developed by NIBSDA Working Group and source community partners (i.e. Tribal leadership; THPOs; ATALM; community organizers; etc.)

Budget

Please see the budget justification form and subaward forms included as attachments.

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National Endowment for the Humanities

National Native American Boarding School Healing Coalition

Cooperative Agreement Appendix Attachments:

- ATTACHMENT A: Work Plan
- ATTACHEMNT B: List of Project Personnel and Advisors
- ATTACHMENT C: Resumes for Key Personnel
- ATTACHMENT D: Letters of Support
- ATTACHMENT E: Supporting Documentation
 - NIBSDA Collections Management Policy
 - NIBSDA Cataloging Conventions and Best Practices
 - NIBSDA Scanning Standard Operating Procedure
 - NIBSDA Training Suite Sample
 - NIBSDA Records Pull List and Selection Sample
 - NIBSDA Listening Session Overview and Agenda Sample
- ATTACHMENT F: Budget Justification
- ATTACHMENT G: Subrecipient Budgets

Jan - Feb 2024 Mar- April 2024 May- June 2024 July- Aug 2024 Sept- Oct 2024 Nov- Dec 2024 Jan-Feb 2025 Mar- April 2025 May- June 2025 July- Aug 2025 Sept- Oct 2025 Nov- Dec 2025

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Activity	Personnel
Survey and Inventory of NARA holdings regarding regional schools	Director of Digital Archives; Digital Archives Assistant
Hold Working Group Meeting to plan regional outreach plan with source communities, THPOs, Tribal Leadership	Working Group Partners
Aggregation Working Group Meeting on Regional Connections, Index Coordination, and SNAC, ATALM Conference Planning	Working Group Partners
Initialize and Continue outreach to source communities, THPOs, Tribal Leadership to establish engagement plans involving Instruction and Information Sharing components	Communications Director; Director of Digital Archives; Working Group Partners; Community Engagement Coordinator
8 Remote Instruction and Information Sharing Opportunities	Director of Digital Archives; Digital Archives Assistant; Community Engagement Coordinator
4 In-person Instruction and Information Sharing Opportunity with source community	Community Partners; Working Group Partners Director of Digital Archives; Digital Archives Assistant; Community Engagement Coordinator
In-person Scanner Training in Minneapolis, MN	Director of Digital Archives; Digital Archives Assistant; Scanning Technicians
Scanning at NARA (total target of 120,000 pages of material representing various regions). 4 week period to take place between May-July (TBD based on availability)	Digital Archives Assistant; Scanning Technicians
Processing Description, and Upload to NIBSDA	Director of Digital Archives; Digital Archives Assistant; Catalogers
ATALM Conference Presentations and Open Forum(s)	Working Group Partners; NEH
E96 Description and Working Group Index Coordination	Working Group Partners

*Cultivating and Sustaining a Community of Practice: U.S. Indian Boarding School Records Curation |
National Native American Boarding School Healing Coalition's NEH Cooperative Agreement 2023*

List of Project Personnel and Advisors

National Native American Boarding School Healing Coalition (Primary Applicant)

- **Iko'tsimiskimaki "Ekoo" Beck (Little Shell Chippewa), Community Engagement Coordinator.** Ekoo graduated from Harvard University with an honors degree in Social Studies, writing their senior thesis "The Black Robes must be to them in the place of their wise woman" on the forced reformation of gender and Blackfeet cosmology at the Holy Family Mission Boarding School on the Blackfeet Reservation.
- **Dr. Jennifer Blevins, Ph.D., Director of Operations.** Jennifer's background includes over 20 years of nonprofit management, as well as multi-cultural community organizing and policy advocacy. Social justice and racial equity are central to her being. Most recently she served as interim director for the Dispute Resolution Center (community mediation and restorative justice services) in St. Paul. Prior, she was director of the Brian Coyle Center, part of Pillsbury United Communities, in the Cedar-Riverside neighborhood of Minneapolis.
- **Fallon Carey (Cherokee), Digital Archives Assistant.** A Gates Millennium Scholar who earned her Master of Library Science degree through the University of Wisconsin, Madison, Fallon has worked with the Walker Art Center Archives and at the Minnesota Department of Natural Resources Creative Services Department. She has completed K-12 curriculum work for the Indigenous Representations Project, making it easier for teachers to include Native American history and culture into their teaching. Currently, Fallon serves on the Hennepin County Native Advisory Council, which is charged with advising on community outreach and library policy that supports the Native Peoples in the Twin Cities.
- **Stephen R. Curley (Navajo), Director of Digital Archives.** Stephen reaffirms that Tribal archives stand as monuments to the traditional knowledge systems and age-old institutions which have sustained the cultural memories of Tribal peoples. Stephen has served as the Chair of the Society of American Archivists' Native American Archives Section (SAA-NAAS) from 2018 to 2019. He serves the entire SAA body as part of Council for his 2020-2023 term.
- **Dr. Samuel B. Torres, Ed.D. (Mexico/Nahua), Deputy CEO, NEH Grant Project Principal Investigator.** Dr. Torres has a doctorate in Educational Leadership for Social Justice from Loyola Marymount University and his work encompasses the impacts of colonization on historical and contemporary education methods, particularly the legacy of boarding schools. With his extensive experience as a researcher, writer, educator, and leader, Dr. Torres holds a deep passion for decolonizing fixed knowledge systems, centering ancestral knowledge and histories, and working in community to promote Indigenous futures.

Carlisle Indian School Digital Resource Center (Letter of Support Supplied)

- **Jim Gerencser (Project Co-Director).** Gerencser is College Archivist at Dickinson College in Carlisle, Pennsylvania and Co-Director of the Carlisle Indian School Digital Resource Center. Through his digital project management, Jim aims to make primary sources easily discoverable and accessible while still maintaining their original context. He is strongly committed to public service and outreach, and he is interested in sharing

documentation about Carlisle and other boarding schools. These records had, for many years, been largely hidden and difficult to access. Gerencser is interested in increasing digital access to Dickinson College's unique resources, and has participated in many digital projects that highlight special collections resources.

Genoa Indian School Digital Reconciliation Project (Letter of Support Supplied)

- **Susana D. Grajales Geliga, Ph.D., (Lakota and Taino), Project Co-Director.** Geliga's primary areas of research are the histories of Native American women, and the construction of Native American identities in the early twentieth century. Prior to returning to graduate school, she taught Lakota language and culture in the Rapid City public school system for eight years, and Lakota language at Oglala Lakota College in Rapid City for two years. She also created the Little White Buffalo Project, a Lakota language and cultural preservation non-profit program, where she worked with over 580 Urban Native American youth over the course of thirteen years. For the past twenty years, she has also been active nationally and internationally with the preservation of languages and cultures of Indigenous peoples.
- **Margaret Jacobs, Ph.D., Project Co-Director.** Jacobs is the Charles Mach Professor of History and the Director of the Center for Great Plains Studies at the University of Nebraska-Lincoln. She has published more than 35 articles and 3 books, primarily about Indigenous child removal and family separation. Her book, *White Mother to a Dark Race*, won the Bancroft Prize in 2010. In 2017, she co-founded the Genoa Indian School Digital Reconciliation Project and in 2018, *Reconciliation Rising*, a multimedia project.
- **Liz Lorang, Ph.D., Project Co-Director.** Lorang currently serves as the University of Nebraska's Interim Dean of the Libraries where she previously served as Associate Dean since 2018. In that role, she works towards the broad sharing of research data and the advancement of open scholarship. She joined the libraries in 2013 as research assistant professor and digital projects librarian, and in 2016 was appointed associate professor and humanities librarian following a national search.

Ziibiwing Center for Anishinaabe Culture and Lifeways (Letter of Support Supplied)

- **Mindy Bailey** is the Digitization Specialist at the Ziibiwing Center of Anishinabe Culture & Lifeways. She has worked towards cataloging and describing records of the Mt. Pleasant Indian Boarding School of Michigan.
- **Anita Heard** is the Research Center Coordinator at the Ziibiwing Center of Anishinabe Culture & Lifeways. She has worked for the last eighteen years in the Saginaw Chippewa Indian Tribe of Michigan's archives and research center.
- **Willie Johnson** is the Interim Director at the Ziibiwing Center of Anishinabe Culture & Lifeways. Willie has served the Saginaw Chippewa Tribe of Michigan for 25 years providing much knowledge of the program itself and its grants.

Indigenous Digital Archives (Current Working Group Partner; Future collaboration is likely)

- **Pollyanna Nordstrand (Hopi)**, was appointed to serve as executive director of the Museum of Indian Arts & Culture (MIAC) on Museum Hill in Santa Fe in November 2022. As executive director, Nordstrand will be responsible for guiding the museum as a center

of stewardship, knowledge, and understanding of the artistic, cultural, and intellectual achievements of the diverse peoples of the Native Southwest.

Sherman Indian Museum (Current Working Group Partner; Future collaboration is likely)

- **Lorene Sisquoc (Cuhilla/Apache)** is Curator of the Sherman Indian School Museum in Riverside, California. She teaches Native American Traditions at Sherman Indian High School, and is a co-editor of *Boarding School Blues: Revisiting American Indian Educational Experiences*. She is an expert basket weaver and has extensive knowledge of native plants and their uses.
- **Amanda Wixon (Chickasaw Nation)**. Wixon currently works at the Department of History, University of California, Riverside. Her research interests are in Native American History, especially federal boarding schools and the long-term effects of assimilation and "civilization." I am focusing on carceral aspects within Sherman Institute, the last of the federal off-reservation boarding schools, located in Riverside, California.

Stewart Indian School Cultural Center and Museum (Current Working Group Partner; Future collaboration is likely)

- **Chris Gibbons** began with the Nevada Indian Commission in 2005 and is currently the Curator for the Stewart Indian School Cultural Center & Museum. As Curator, Chris primarily works on organizing and preserving the archival documents, photographs, and artifacts that tell Stewart's history and feels very fortunate to be part of the team responsible for opening the Cultural Center & Museum in December 2019. Chris is a graduate of Southern Oregon University with a degree in History and minors in both Native American Studies and Art History. In addition, she has a Master of Arts in Museum Studies from the University of Oklahoma. Before coming to the Commission, Chris worked in educational outreach and programming for the Southern Oregon Historical Society.
- **Bobbi Rahder** is honored to be the museum director for the Stewart Indian School Cultural Center and Museum since May 2017. Ms. Rahder previously worked as director of the Haskell Cultural Center and Museum for 13 years, at Haskell Indian Nations University, a former federal government boarding school called Haskell Institute, in Lawrence, KS. She also has worked as a museum professional in other museums in Nebraska and Kansas, and has taught museum studies classes at the undergraduate level at Haskell and at the graduate level at the University of Kansas. Ms. Rahder has curated many exhibitions and educational programs interpreting museum collections. She has a master's degree in Museum Studies, and is working on a PhD in American Studies from the University of Kansas.

Indigenize SNAC (Letter of Support supplied)

- **Diana Marsh, Project Lead.** Dr. Marsh is an Assistant Professor of Archives and Digital Curation in the College of Information Studies and an affiliate faculty in the Department of Anthropology at the University of Maryland, College Park. Dr. Marsh's research asks how new technologies and decolonizing movements are changing the ways heritage institutions share information with communities and the public. Her work draws on qualitative and ethnographic methods to better understand the discovery and use of archival collections – particularly for the communities represented in them. She explores

what might drive the organizational change needed to increase public and community access to collections and provide more ethical models of stewardship in colonial repositories.

IKO'TSIMISKIMAKI "EKO" BECK

(b) (6) | ebeck@nabshc.org

SKILLS

Professional writing Strategic and vision-oriented thinker
Empathetic listener Archival and Historical Research

RELEVANT WORK EXPERIENCE

National Native American Boarding School Healing Coalition, Minneapolis MN— Community Engagement Coordinator

JUNE 2021 – PRESENT

- Work collaboratively with the staff to develop outreach strategies that encompasses membership engagement, survivor and elder focused outreach/support, and providing opportunities for community engagement.
- Provide outreach and logistical support for various NABS or partner organization community events and gatherings.
- Serve as an enthusiastic advocate for the Coalition in the community by promoting its resources, programs, and services via sustained outreach activities.

Montana Women Vote, Missoula MT — Community Organizer

NOVEMBER 2018 – MAY 2021

- Recruited and trained thousands of Montana constituents to provide public comments, lobby at the state legislature, and phone bank to advocate for Medicaid Expansion, MMIW bills, and more.
- Designed and implemented a communications plan to meet organizational outreach goals. Collected 50+ constituent stories and encouraged over 5,000 people to contact legislators.
- Co-planned and lead state-wide advocacy and training events.
- Served on statewide coalitions including the Transvisible Montana, Montana Medicaid Expansion Coalition, the Indigenous Organizers Collective as well as serving on the Criminal Justice Coordinating Council of Missoula, and Missoula County's Pretrial Research Project.

Western Native Voice/ Montana Native Vote, Missoula MT — Community Organizer

MARCH 2018 - NOVEMBER 2018

- Canvassed door-to-door in Missoula, Great Falls, Billings, the Blackfeet Reservation, and the Flathead Reservation.
- Scheduled and coordinated tabling at events across Montana.
- Created community partnerships with the Missoula Urban Indian Center, the Missoula Food Bank, and the Payne Family Native American Center.
- Recruited and managed volunteers to canvass, table, and attend outreach events.

Saokio Heritage, MT — Media Coordinator, Traditional Ecological Knowledge Community Educator
AUGUST 2017 - JULY 2018, JUNE 2020-MAY 2021

- Created social media content to educate community members on the Blackfeet language.
- Developed Blackfeet language videos focusing on edible and medicinal plants.
- Managed Saokio Heritage website.
- Co-planned and facilitated educational events on medicinal and edible plants used by the Blackfeet on the Blackfeet Reservation and in Missoula Montana.

COMMUNITY SERVICE

MT BIPOC Mutual Aid Fund, MT - Founder
MAY 2020 - PRESENT

- Built a mutual aid steering team and community that engages over 1,000 Montanans in the redistribution of funds to BIPOC in Montana.
- Forged partnership with YWCA Missoula's domestic violence program to fund housing for Indigenous women.

Indigenous Organizers Collective, MT - Founding member

JANUARY 2019- PRESENT

- Managed communications agenda for the 2019 legislative session.
- Co-planned MMIW Rally and Medicaid Expansion Rally in the state Capitol Rotunda.
- Planned, budgeted, and executed a collective working retreat in July 2019.

EDUCATION

Harvard University, Cambridge, MA - B.A. in Social Studies
Class of 2017

- Harvard Mellon Mays Undergraduate Fellow, 2015-17.
- Thesis: "The Black Robe must be to them in the place of their wise woman": Catholic Missionaries, Holy Family Mission Boarding School, and the reformation of gender in Blackfeet cosmology 1890-1940.

Continued Education

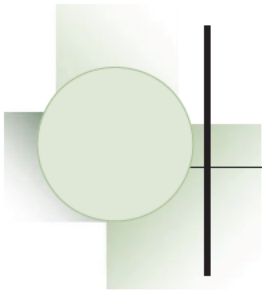
- Blackfeet language class, Blackfeet Community College, Spring 2020
- Tribal Governance in Policy, University of Montana, 2020
- Organizing for Social Justice: Essential Skills training, Midwest Academy, August 2019

AWARDS

- Harvard Mellon Mays Undergraduate Fellow, 2015-17
- White House Department of the Interior: White House Native American Youth Challenge Champion of Change, 2011

TRIBAL AFFILIATION

Enrolled Citizen of the Little Shell Chippewa (Red River Métis), Descendant of Blackfeet Nation



JENNIFER K BLEVINS, PHD

(b) (6)

Phone: (b) (6)

Email: blevi013@umn.edu

Professional Experience

Director of Operations

09/2020-present

National Native American Boarding School Healing Coalition, Minneapolis, Minnesota

- Leading all aspects of operations, including financial management, budgeting, human resources, grant management, donor relations, and IT.

Associate Lecturer, Social Work

01/2018-05/2020

University of Wisconsin-River Falls, River Falls, Wisconsin

- Taught courses in macro community social work, including program planning and evaluation, grant writing, working with diverse populations, group facilitation, and youth development.

Interim Executive Director

07/2018-06/2019

Dispute Resolution Center (DRC), St. Paul, Minnesota

- Led all aspects of the organization and reported to the Board of Directors.

Community Faculty

School of Social Work, University of Minnesota

01/2012-05/2018

- Taught courses in macro community social work, policy advocacy, conflict management, restorative justice, and meeting facilitation.

Director of the Brian Coyle Center

03/2008-07/2013

Pillsbury United Communities, Minneapolis, Minnesota

- Led all program and administration of a multicultural full-service community center in the Cedar-Riverside neighborhood with a diverse population, majority East African refugees.

Director of Community and Systems Change

09/2000-03/2008

Family & Children's Service (now The Family Partnership), Minneapolis, Minnesota

- Led a diverse staff team to develop, implement and evaluate innovative community organizing and leadership development strategies. Developed and managed budgets. Managed State, Federal and foundation grants.

Program Director

01/2000-09/2000

Minnesota Alliance for Progressive Action (now Take Action MN), St. Paul, Minnesota

- Supervised community organizers, formed partnerships to create the POWER coalition (People Organized for Workers, the Environment and Ratepayers), and provided advocacy training to diverse organizations statewide.

Executive Director

07/1991-12/1998

Action through Churches Together, Virginia, Minnesota

- Led all operations of this faith-based community organization to advance social justice. Collaborated with the Native American community to create Miikana Bimaadiziwin (Path to a Good Life in Ojibwe) as a separate nonprofit working to improve community wellbeing and cultural preservation.

Policy Advocate

07/1990-07/1991

Family & Children's Service, (now The Family Partnership), Minneapolis, MN

- Organized and coordinated the MN Right to Housing Campaign with statewide stakeholders.

Evaluation and Research Experience

Evaluation and Strategic Planning Contractor

01/2015-12/2019

Nebraska Judicial Branch, Office of Dispute Resolution (ODR), Administrative Office of the Courts and Probation

- Worked with ODR and 6 Nebraska regional mediation centers piloting and expanding restorative Victim Youth Conferencing statewide to reduce youth court involvement.

Principal Investigator

09/2017-08/2018

School of Social Work, University of Minnesota

- Doctoral Dissertation “Disrupting the Status Quo: The Use of Restorative Practices at Paladin Career and Technical High School”

Evaluator and Research Co-Investigator

09/2011-12/2018

Center for Restorative Justice and Peacemaking, University of Minnesota

- Program Auditor of the St. Paul Police Civilian Internal Affairs Review Commission 05/2015-03/2016
- Co-Investigator, Restorative Justice and Islam: Building Bridges of Understanding. 09/2011-06/2015

Evaluator

11/2013-01/2015

Minnesota Evaluation Studies Institute, University of Minnesota

- Development of Homeless Research and Public Policy Center - Stable Families Evaluation for Hennepin County.

Co-Investigator

07/2010-06/2013

Community partner with the School of Social Work, University of MN

- “Asset-Based Community Engagement with East African Refugees to Reduce Health Disparities”

Sample Publications

- Blevins, J. (2019). Victim Youth Conferencing Evaluation Report July 2018 – June 2019. Retrieve from https://supremecourt.nebraska.gov/sites/default/files/Nebraska_VYC_Eval_Report_2018-19_Final.pdf
- Blevins, J. (2018). Dissertation - Disrupting the Status Quo: Case Study of Paladin Career and Technical High School's Use of Restorative Practices. Retrieve from <https://conservancy.umn.edu/handle/11299/243075>
- Lightfoot, E., Blevins, J., Lum, T., & Dube, A. (2016). Cultural health assets of Somali and Oromo refugees and immigrants in Minnesota: Findings from a community-based participatory research project. *Journal of Health Care for the Poor & Underserved*, 27(1): 252-260.
- Blevins, J. & Sethuraju, R. (2015). Report on the Audit of the St. Paul Police Internal Affairs Review Commission. Office of the Mayor, St. Paul, MN.
- Umbreit, M., Blevins, J., & Lewis, T. (2015). *The Energy of Forgiveness: Lessons from Those in Restorative Dialogue*. Eugene, OR: Wipf and Stock Publishers, Cascade Books.

Education

Ph.D.	University of Minnesota, Doctorate of Philosophy in Social Work Minor in Integrative Health Therapies, Center for Spirituality and Healing
M.S.W.	School of Social Work, University of Minnesota Macro Practice Concentration
B.S.W.	St. Cloud State University Double Major: Social Work and Public Administration
Non-degree	Mesabi Community and Technical College 5 Courses in American Indian Studies, History, and Ojibwe Language

FALLON CAREY

E: fcarey@nabshc.org A: (b) (6)

P: (b) (6)

ARCHIVIST/DIGITAL CONTENT MANAGER

Former Gates Millennium Scholar and professionally trained Librarian/Archivist with applied experience of working in an archiving and digitization capacity. Transferable skills include providing exceptional customer service through working directly with the public in a fast-paced environment. Excellent interpersonal skills, with the ability to engage people from Indigenous and other diverse communities Adept at problem solving and finding sensible solutions by carefully listening to concerns and communicating strategies. Core competencies include:

Archives Space
Mukurtu CMS
Open Refine

Adobe
HTML
Elevator DAM

EDUCATION

MASTER OF SCIENCE

2020

Library Information Science: Concentration in Librarianship, Curation, and Information Technology

University of Wisconsin, Madison, WI

BACHELOR OF FINE ARTS

2017

Major: Ceramics; Minor: Art History

University of Tulsa, Tulsa, OK

PROFESSIONAL EXPERIENCE

Native American Boarding School Healing Coalition, Minneapolis, MN, *Digital Archives Assistant*

2022- Current

- Contributes to the active survey of boarding school relevant records throughout the U.S. and keeps accurate, concise, and intelligible inventories.
- Surveys and locates, remotely and in-person, Indian Boarding School records collections throughout the U.S. Ability to travel required.
- Assists in archival records scanning objectives which may involve travel to various repositories throughout the U.S.
- Creates and develops user guides, creates finding aids, archives resource guides, research pathfinders, and other associated reference materials to be made available in-person or online.
- Supports accession activities by completing accurate and concise accession records and accession logging.
- Contributes to archival processing, cataloging, uploading workflows of boarding school relevant records within the NIBSDA system.
- Data entry, running OCR software, quality control checks of digital surrogates, file naming, maintaining a directory of materials, and other associated processing workflows.
- Attends, contributes, and note takes at meetings relevant to the strategic growth of digital archives program. Follows up on and conducts research associated with digital archives action items involved in team meetings or project partner meetings.
- Assists in coordination of archives entries and requests by staff, researchers, research associates, and the public, as well as responding to archives information inquiries and requests.
- Researching and responding to copyright, ownership issues, and other clearance measures.
- Presents and communicates NABS digital archives program projects in various settings including but not limited to community events, professional conferences, and Tribal/Federal/State venues.
- Provides reference research assistance to NIBSDA related collections and responds to archives information inquiries and requests in a timely manner.
- Assists in training and coaching opportunities with interns, students, and volunteers.

University of Utah, J. W. Marriott, UT, *Special Collections Archivist- "Doris Duke" Oral History Project.*

2021- Current

- Review over 2000 oral history interviews dating from 1968-1975
- Research content and context of oral history interview materials previously lost
- Manage and write metadata for culturally sensitive materials relating to Tribal Peoples in collaboration with other repositories working on the project in concurrence. Repositories consisted of six other Universities across the U.S.
- Organize transfer of digital cultural heritage materials from the server at the University of Utah to a digital content management platform called Mukurtu.
- Collaborate with Association of Tribal Archives, Libraries and Museums (ATALM), University project repositories, and tribal groups in the Utah area in effort to repatriate materials related to tribal peoples.

State of Minnesota, Department of Education Minneapolis, MN, *Contract Worker- Cultural Education*

2021- 2022

- Develop and revise culturally and age-appropriate resources for 5,000+ K-12 schools throughout the state of Minnesota
- Research, compile, and annotate a new bibliography of materials aligned with Early Childhood Indicators of Progress (ECIPs)
- Consult with teachers, administrators, social workers, and principals of schools to develop and distribute educational materials
- Collaborate with team to discuss grant opportunities, events, partnerships with indigenous publishers, and project maintenance

Walker Art Center Library and Archives, Minneapolis, MN, Archivist (Internship)

2020-2020

- Engaged and networked with the greater Twin Cities community at monthly events, to connect the public with library services
- Created high quality digital files of patron requested materials which were available for global access, using Drobo Scanner
- Established and implemented a finding aid system for newly archived materials
- Developed an accession report and condition records for Guthrie Theatre architectural blueprints to document all physical and legal attributes of artifacts and materials

Department of Natural Resources, St. Paul, MN Archivist (Internship)

2019-2020

- Liaised with creative services department (CSU) to discuss and plan the organization of digital and analog materials
- Surveyed collections of analog photographic materials such as photo slides, film, and photographs for processing
- Conceptualized metadata on backlog of photographic materials using Adobe Photoshop/Adobe Bridge
- Sourced storage options and uploaded documents to local server for department access
- Archived 30 years of analog photographic materials which resulted in 57,340 photo slides reviewed, 32,400 archived, and 29,940 discarded

Creek Nation, Bureau of Indian Affairs, Muskogee (Creek Nation), OK, Summer Internship

2010- 2010

- Performed routine clerical tasks such as mailing, copying, faxing, filing, delivering memos, and scanning documents
- Provided administrative support to office staff by copy and binding Seminole Dawes Rolls for redistribution

OTHER WORK EXPERIENCE

Lake and Irving, Minneapolis, Mn Server/Host

2019-2020

Mucci's, Minneapolis, MN, Server/Host

2017-2019

Stonehorse Café, Tulsa, OK, Server

Mixed Company, Tulsa, OK, Manager, Bartender, Server

2013-2017

R Bar & Grill, Tulsa, OK, Server/Bartender

2012-2013

MEMBERSHIPS & COMMUNITY INVOLVEMENT

✦Minnesota Equity Select Vendor

✦Franklin Library Native Collections Advisory Council

✦Hennepin County Library Native Advisory Council

✦Member, Society American Archivists

✦Member,American Indian Library Association

✦Gates Millennium Scholar

REFERENCES

- Nico Albert, *Owner/Executive Chef-Burning Cedar Indigenous Foods*, (b) (6)
- Allison Waukau, *Hennepin County Native Liaison*, (b) (6)
- Jared Jordan, *COO Summit Club Tulsa*, (b) (6)
- Hannah Buckland, *Minnesota State Librarian*, (b) (6)

Stephen R. Curley

(b) (6)

Office: 612.500.5812

scurley@nabshc.org

M.L.I.S. Masters of Arts in Library & Information Science, The University of Arizona, 2014

B.A. Bachelors of Arts, The University of Arizona, 2012
Major/Minor: Anthropology/American Indian Studies
Graduated *Magna Cum Laude*

A.A. Liberal Arts, Pima Community College, 2008

Experience:

- ***Director of Digital Archives, National Native American Boarding School Healing Coalition***
October 2019 – Present
Responsible for the development, population, professional care, management, and maintenance of the Coalition's National Indian Boarding School Digital Archives (NIBSDA) project including its digitization, organization, preservation, storage, and manifesting its long-term vision.
- ***Museum Administrator, Tohono O'odham Nation Cultural Center & Museum | Tohono O'odham Nation***
April 2018 – April 2019
Planning, organizing, directing and evaluating all functions required to operate and maintain activities and services provided by the Tohono O'odham Nation's Cultural Center & Museum.
- ***Tribal Archivist, Tribal Historic Preservation Department | Mashpee Wampanoag Tribe***
September 2015 – April 2018
Establishing a proactive collections development program, collections management policies, best practices, operation of *CuadraStar SKCA* CMS, project and workflow development.
- ***Colonial North America Project Fellow, Pusey Library | Harvard University Archives***
November 2016 – December 2016
Research fellowship undertaken at Harvard Pusey Library on the behalf of the Mashpee Wampanoag Tribal Archives in order to acquire a more nuanced knowledge of collections relevant to Mashpee Wampanoag Tribe.
- ***Project Archivist (Curatorial/Museum Specialist), Arizona State Museum | The University of Arizona***
January 2015 – September 2015
Processes and catalogs National Park Service Central Files, Cultural, and Natural Resource Records at the Western Archaeological Conservation Center using *Re:discovery* Software.
- ***Archival Specialist Graduate Assistant, Arizona Health Sciences Library | The University of Arizona Libraries***
August 2014 – December 2014
Collaborated with the Digital Resources & Special Collections Librarian to restructure and develop baseline archival management workflow. Managed XML-written EAD documents with *WinSCP* Secure File Transfer Protocol software and published them online as a credentialed user of *Arizona Archives Online* interface.
- ***Institutional Giving Fellow, Peabody Essex Museum***
May 2014 – August 2014
Navigated and monitored the *GuideStar* database to identify and qualify prospective non-profit foundations and institutional supporters in order to establish a grant-funds solicitation strategies for corporations, foundations, and government agencies.
- ***Graduate Assistant Archives Specialist, Special Collections | The University of Arizona***
September 2013 – May 2014
Process the Congressional papers of Representative Gabrielle Giffords, the Tucson Poetry Festival Records and the Association for Women Faculty Records, and creating Describing Archives: a Content Standard (DACS) compliant Encoded Archival Description (EAD) electronic finding aids.

Selected Articles & Presentations:

- Keynote Speaker for the American Philosophical Society's "4th Annual Digital Knowledge Sharing Workshop Keynote Conversation," March 9, 2022.
- "Beyond the Reading Room," Panelist for Beyond Digitization: Virtual Symposium celebrating Harvard Library's Colonial North America Project, April 7, 2021.
- "Panel 1: Reciprocity and Responsibilities Surrounding Indigenous Archival Materials," Commenter for the American Philosophical Society's "Relationships, Reciprocity, and Responsibilities: Indigenous Studies in Archives and Beyond" Papers conference, September 22, 2020.
- "Reviewing the Records and Histories of Indian Boarding Schools in California," presented at National Native American Boarding School Healing Coalition Truth in History Webinar Series Part 2, July 5, 2020.
- "A Human Rights Issue: The Records of Native American Boarding Schools," May/June 2020, published on the Society of American Archivists' Outlook Magazine.
- "Digital Access to Dispersed Records," webinar co-sponsored by the Native American Archives Section and the Human Rights Section October 14, 2019
- "Protocols 101: A Case-study Intensive on How to Start the Conversation at Your Institution," presented at Association of Tribal Archives, Libraries, and Museums 2019 in Temecula, California
- "Protocols 101: How to Start the Conversation at Your Institution," workshop co-developed and administered at the Joint Annual Meeting of Conference of Inter-Mountain Archivists and Society of Southwestern Archivists 2019 in Tucson, Arizona

Professional Development:

- Library Juice Academy, *Git and GitHub for Libraries*, January 2021
- Library Juice Academy, *Introduction to Linked Data*, December 2020
- Library Juice Academy, *Introduction to JSON and Structured Data*, November 2020
- Library Juice Academy, *Using OpenRefine for Library Metadata*, October 2020
- Digital POWRR Institute, *Web Archiving & Internet Archive*, June 15, 2018
- Digital POWRR Institute, *Archivematica*, June 15, 2018
- Digital POWRR Institute, *Walk the Workflow*, June 14, 2018
- Digital POWRR Institute, *Tech Skills 201*, June 14, 2018
- Digital POWRR Institute, *Case Study Module with Meg Miner, Preservation Models & Packages*, June 14, 2018
- Digital Archives Specialist (DAS) Curriculum and Certificate Program Course, *Arrangement and Description of Electronic Records, Part I and II #15B4*, Society of American Archivists, June 2015
- Digital Archives Specialist (DAS) Curriculum and Certificate Program Course, *Appraisal of Electronic Records #15B3*, Society of American Archivists, May 2015

Professional Associations:

Society of American Archivists (SAA)

Council Member, August 2020 – August 2023

The SAA Council is the organization's governing body consisting of members elected by its general membership.

Society of American Archivists Native American Archives Section (SAA-NAAS)

Previous Chair Serving Steering Committee, August 2019 – August 2020

Section Chair, August 2018 – August 2019

Steering Committee Member, September 2015 – August 2018

Association of Tribal Archives, Libraries, and Museums (ATALM)

Founding Member of the Guardians of Culture, 2013 – Present

Samuel B. Torres (Mexico/Nahua) Ed.D.

✉ storres@nabshc.org

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Education

- Ed. D. 2019 **Loyola Marymount University**, Los Angeles, CA
 Educational Leadership for Social Justice
 Title of dissertation: *Beyond Colonizing Epistemicides: Toward A Decolonizing Framework for Indigenous Education*
 Committee: Antonia Darder, Ph.D. (chair), Ernesto Colín Ph.D., João Paraskeva Ph.D.
- M.Ed. 2010 **Loyola Marymount University**, Los Angeles, CA
 Secondary Education (*PLACE Corps/AmeriCorps*)
- B.S. 2009 **Loyola Marymount University**, Los Angeles, CA
 Natural Science, Department of Health and Human Sciences

Professional Licenses and Trainings

- 2021 *Indigenous Research Paradigms Certification, Wilfrid Laurier University—Faculty of Social Work (4/16/2021)*
- 2020 *The Native Wellness Institute, Being Trauma and Healing Informed (2/6/2020)*
- 2016 *California Clear Single Subject Teaching Credential, Biological Sciences (#110116635)*
- 2010 *California Preliminary Single Subject Teaching Credential, Biological Sciences (#101167477)*

Areas of Interest

Decolonizing methodologies, Indigenous methodologies, Indigenous education, Latinx issues in education, revolutionary critical pedagogy, critical bicultural theory, educational leadership, cultural anthropology, political sociology of education, Mesoamerican studies, curriculum studies, teacher education, critical race theory, political economy and culture, impact of globalization on education, impact of assimilation policy/culture on Indigenous/subaltern communities

Board of Directors Service

«Educators' Institute for Human Rights (2022 – present)

- Finance Committee

«Indigenous Roots Cultural Arts Center (2022 – present)

- Co-Treasurer

Employment

«**The National Native American Boarding School Healing Coalition** Minneapolis, MN (2019–present)

-Director of Research and Programs-

- Work closely with Executive Director and contractors for the planning, executing, and reporting of various programmatic activities and research.
- Manage program staff and ensure engagement and contributions through staff, Research Advisory Council, collaborators, and volunteers.
- Facilitate Tribal and membership engagement, community outreach, conferences, and events.
- Conduct and oversee archival and research on U.S. Indian boarding schools, organize findings, and create educational materials based on new research.

- Plan, secure funding, and implement qualitative and quantitative research-based projects related to U.S. Indian boarding schools.
- Assist with education and outreach such as writing blogs, articles, and publications as well as conducting webinars, speaking engagements.
- Budget, track, identify, and apply for funding for and report programmatic and development revenue and expenses.

«**Loyola Marymount University**, *Los Angeles, CA*

(2019–present)-

Graduate Teaching Assistant-

- Support Master's students in the capstone class EDUR 5020, Research in Urban Education, and EDUR 6102, The Context of Schooling.
- Provide feedback and guidance to students developing final thesis/research projects, legal/policy briefs, and other writing submissions in pursuit of satisfying degree requirements for Master's in Urban Education.

«**Archer School for Girls**, *Brentwood, CA*

(2015–2018)

-Classroom Teacher-

- Instructor for grades 8-12 in biology, physics, physical sciences, senior independent learning course for Art/Science intersections.
- Relational teaching style, anchored in critical pedagogy, in service of experiential teaching and learning methods.

-Leadership Roles-

- Academic Advisor for students in grades 9, 10 and 11.
- Diversity, Equity, and Inclusion (DEI) task force member
- Support and mentor new teachers in science department
- DEI conference presenter
- Faculty summit presenter
- Faculty support for ally and affinity student groups: Black Student Union, Hermana Unidas, Girls Empowering Girls, Diversity Club. Best Buddies (friendship program partnered with students with special needs)

«**Pomona Catholic School**, *Pomona, CA*

(2016–2017)

-ESL Program Development Team and Science Educator for Language Immersion Summer Program-

- Co-develop and co-facilitate 4-week summer ESL pilot program for 100 international students in the summers of 2016 and 2017.

«**St. Bernard High School**, *Playa del Rey, CA*

(2012–2015)

-Dean of STEM/1st-3rd Year Teacher Mentor/Single-sex Education Coordinator and Research Lead-

- Promote and support professional growth of teachers within STEM department.
- Research and design single-sex STEM program for incoming freshmen pilot program implemented for the 2014-2015 academic school year.
- Organize and execute extracurricular science learning partnerships (*such as Girls in Ocean Science Teen Conference, California Science Center, Aerospace corporation*).
- Manage on-site 200 gallon saltwater aquarium learning lab with over 30 species maintained.

-Academic/Leadership Team-

- Assist Principal in designing and implementing policies in response to school needs.
- Co-direct induction program for teachers new to the school community.
- Brainstorm, organize, and lead professional development for schoolwide faculty/staff

Dickinson

Archives and Special Collections
Dickinson College
P.O. Box 1773
Carlisle, PA 17013-2896

717-245-1399
archives@dickinson.edu
<http://archives.dickinson.edu>

National Council on the Humanities
National Endowment for the Humanities
400 7th Street SW
Washington, DC 20506

May 10, 2023

To the Members of the Review Committee:

As co-director of the Carlisle Indian School Digital Resource Center (CISDRC), I would like to express my support for the proposal “Sustaining and Cultivating a Community of Practice: U.S Indian Boarding School Records Curation,” submitted by the National Native American Boarding School Healing Coalition (NABS).

The CISDRC was launched ten years ago with a goal to digitize and then openly share extant archival documentation related to the most well-known of the off-reservation boarding schools operated by the federal government, the Carlisle Indian Industrial School. More than 300,000 pages of material have been uploaded to the site thus far, with more documents continuing to be scanned, described, and added regularly. Usage of this content continues to increase with each passing year, and the website currently welcomes more than 180,000 visitors annually.

The Carlisle Indian School was just one of many institutions founded across the United States, and efforts to digitize records of other boarding school are being pursued by other individuals and institutions. For the past several years, NABS has brought together a group of people working on these digital efforts as a way not only to share knowledge and expertise, but also to standardize and combine the metadata of our various resources so that family members and other researchers can search across collections more easily. The aggregation of all of our different digital collections results in a more robust, valuable database that amplifies each project’s individual efforts.

The documents we have scanned thus far about Carlisle reveal just how intertwined the various boarding schools were through the operations of the school system. In essence, no school stands completely apart from the others, with students and staff regularly moving among them at the same time that policies and practices are being crafted to guide and standardize their operations.

Continued research into the archival records of the late 19th century has also demonstrated that a more holistic approach to digitizing the extant documentation will be far more efficient and valuable for uncovering information about each of the boarding schools rather than hunting for widely scattered records of a single school.

Because of the inter-related nature of the schools, it is all the more critical to have organized, shared efforts to capture, preserve, and disseminate the records of the schools. The leadership that NABS has shown in this regard is all the more important for this reason. The CISDRC remains strongly committed to this collaborative effort, and I hope that you will similarly recognize the enormous benefits of this important work that NABS has undertaken.

Sincerely,

A handwritten signature in blue ink, appearing to read "James W. Gerencser", with a stylized, flowing script.

James W. Gerencser

College Archivist, Dickinson College

Co-director, Carlisle Indian School Digital Resource Center

<http://carlisleindian.dickinson.edu>



National Council on the Humanities
National Endowment for the Humanities
400 7th St. SW
Washington, DC 20506

May 16, 2023

To Whom It May Concern:

On behalf of the Genoa Indian School Digital Reconciliation Project (GISDRP), including project co-directors Margaret Jacobs and Susana Geliga, I am writing in support of the National Indian Boarding School Digital Archive's efforts to sustain and grow its Data Aggregation Working Group. Members of GISDRP have been active members of this working group since its development, and we have found it to be a mutually beneficial advisory group and community of practice. In addition to sharing our experiences with the working group, we have benefited tremendously from the exposure to other boarding school records projects and from enriched relationships with their communities of survivors, descendants, archivists, librarians, and scholars.

The GISDRP is almost wholly grant funded. With our key project staff paid for by other grant funds, which ultimately prescribe limits on our activities, we have been more bounded in our ability to contribute to NIBSDA than we would like. While we will seek to redress this situation as we consider our own paths to sustainability, we are early in this sustainability work. NIBSDA's proposal is therefore very exciting to us, in that it helps to create a new model for future partnerships and helps us grow beyond funding focused on highly specific efforts on Genoa (in our case), to funding a community of practitioners, whose efforts and results can span across many projects.

The NIBSDA team is, without a doubt, the right team to be imagining, organizing, and stewarding this collective effort. The team is visionary, it is composed of some of the most collegial and collaborative individuals we have encountered, and they are poised to have major national and international impact. Should NIBSDA's request for funding be supported, the GISDRP team will gladly join them in expanding the role and work of the data aggregation working group to include more efforts around strategy, engagement, and pilot efforts, and we will continue to champion their important activities.

Respectfully,

Elizabeth M. Lorang, Ph.D.
Interim Dean of Libraries
Co-director, Genoa Indian School Digital Reconciliation Project



The Saginaw Chippewa Indian Tribe Of Michigan

7500 SOARING EAGLE BLVD. MT. PLEASANT, MICHIGAN 48858 (989) 775-4000
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National Council on the Humanities,
National Endowment for the Humanities
400 7th Street, SW
Washington, DC 20506

Greetings,

The purpose of this correspondence is to provide for a letter of support concerning the *"Sustaining and Cultivating a Community of Practice: U.S. Boarding School Records Curation"* proposal to be submitted to the Council by the Native American Boarding School Healing Coalition (NABSHC).

The Saginaw Chippewa Indian Tribe of Michigan, through its Ziibiwing Center of Anishinabe Culture & Lifeways, has been a contributing partner of NABSHC with respect to previous grant initiatives from which the presently proposed project is articulated. Furtherance of this work, from which a greater understanding of the impacts of Indian Boarding School Policy may be derived, as well as growing the collective of Indian communities that may make meaningful contribution to the exploration of their own associated records are causes that remain close to the heart of our Nation.

It is our understanding that the proposed project will positively impact the stewardship, community engagement, and surfacing of primary source materials associated with Indian Boarding Schools. Likewise, the proposal will strengthen the ability of Indian communities to both contribute to and benefit from the early efforts of Tribes and projects such as ours that collectively comprise the National Indian Boarding School Digital Archive (NIBSDA).

It is our belief that continuing to nurture organizations like NIBSDA will prove pivotal in the positive reclamation as to the narrative surrounding Indian Boarding Schools, ultimately making the transition from one of suppression and disruption towards one of reconciliation and cultural resiliency.

With these thoughts in mind, I am happy to provide this letter and hope that it finds the Council well.

Sincerely,

Theresa Jackson
Tribal Chief



UNIVERSITY OF
MARYLAND
COLLEGE OF INFORMATION STUDIES

Information and technology for good

Dr. Diana E. Marsh
Assistant Professor of Archives and Digital Curation
Hornbake Library-South | Room 4105E
College of Information Studies (iSchool)
University of Maryland-College Park

Division of Preservation and Access
National Endowment for the Humanities
400 7th Street, SW
Washington DC 20506

May 15, 2023

Dear NEH Review Panelists,

I am an Assistant Professor of Archives and Digital Curation at the University of Maryland's College of Information Studies (iSchool), who [specializes in archives, museums, and Indigenous community work](#). I am also Past Chair of the Native American Archives Section of the Society of American Archivists (SAA) and current member of the SAA's new [Archival Repatriation Committee](#).

I am writing here in my capacity leading the **Indigenizing SNAC** project (a Laura Bush 21st Century Librarian Program Early Career Research Development grant, [RE252311OLS22, 2022-2025](#)), which aims to reconnect and better represent the (largely colonially-held) dispersed archival records of Native and Indigenous communities. **I enthusiastically support the proposed work and am eager to facilitate a formal partnership between SNAC and the National Indian Boarding School Digital Archive (NIBSDA).**

[SNAC](#) is a cooperative initiative that works to allow searching across all archival collections in the US. SNAC operates by authority control—standardizing headings used in catalogue records, and linking all records by that heading, drawing on the standard of Encoded Archival Context—Corporate bodies, Persons, and Families (EAC-CPF). SNAC was specifically designed to address the challenge of dispersion across archival collections by connecting and aggregating such distributed historical records through a social-document network. As of May 2022, SNAC has [59 institutional members](#) and has linked over 2 million archival resources in more than 4,000 repositories. SNAC is built on a cooperative model; Two SNAC Liaisons—funded to work full time on the SNAC Cooperative by the National Archives and Records Administration (NARA)—offer free monthly “SNACSchool” programs to train editors in SNAC. Not unlike the Wiki model, dozens of new editors are therefore added to SNAC's ranks each month; our project is training new editors to work on Native and Indigenous historical figures and institutions based on their community-based knowledge.

As such, SNAC offers an unparalleled opportunity--if leveraged in collaboration with communities and community knowledge--to **locate relevant archival collections relating to the U.S. Indian boarding school era**. In particular, there is great opportunity to leverage the important work of the NIBSDA Aggregation Working Group and the crucial efforts of NIBSDA to create a Boarding School Name

Authority File, by importing that data into SNAC, and searching existing archival collections relating to each of those schools.

We see exceptional potential to use SNAC's newest capacities to undertake that work. SNAC's technical teams have recently developed a plugin for OpenRefine to refine, reconcile, and transform large data sets, including through the extraction of existing web-based linked data. The Boarding School Name Authority File offers an important test case for leveraging the power of this kind of metadata transformation and aggregation in SNAC, with immense informational and relational impacts. Based on previous experience with our 2021 Indigenous Edit-a-thon, my team and **the SNAC Cooperative can leverage that information to proactively contact holding repositories, and we hope, facilitate future partnerships and collections for NIBSDA.**

SNAC can also participate in training community-based archivists in this work, and generating crowd-sourcing initiatives to fill in the gaps left by any such technical approaches. SNAC Liaisons Jerry Simmons and Dina Herbert can offer free SNACSchool trainings for any edit-a-thons, NIBSDA staff, or interested community-based editors as part of its commitment.

I have gotten to know Stephen Curley over the past 4 years, first in my role on SAA's NAAS, and then as an Indigenous Advisory Board member on our SNAC Edit-a-thon project and now my IMLS grant. Stephen is one of the top professionals and thought leaders in the field, both in his tireless advocacy work to promote the Protocols for Native American Archival Materials, and in his innovative approaches to Native and Indigenous archival stewardship and digital curation.

If funded, **I would be thrilled to grow my relationship with Stephen and NIBSDA, and to cast my support toward this important two-year project in whatever ways might blossom in our shared efforts to promote archival sovereignty, reconciliation, and community healing.**

Sincerely,

A handwritten signature in black ink, appearing to read 'D Marsh', with a stylized flourish at the end.

Dr. Diana E. Marsh



May 16, 2023

National Endowment for the Humanities
400 7th Street, SW
Washington, DC 20506

To Whom It May Concern,

Please accept this letter as an indication of the Association of Tribal Archives, Libraries, and Museums (ATALM), commitment to providing support for the project proposal, “*Sustaining and Cultivating a Community of Practice: U.S. Indian Boarding School Records Curation*,” submitted by the National Native American Boarding School Healing Coalition (NABS).

Established in 2009, ATALM is an international non-profit organization that maintains a network of support for indigenous programs, provides culturally relevant programming and services, encourages collaboration among tribal and non-tribal cultural institutions, and articulates contemporary issues related to developing and sustaining the cultural sovereignty of Native Nations. It has a membership of over 1,500 and operates under a Cooperative Agreement with the Institute of Museum and Library Services.

This proposal is inclusive of multiple digital projects and stakeholders who are bringing awareness to the impacts of boarding schools that have profoundly affected native communities across the United States. Boarding schools had a goal of eradicating indigenous knowledge, culture, language, and lifeways—many communities to this day are still coping with these deep losses. To address this impact, NABS intends on hosting annual open forums with stakeholders—including the National Archives and Records Administration, National Endowment for the Humanities, the National Endowment for the Arts, and others—at the 2024 and 2025 ATALM Conferences. These gatherings will benefit practitioners in educating themselves on the boarding school legacy and in collectively broadening how they can play a role in contributing to generating awareness through making collections more accessible.

This project will organize and activate an ecosystem of information sharing using the National Indian Boarding School Digital Archives (NIBSDA). ATALM looks forward to supporting future initiatives to bring awareness to our member institutions with hopes they may partner or contribute to this NIBSDA working group.

ATALM is pleased to offer their support for this project that enables inter-institutional collaboration towards meaningful healing work for native communities.

Sincerely,

Susan Feller

Susan Feller
President and CEO
Association of Tribal Archives, Libraries, and Museums



**The National Native American
Boarding School Healing Coalition**

**NATIONAL INDIAN BOARDING SCHOOL DIGITAL ARCHIVES
COLLECTIONS MANAGEMENT POLICY**

Updated: January 2021

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Introduction

The National Native American Boarding School Healing Coalition (NABS) was formed in 2012 after leaders from across the United States and Canada came together at a national symposium to discuss the Canadian Truth and Reconciliation Commission and the need to institute a similar process here in the United States. NABS seeks “to lead in the pursuit of understanding and addressing the ongoing trauma created by the US Indian Boarding School policy.” Understanding and addressing ongoing trauma in Native communities is essential to continued healing. To continue to push forward in this holistic endeavor, NABS maintains a myriad of programs focused on education, advocacy, and healing designed to further the organization mission.

As part of truth-telling around boarding school history, access to boarding school records is paramount. The National Indian Boarding School Digital Archives (NIBSDA) was conceptualized early on to serve as a national digital platform and digital repository for boarding school archival collections throughout the United States. Making boarding school records more accessible to boarding school survivors and their descendants in a digital archive is essential to understanding this history and its consequences on Tribal Nations. Through cultivating historical insights, NIBSDA supports community-led healing initiatives throughout American Indian and Alaska Native Nations and towards restored Indigenous cultural sovereignty.

This Collections Management Policy (CMP) provides direction, continuity, and predictability for the digital archives program; accountability for standards and services; standardization for compliance with any legal and regulatory requirements and ethical expectations, obligations, and rights; and uniformity by establishing consistency in operations; associated workflows that will inform information management policies, procedures, and best practices. This CMP should direct and inform NABS staff in making decisions about collection priorities, strategies, and tactics. This CMP should be publicly available in sections. These policies should be reviewed every 3 years and modified, as necessary.

NIBSDA Purpose, Values, & Objectives

Purpose Statement

To collect, preserve, and make accessible in a public digital repository the historical record of Indian boarding schools in the United States and to engage in consultation with Native communities to uphold Tribal Data Sovereignty around those records.

Values

- Responsible Stewardship:
 - Tribal Data Sovereignty
 - Maintain culturally and legally competent sensitivity and privacy protocols
 - Maintain the integrity of individuals and groups
 - Protecting cultural knowledge in any record format from commodification

- Trust:
 - Cultivating conditions of transparency in order to establish meaningful relationships with partners, stakeholders, and communities
- Advocacy:
 - In the spirit of augmenting advocacy initiatives to be proactive in cultivating real-world meaningful change
 - Assist Tribes and descendant families in the repatriation of deceased individuals still on boarding school grounds
- Healing:
 - Highlight truth in history with the deliberate intention to understand the past and its effects on the present
 - Taking careful steps not to create new trauma for boarding school survivors with programmatic
 - Serve as a space which facilitates reflection and transformation
- Preservation:
 - In order for boarding school history to be investigated, understood, and contextualized to its full extent, archival preservation standards—both physical and digital—need to be applied to ensure that primary source content is made available to future generations of survivor descendants, researchers, activists, legal scholars, legislators, and Tribal governments
- Service:
 - Being of service to Native American communities in supporting Tribal healing initiatives wherever possible
 - Being of service to boarding school survivors, descendants, and researchers who are committed to truth telling about U.S. history.
 - Receptive and responsive to boarding school archives research and reference requests
- Truth:
 - Truth in history. Justice in Truth.
 - Continued research of boarding school history illuminates the past and contributes and normalizes its historiography
 - Developing resources which facilitate unhindered research

Objectives

- Provide a dedicated safe and secure digital space for records of historical significance so that they may be preserved for future insights and evidence.
- Continue to contribute to the development and verification of an authoritative list of U.S. Indian Boarding Schools
- Continue to identify and locate U.S. Indian Boarding School records
- Centralize historic records and other documents, descriptions, and material in related to U.S. Indian Boarding School History.
- Establish meaningful relationships with other off-site repositories throughout the United States and Alaska to enter into discussions regarding the reclamation of primary source collections relating to U.S. Indian Boarding Schools.

- Cultivate a “*Community of Practice*” and an ethic of collecting within Tribal communities revolving around the concepts, strategies, techniques, and critical thinking involved in Archival Science, particularly as it pertains to continue stewardship and curation of boarding school history.
- Create a viable Records Retention & Disposition Schedule for institutional records that can detail the conceptualization, design, and continued development of the National Indian Boarding School Digital Archives which will function to manage policies and procedures involved in the management of all Digital Archives records.

Collection Scope

The National Indian Boarding School Digital Archive (NIBSDA) includes digital surrogates and associated metadata of format-neutral records of Federal, Tribal, State, or Church operators of boarding school institutions as well as records of private parties and other documents of historical significance related to the U.S. Indian boarding school era. “Indian boarding schools” are defined as educational institutions where American Indian or Alaskan Native students resided away from their families (does not include day school institutions, orphanages, or sanitariums). Any materials falling within these below described parameters are subject to selection, capture, digitization, and publication to NIBSDA online digital collections based on Tribal consultation and data sovereignty policies established in consultation with the NABS Research Advisory Council (RAC).

Types of Collections

- **Records:** Includes Federal records created and maintained by the United States Bureau of Indian Affairs. Includes Church records created and maintained by a variety of denominations who operated mission-style boarding schools. Includes Tribal records created and maintained by Tribal Nations who operated boarding schools. Records (proper) include financial, administrative, reportage, correspondence.
- **Student Files:** Includes records created and maintained by boarding school administrative staff throughout a student’s educational career. Can include registration forms, report cards, familial correspondence, photographs, classwork assignments and other student papers, medical cards, administrative action.
- **Student Papers:** Includes manuscripts, textual papers, photographs, “keepsakes”, or any other materials created by a student which illustrate a student’s boarding school experience.
- **Oral History:** Includes audiovisual recordings of boarding school survivor interviews providing reflections or accounts of boarding school experiences. These materials may be the product of NABS research programs which are, subsequently, transferred to NIBSDA for long-term stewardship and preservation as part of the historic record.
- **Artwork:** Includes audiovisual, 2-dimensional works of art which are creative experiential expressions by boarding school survivors.

Prominent Subjects and Formats to Cultivate:

- Any record regardless of format pertaining to the Indian boarding school era spanning the 19th century to the 20th century.
- Priority focus on the *Historical Assimilative Model* of the Indian boarding school era, approximate date range of 1870 -1970

- Bureau of Indian Affairs (BIA)/Office of Indian Affairs (OIA) Record Group 75 Boarding School materials with a date range of 1870-1944 (or date range ending 75 years from current date due to U. S. Privacy Law)
- Exceptions outside of the Historical Assimilative Model will be received in NIBSDA as valuable contributions to charting the evolution of the U.S. Indian boarding school era, and include:
 - Church-operated Indian boarding and mission school records date range of 1822-1944 (or date range ending 75 years from current date due to U. S. Privacy Law)
 - Tribal-operated Indian boarding schools that operated between the early-19th century to the mid-20th century
- Administrative documents, correspondence, manuscripts of Indian boarding schoolteachers, counselors, preachers, and any other Indian boarding school official or representative
- Correspondence between Tribal governments, traditional leaders, or prominent advocates with Indian boarding school officials, agents, or representatives.
- Personal papers of Indian boarding school officials and agents relevant to Indian boarding school era.
- Student files relevant to student careers at Indian boarding schools detailing intake, registration, and processing documentation, disciplinary action, tracking correspondence, familial correspondence, progress reports, student body affairs, extracurricular documents, curriculum reports and classroom assignments such as book reports, art projects, etc.
- Indian boarding school records including student's name, degree of Indian blood, Tribal affiliation, names and Tribal affiliations of the student's parents or guardians, religious affiliation, and dates of attendance with available additional information such as applications for enrollment, medical examination forms, attendance and grade reports, examples of student work, newspaper clippings, documents relate to student employment, and correspondence.
- Indian boarding school ephemera including but not limited to posters, literature, flyers, stickers, etc.
- Indian boarding school newspapers detailing school activities such as general events, celebrations, anniversaries, student body, student highlights, etc.
- Artistic expressions of Indian boarding school history by Indian boarding school students, survivors, and/or descendants.
- Oral history content (audiovisual interview recordings) of firsthand accounts by Indian boarding school survivors and/or lineal descendants.
- Video productions regarding boarding school history (both early and modern) which can include television segments, television series, and interviews.
- Audio recordings regarding Boarding School History (both early and modern).
- Any record, document, or artifact that enriches current collections housed within NIBSDA.

Materials Not Collected

- Records of day school institutions, orphanages, or sanitariums where American Indian and Alaska Native children were sent to.
- Personal papers of individuals who attended boarding school that were not created during their student careers. These should be deferred to respective Tribal archival institutions.
- Books and publications.
- Physical records. NABS does not operate a physical archival institution. NIBSDA can, however, digitize physical collections subject to the collection scope free of cost to potential donors but will

facilitate and defer physical transfer or donation to other institutions. For more information, please see "Services."

- Any materials, regardless of its subject matter, that is: beyond repair, too costly to acquire, too costly to stabilize and keep, contaminated, moldy, or would otherwise pose a danger or harm to any other collections.
- 3-Dimensional objects which cannot be photographed or digitized because they are too costly to acquire.
- Materials indicating ceremonial, archaeological, or other potentially culturally sensitive documentation.
- Contemporary publications, reports, presentations, etc. are subject to inclusion in the NABS Resource Database.
- If unsure, please feel free to contact NABS's Director of Digital Archives.

Collections Development Program

In cultivating the scope and extent of its archival collections, NIBSDA must be responsive to its institutional priorities as well as its researchers and Tribal community needs and interests. NIBSDA has the responsibility of locating, preserving, and centralizing records about the U.S. Indian Boarding School era.

To fulfill this responsibility, these strategies include:

- 1) Identify which archival institutions or person(s) have collections relevant to Indian boarding school history
- 2) Identify holdings at the collection and item-level via active surveying activities
- 3) Create meaningful relationships with these entities so an atmosphere of communication, networking, and sharing may be cultivated and reproduced in perpetuity

Any archival materials housed digitally in NIBSDA are collections cultivated with the intention to make available for research in order to highlight the truth in history as well as reclaiming ownership of this historic narrative by contributing to its historiography.

Inter-Institutional Partnership & Collections Sharing

NABS will work with other institutions (Tribal and/or non-Tribal) holding in its possession records relevant to the boarding school era in order to fulfill its objectives of preserving and stewarding the historical record under its collection scope as well as making these materials more accessible to boarding school survivors, their descendants, and researchers.

Inter-institutional networking, partnership, and sharing stems from the objectives identified above which aim to acquire a more nuanced understanding of collections housed in the custody of dispersed repositories. This work should begin to centralize displaced archives located at various repositories throughout the United States by digitizing and incorporating these collections into NIBSDA.

As an inter-institutional effort, NIBSDA staff make contact with various institutional directors and archival practitioners to:

- 1) Propose NIBSDA objectives and to communicate its inherent mutual benefits
- 2) Negotiate use or shared custody permissions and curation protocols
- 3) Coordinate logistical plans in order to streamline these objectives.

Understanding the below tenets informs the strategic vision of co-curating boarding school records:

- The Boarding School Movement and its intentions to illuminate truth in history in order to hold boarding school institutions accountable so communities can begin the process of healing.
- Tribal data sovereignty and the ways in which it can be forged and expressed.
- Boarding school records' content and how its secondary value applications can be implemented in project development.

NABS will advocate for the joint curation and management of boarding school records located at dispersed repositories, these may include the following propositions:

- Sharing collections relevant to the boarding school era by taking steps to feature them on NIBSDA's online platform.
- Engaging in discussions that implement shared protocols of describing boarding school records or applying these standards retroactively.
- Entering a joint grant submission to achieve success in digitization or other collections sharing activities.
- Facilitating and streamlining image re-use of collections (Please see "Image Use").
- If deemed necessary by all parties, a formalized Memorandum of Agreement to be jointly developed.

In order to properly gauge the body of records held by institutional partner, an in-person survey may be requested to determine the nature of the content, the extent, and the makeup of arrangement that will inform selection activities.

- Survey will be conducted via the use of NABS funds or grants for which NABS was a recipient.
- Survey will be conducted by coordinating with source repository in advance prior to arrival.
- NABS staff may request finding aides, collection inventories, container lists, and other relevant collection documentation to garner information on and co-develop a capture strategy with the source repository.
- NABS staff will select material that both meets the criterion outlined in the NIBSDA Collection Scope and the Tribal Digital Archives Data Sovereignty Strategies. (Please see "Tribal DADSS").
- Source repositories may apply their own standards of restriction based on screening activities and associated legal parameters.
- Selection will take place prior to digitization activities. There is no guarantee that materials not meeting the collection scope criterion and/or Tribal DADSS will be excluded from the selection process. These materials are subject to take-down procedures (please see "Take-Down Guidelines").
- Culturally sensitive information discovered post-digitization are subject to a separate review process by the Director of Digital Archives to determine levels of access. (See Take-down Guidelines for more information).

Digitization

Digitization activities and workflows will vary per project and/or depending on the needs of institutional partners and respective governing bodies policies and directives. A general overview of workflows is described below. For more information, please see the *Digitization & Processing Manual*.

1) Preparation

- Gather and develop contextual information about the source institution
- Gather contextual information about the records
- Create plan of action
- Assembling the team

2) Capture and Scanning

- Active scanning
- Active basic metadata entry

3) Processing and Cataloging

- Accession the records
- Intellectual arrangement of the records
- Description of the records
- Physical arrangement of the records

4) DAMS Upload & Curation

- Creation and implementation of access tools

5) Storage and Backup

Aggregation

In addition, to fulfilling digitization projects to capture records for inclusion in the digital platform, NIBSDA works with institutions who already maintain and develop their own digital archives projects that curate boarding school relevant material. NIBSDA works with these institutions to include these archival collections descriptive metadata (emphasis added) as catalog records ingested into the digital platform. This will ensure that NIBSDA is accounting for all known collections and presenting this catalog as a “clearing house.” Aggregation activities and workflows will vary per project and/or depending on the needs of institutional partners and respective governing bodies’ policies and directives. A general overview of workflows is described below. For more information, please see the *Digitization & Processing Manual*.

1) Planning & Outreach

- Survey which institutions have digitized records published online
- Create inventories of relevant materials
- Third party will conduct discussions about how best to initiate in sharing collections

2) Establishing formalized agreements

- Tailor access policies based on permissions of use, case by case
- NABS does not oversee the policies of other records made available via external digital collections.
- Data sharing MOUs

3) Processing & Upload

- Conforming interinstitutional metadata schemas
- Create metadata crosswalks

- Publication

In the instance that featured collections contributed by partner institutions are requested for take-down via NIBSDA user feedback channels, the partner institutions will be notified for resolution. NIBSDA aims to make historic records that provide evidence or insight to the boarding school era to be made available for research. Strategies for resolving takedown will involve the Access/Restriction protocol tiers and the following which include but are not limited to: editing the catalog record information in NIBSDA-only; removing the digital surrogate from public view in NIBSDA if that asset is featured; and other mutually determined measures.

Physical Acquisitions

NABS does not currently retain any physical collections. However, NABS may elect to digitize private collections that fall within the parameters of the NIBSDA Collection Scope at a minimum charge or free of cost. For more information, please see "Acquisitions".

Applicable Laws

NIBSDA's Collection Scope has been crafted by accounting for the following laws which inform the parameters of selection and, subsequent, inclusion into its archival collections. NIBSDA abides by its overarching values of safeguarding Tribal data sovereignty which can effectuate the access-restriction management of records based on cultural sensitivity, Tribal group privacy, individual privacy concerns (Please see "Tribal DADSS").

- **The Freedom of Information Act, or FOIA** (5 U.S.C. 552, as amended), generally provides any person with the statutory right, enforceable in court, to obtain access to Government information in executive branch agency records. This right to access is limited when such information is protected from disclosure by one of FOIA's nine statutory exemptions.
 - NARA records are subject to the FOIA screening process per Directive 1601; if information is redacted, researchers may request to see the original record by filing a FOIA request for a re-review of the exempted information.
- **Directive 1601, National Archives Records Administration (NARA) Directive**, informs restriction protocols to NARA records by performing screening procedures that determines restriction or redaction of third-party information, FOIA exemptions, trade secret, other privacy or confidential information before releasing records to the public.
 - Records that are over 75 years old do not require screening. As of 2020, records created after 1945 are not eligible for inclusion in this collection.
- **Privacy Act, or Privacy Act of 1974** (5 U.S.C. 552a), establishes safeguards for the protection of records that the Federal government collects and maintains on United States citizens and aliens lawfully admitted or permanent residence. The Privacy Act is a separate statute and does not apply to the access of NARA records.
- **Family Educational Rights and Privacy Act, or FERPA**, of 1974 is a United States federal law that governs the access to educational information and records by public entities such as potential employers, publicly funded educational institutions, and foreign governments. The law applies only to educational agencies and institutions that receive funds under a program administered by the

U.S. Department of Education and is designed to prevent schools from making excessive and inaccurate disclosures of personal information.

- FERPA does not indicate how long its restrictions on access to education records continue and does not specify whether its restrictions apply retroactively to the records of living students who attended school prior to the law's 1974 effective date, or whether there is any date or event (such as the death of the student) at which post-1974 records restricted by FERPA can be assumed to be open for research.
- NABS contends that the digitization and publication of records older than 75 years are appropriate for inclusion in its Collection Scope accounting for privacy laws. This should be discussed with source institutions for disclosure and due diligence of determining the focus and liability of digitization and publication objectives.
- **The Native American Graves Protection and Repatriation Act, or NAGPRA** (Public Law 101-601; 25 U.S.C. 3001-3013) describes the rights of Native American lineal descendants, Indian tribes, and Native Hawaiian organizations with respect to the treatment, repatriation, and disposition of Native American human remains, funerary objects, sacred objects, and objects of cultural patrimony, referred to collectively in the statute as cultural items, with which they can show a relationship of lineal descent or cultural affiliation. This law aligns more with museum ethnographic collections containing 3-dimensional objects not necessarily the likes of NIBSDA digital archival materials and content; however, NIBSDA records may support NAGPRA claims to remains buried at Indian boarding school cemeteries
- **Federal Institutional Review Board, or IRB**, is an administrative body established to protect the rights and welfare of human research subjects recruited to participate in research activities under the auspices of the institution with which it is affiliated. The IRB is charged with the responsibility of reviewing, prior to its initiation, all research (whether funded or not) involving human participants. The IRB has the authority to approve, disapprove, monitor, and require modifications in all research activities that fall within its jurisdiction as specified by both the federal regulations and institutional policy.
 - As of January 21, 2019, Oral History is exempted from Federal IRB regulations
- **Tribal Institutional Review Boards, or Tribal IRBs**, is a type of Tribal governmental entity that applies research ethics by reviewing the methods proposed for research to ensure that they are ethical. These Tribal IRBs and standards vary by Tribal Nation. For more information, please see "Research Protocols and Methodology (RPM)."

Tribal Digital Archives Data Sovereignty Strategies (DADSS)

NABS will conduct Tribal consultation to determine project workflows and deliverables that ensure that individual Tribal Nations—relevant to said project scope—maintain the authority to determine which, if any, digital copies, surrogates, or representations are subject to publication, distribution, and availability. Per NIBSDA overarching values of responsible stewardship, we want to ensure methods of responsible access inform our procedures to NIBSDA access/restriction protocol. The policies listed below are not meant to be rigid rules that can address every situation, but rather guidelines that will inform our decision-making as we strive to balance our goal of making these items more readily accessible for truth and healing while also honoring the rights of sovereign Tribal Nations to determine how data about their nations, communities, and citizens is collected, managed, and made accessible.

These strategies are described below. For more information, please see “Research Protocols and Methodology (RPM).”

Outreach

NABS will reach out to Tribal Nations to gauge whether there is an interest in contributing to the direction and product of respective NIBSDA projects involving data about their tribal citizens. Outreach can consist of creating an open line of communication with Tribal THPO offices, cultural affairs programs, cultural preservation committees, museums curators and archivists, educational departments, libraries, and others depending on the Tribal governance structure.

Tribal Consultation

To ensure that Tribal Nations have a voice in determining what boarding school records, relevant to their citizens or communities, are published and made available online, NIBSDA proactively seeks Tribal input to assist in this process. NABS Staff will reach out to Tribal Historic Preservation Departments, Cultural Preservation Committees, Cultural Affairs Offices, Tribal Council(s), or any other offices vested with the authority to curate or interpret boarding school records to arrange for mutually agreed upon meetings that determine items of interest such as:

- Tribal priorities of research
- Primary contact information
- Scope and structure of community sharing and listening session(s)
- Workflow for reviewing records and/or research
- Creation and review of descriptive metadata
- Budgeting
- Final product availability
- Securing a Memorandum of Understanding (MOU) to facilitate continued long-term partnership

Tribal Review

All relevant digitized records, catalog records, and finding aides associated with an archival collection will be made available to Tribal Nation representatives prior to these collections being published to NIBSDA in order to ensure that Tribal Nations can request restricted access to those relevant records. The scope of these requests can involve providing input on item descriptions or cultural protocols around records, or to ask for the redaction of certain data regarding Tribal cultural sensitivity protocols or other privacy concerns. Within these collections, NABS Staff will specifically flag items for priority Tribal review that appear to contain culturally or other sensitive information and NABS will seek Tribal permission to digitize and publish the sensitive items in accordance with a Tribal Nation’s IRB or research protocols and the policies outlined below prior to publication on NIBSDA.

In the instance that Tribal Nations do not supply access and/or restriction input, the NABS Director of Digital Archives in concert with the NABS Director of Research and Programs to determine levels of access regarding catalog record information made publicly available as well as access to primary source digital surrogates. We do not expect the records outlined in the collection scope to contain significant culturally sensitive information, but there is no guarantee. Anthropologists visited boarding schools and

collected information from children without consent from their guardians, descriptions of various cultural practices that children engaged in against boarding school rules may also be present. We know that student files may also contain other sensitive personal or medical information. The National Archives and Records Administration does not currently make archival materials with private information less than 75 years old available for public access, however, the records of individuals prior to this date may still contain other sensitive information.

Collections containing sensitive content (culturally or otherwise) requires different action. Items flagged for priority Tribal review, will be designated with the following parameters: 1) containing verified culturally sensitive information, 2) containing suspected culturally sensitive information, 3) containing other private information that is confirmed, and 4) containing other private information that is suspected.

Tribal Restriction Procedures

- Materials containing culturally or other sensitive information will require Tribal permission before publication to reduce the unauthorized circulation of cultural and/or sensitive materials.
- Materials possibly containing culturally, or other, sensitive information will also be flagged for Tribal review. Tribal review will involve the use of TK Labels as determined by the relevant Tribal entity (more info at: <https://localcontexts.org/labels/traditional-knowledge-labels/>). If a Tribal Nation does not have an established IRB process or research protocols and/or NABS Staff is unable to make contact with a Tribal representative or receive a decision from them about these materials after at least three attempts within two months, NABS will determine which materials are appropriate for publication on a case-by-case basis. If NABS determines these materials are appropriate for digitization and publication, NABS will use a TK Notice to communicate the potentially cultural or sensitive nature of collections—these notices will be used by NABS to indicate that we have not yet interfaced with relevant Tribal Nations while simultaneously signaling our intent and commitment to doing so (more info at: <https://localcontexts.org/ci-notices>). NABS will comply with all reasonable requests regarding Tribal data prior to and after the publication of materials within NIBSDA to the best of our ability and in a timely matter. Designated representatives of Tribal Nations will have the following options with all materials related to their citizens, communities, and nations which will be made available exclusively to them prior to public release:
 - To request that certain materials not be published or made available to anyone
 - To request that certain materials be made available on a restricted basis to only Tribal citizens, or to only certain groups within the Tribe based on cultural protocols
 - To request that certain information within materials be redacted
 - To request the use of a TK label, so that items that remain accessible to the public or to Tribal members are labeled as containing cultural or sensitive information
 - To request that the description of materials be changed to better reflect Tribal knowledge or include Tribal perspectives
 - To request that information about cultural protocols associated with an item (i.e. that a story should only be read during a certain time of year or a song must be played from start to finish) be added to an item's description and be made available to users prior to accessing material.

Community-Contributed Metadata

With the express permission of individual Tribal Nations, NIBSDA will actively gather and centralize community-contributed metadata that is meant to enculturate legacy information not originally created by NABS or source communities. NABS will not publish community-contributed metadata to the digital archive without the express permission of individual Tribal Nations. Metadata under this designation will be shared with the THPOs or authorizing Tribal entity who will review and approve its publication.

Informed Consent for Oral History/Ethnographic Interviews Capture

NABS has conducted ethnographic audio and/or visual recordings of Tribal citizens that can provide a nuanced oral account of subject matter relevant to boarding school history. These oral histories are of invaluable benefit to the historiography and illuminating the truth since many personal reflections or first-hand accounts are not, typically, present in published works. Conducting ethnographic interviews/oral histories are a way to supplement and enrich the historical record. These materials are subject to inclusion and accessibility via NIBSDA.

NABS abides by standard procedures which are designed to fulfill the fiduciary responsibilities of informing personal subjects with the premise of the interview sessions and how the information captured will be used. For more information, please see: "Oral History Informed Consent Statement" and "Research Protocols and Methodology (RPM)."

Archaeological Confidential Information and Disclosure

- A determination regarding the nature and significance of archaeological, cultural, or historical resources may involve the internal communication of sensitive and confidential information regarding Tribal customs, beliefs, and practices, and traditions. Such information is sometimes of a highly specialized and personal nature and held by only a few individuals in the Tribe. According to belief and custom, such information is not readily shared and is considered proprietarily confidential. Public disclosure of this type of information may cause severe harm and loss to Tribal culture and cultural items.
- Minimal Disclosure. All persons responsible of identifying, locating, digitizing, accessing, ingesting, authoring descriptive information of records for the identification and documentation of archaeological historic resources and cultural items will use methods which require minimal disclosure of sensitive and confidential information.
- Withholding Disclosure. All officials and employees shall withhold from disclosure to the public information about the location, character, or ownership of archaeological or historic resources and cultural items if disclosure may: 1) cause significant invasion of privacy; 2) Risk harm to the archaeological or historic resource or cultural item; 3) Impede the use of a religious site by practitioners.
- NIBSDA's elevator instance will not geocode any archaeologically relevant records.
- For more information, please see "Research Protocols and Methodology (RPM)."

Collections Access

NABS shall make it a general policy to promote broad, intentional, and responsible use of its collections per the outlined NIBSDA values. Catalogs and other findings aids will be developed to ensure easy access

and/or discoverability of primary source materials. NABS will take measures to ensure that collections are vetted to utmost standards prior to digitization and publication. In rare cases where information is deemed culturally sensitive or confidential, post-digitization, NABS will make every effort to extract or copy relevant non-confidential or culturally sensitive information from the document.

Guidelines

- NIBSDA features open-access collections that have been included in its digital platform based on rigorous legal, cultural, ethical standards. For more information, please see “Collection Scope.”
- NIBSDA makes every attempt to encourage the development of access policies and procedures that favors continued research. NIBSDA does reserve all rights to restrict archival collections and content based on reasons of legal parameters, privacy, litigation, and cultural sensitivity.
- NIBSDA does feature digital surrogates of collections not housed nor owned by NABS. These digital collections may be restricted to an extent determined by the source-institution. For more information, please see: “Inter-Institutional Partnership.”

Access/Restriction Management

NIBSDA’s access and restriction protocol for the public interfacing of Indian boarding school records are divided into three levels:

- **Tier 1:** Both Catalog Record with Associated Metadata and Digital surrogate are made available and viewable in online platform
 - **Access to Tier 1:** Collections falling within this tier are available on NIBSDA’s Elevator-instance online digital platform.
- **Tier 2:** Only Catalog Record with Associated Metadata is made available and viewable in online platform; Digital surrogate is not made available nor viewable.
 - **Access to Tier 2:** A catalog record of all items held in the Digital Archives will be made available. This is a record of its existence. All materials that fall under this designation will contain a boilerplate note in the “Access Restriction” metadata field of the catalog record indicating: “This record is withheld from public view, to acquire access, please contact NABS Staff”. Access or viewability of a record will be determined by the a Review Committee who will coordinate with the requestor.
- **Tier 3:** Both Catalog Record with Associated Metadata and Digital surrogate are not made available or viewable in online platform
 - **Access to Tier 3:** Should there be an extenuating circumstance necessitating that a catalog record and corresponding digital surrogate be made accessible, the NABS Director of Digital Archives will initiate a request for permission with the individual Tribal Nation to communicate the need to open the catalog record and corresponding digital surrogate and to acquire permission of use.

Unprocessed Collections

Unprocessed collections may contain culturally and/or legally sensitive information that is discovered post-digitization by staff, patrons, or partners. These collections are not to be made public. It is the general policy of NABS that unprocessed collections are not available for patron use.

Metadata & Attributes

In order to maintain consistency in the organization and description of archival records, NIBSDA maintains metadata standards including file name, data entry, and style conventions that inform NIBSDA's Elevator-instance data modelling and attribution. For more information, please see *Digitization & Processing Manual*.

Metadata

Utilizes Dublin Core metadata schema elements in addition to customized datasets that meet the needs of creating fully descriptive and appropriate catalog records. NIBSDA adheres to "*Describing Archives: A Content Standard*" (DACS) compliant metadata conventions.

Traditional Knowledge (TK) Labels

NABS will designate NIBSDA records with TK labels as determined by Tribal consultation. The TK Labels are a tool for indigenous communities to add existing local protocols for access and use to recorded cultural heritage that is digitally circulating outside community contexts. The TK Labels offer an educative and informational strategy to help non-community users of this cultural heritage understand its importance and significance to the communities where it derives and continues to have meaning. TK Labeling is designed to identify and clarify which material has community specific restrictions regarding access and use.

Sustainability

NIBSDA solution results in tools and models that create:

- Backup and security of essential historical data, digital objects, digital surrogates of enduring historical and legal value
- Seamless e-workflow processes recognizing that instance curators are not involved in the IT backend
- Easily searchable, accessible, viewable data and digital surrogates
- Legally compliant access to historical records
- The ability to assist geographically dispersed researchers, communities, to better illuminate aspects of boarding school history

NIBSDA technology will require a mass storage environment that can provide ease of scalability as the demand on this historically significant subject matter grows, rapid access to the information to serve the researcher and as curation and stewardship needs change. Web servers will deliver archival records via NIBSDA's Elevator-instance providing remote access. This Digital Asset Management System (DAMS) will provide intelligent, textual based searching capability of metadata and file attributes (i.e. subject headings; OCR; geocoding).

Digital Preservation

NIBSDA will store and backup its digital image files and associated metadata as well as NIBSDA's website on Amazon S3, Elevator's storage and backup system, which replicates files redundantly across multiple geographical locations with 99.9999999% data durability. Copies of all data uploaded are created and stored across at least three devices in a single AWS region. Elevator computes checksums before they ingest the files and verify those after the upload is complete to ensure the files have been accurately transferred to the Amazon storage space. The checksums are stored with each item and they are validated each time the item is accessed. AWS performs periodic fixity checks within the S3 infrastructure. Preservation copies will be TIFF files. These and accompanying metadata will be stored in AWS preservation system. Our digital image files, associated, metadata, and website will be publicly available on the web aside from certain materials that qualify as sensitive materials that Tribal Nations have deemed inappropriate for access (see "Tribal DADSS").

As the instance-owner, NABS controls all content processed, hosted, and stored via AWS servers. AWS does not access nor use any content for any purposes without our consent. Other authorized personnel who have access to NIBSDA Elevator-instance are University of Minnesota system administrators.

Data retrieval can be initiated at any point which includes the extraction, packaging, removal of metadata and digital surrogate content. In the event that technical or other circumstances would require the migration of project files and metadata, we would transfer our materials to institutional partners. Elevator is built to be a system that can both share and receive data, migration of data can be initiated as needed which is hosted on AWS servers only. Deletion of instance-owned content will take 30 days for it to be truly purged with "undelete" capability up until then.

NIBSDA implements MD5summer software to manage the integrity of all digital assets held in custody by the Digital Archives. This software generates and verifies checksums which are applied to each digital asset (i.e. digital surrogates/files/representations) and creates a manifest report which can be monitored via automated schedule. This checksum on a file is a 'digital fingerprint' whereby even the smallest change to the file will cause the checksum to change completely. Checksums can be used to detect if the contents of a file have changed. If checksums are indicated to have changed based on the manifest report, NIBSDA staff can take measures to ensure that the digital asset is not rendered corrupt or a complete loss. Digital assets are housed in the DuraCloud server that are maintained and backed up.

Acquisitions

Acquisition Sources

Archival materials may be acquired by NABS via inter-institutional sharing, purchase, commission, gift, bequest, or any other transaction that passes title of the materials, or, in the instance of sharing, permissions of use of the materials to NABS or inclusion in NIBSDA. No materials shall be knowingly or willfully accepted or acquired which are known to have been illegally obtained.

Donation of materials may be accepted provided that the material in question aligns with the collection scope, a good faith effort is made by the donor to provide information about provenance, and legal ownership is transferred to NABS or, in the instance of sharing, permissions of use agreed upon by all

parties concerned (see “Inter-institutional Sharing”). Only donated or permitted shared collections accompanied by the proper agreement, accession and/or donor forms will be featured in NIBSDA.

Conditions Governing Gifts

Donations which carry stringent donor restrictions may not be accepted. The archivist will determine that the donor has, in fact, the right to make the donation, and that the donation is not encumbered by ethical and legal challenges. All donations must be represented on a legal donor form which includes a description of the materials; name, address, signature of donor; date of donation; description of any restrictions attached with the donation, and signature of archives representative accepting the donation.

It is understood that all gifts are outright and unconditional unless otherwise noted upon this gift agreement. The donor relinquishes whatever physical and intellectual property rights s/he possess to the contents. Donors do not receive any goods or services from NABS in return for this gift. Donors must indicate how you would like to be acknowledged in any news releases or other publicity regarding this donation. Donors can elect to remain anonymous from any NABS media releases. It is understood and agreed that the materials donated shall become the exclusive and absolute property of NABS. This property will be handled according to the procedures established in NIBSDA CMP. All access to the gifted material shall be at the sole discretion of NABS.

NABS gratefully acknowledges your gift and wishes to thank you for the valued additions to the historical collections these archives.

Appraisal

NIBSDA’s appraisal process does not include assignment of monetary value (i.e. “Monetary Appraisal”) to collections. NABS will defer monetary appraisal to contractors not affiliated with NABS. Expenses conducting monetary appraisals are the responsibility of the owner(s). It is strongly encouraged that the intended donor search for appropriate physical repositories (including deferring to source community Tribal repositories) to donate materials to first.

NIBSDA appraisal determines whether records and other materials have permanent archival value. If this is needed. Conducting non-monetary appraisals—to assess archival value—includes the survey and evaluation of archival materials to determine whether records and other materials have permanent, historic value which fits NIBSDA’s Collection Scope. Typically, a group of records and/or boxes need more time to conduct these appraisals resulting in the Archivist requesting these materials be held in Temporary Custody. This process should be conducted remotely as much as possible. If deemed appropriate and feasible, temporary custody of materials may be initiated.

Temporary Custody

The NABS will receive and house physical collections on a limited basis in an arrangement of temporary custody if:

- The materials are relevant to and consistent with NIBSDA’s Collection Scope
- Lenders have clear title of ownership of the property
- The donor authorizes NABS to select and digitize subject collections

- The donor elects to have physical collections returned after digitization activities by NABS

Conditions Governing Incoming Temporary Custody

- Care and Handling
 - NABS will exercise the same care with respect to the object(s) on deposit as it does with comparable property of its own.
 - NABS will not alter, clean, or repair objects on deposit without transfer of the object to formal incoming loan status and written approval of the Lender.
- Packaging and Transportation
 - The lender certifies that the objects are in good condition and will withstand ordinary strains of packing and transportation. Evidence of damages to objects on deposit at the time of receipt or while in the custody of NABS will be reported immediately to the Lender.
 - If applicable, objects will be returned packed in the same or similar materials as received unless authorized by the Lender.
 - Costs of transportation and packing will be borne by NABS unless the loan is at the Lender's request, unless agreed otherwise in advance, or unless lender requests delivery to another location than the original pick-up site.
- Reproduction
 - NABS assumes the right, unless specifically denied by the Lender, to photograph the objects placed on deposit for documentation purposes only. Photography, videotaping, and reproduction for publicity, publication and educational purposes connected with an exhibition or research project must be covered by the formal loan agreement or as a separate permissions of use statement.
- Ownership and Change in Ownership
 - The Lender hereby warrants that he/she has full legal title and copyrights to object(s) placed on temporary custody, or that he/she is the duly authorized agent of the Owner or Owners of them.
 - The Lender will notify NABS promptly in writing any change of ownership of the items in custody whether by reason of death, sale, insolvency, gift or otherwise. If ownership shall change during the period of custody, NABS reserves the right to require the new owner, prior to the return of the work, to establish his or her right to possession by proof satisfactory to NABS. The new owner shall succeed to Lender's rights and obligations under this agreement, including, but not limited to, the custody period and any insurance obligations.
- Custody Period, Extension, Return
 - The object(s) in temporary custody may remain in the possession of NABS for the time specified in the agreement but may be returned to the Lender at any time earlier by NABS if it so chooses. If a time extension is requested by curatorial or administrative staff for a long-term research or for further examination prior to acquisition the transaction will be transferred to a formal incoming loan agreement.
 - Unless the Lender requests otherwise in writing, NABS will return the items only to the Lender, in-person at NABS, or, if circumstances mandate, only at the address specified in this agreement. The Lender shall promptly notify NABS in writing via email or postal mail

of any change in address. NABS assumes to responsibility to search for a Lender who cannot be reached at any of the contact information specified in this agreement. The Lender may be required to pay additional costs, if any, if the Lender requests the return of the object(s) to another address, if determined necessary.

- NABS's right to return the objects from custody shall accrue absolutely at the termination of the loan. If, after two weeks beyond the termination of loan date noted above, pursuing all possible means of contact, and in accordance with any legal requirements, the Lender cannot be found or the Lender refuses to accept the return of the items on temporary custody, it shall be deemed abandoned property, and become property of NABS, absolutely.

- **Interpretation**

- This agreement constitutes the entire agreement between the Lender and NABS and may be amended or modified only in writing signed by both parties. Any changes hereon of printed text or written additions must bear the initial of both parties. This agreement shall be governed and interpreted according to the Laws of the United States of America.
- If the terms of this agreement conflict with the forms, agreements or correspondence of the Lender, the terms of this agreement will be controlling.

Services

These services are fulfilled via phone and/or email. Provide your name, e-mail address, and telephone number with all requests: 612-354-7700 | info@nabshc.org

Reference & Research Assistance

NABS staff conducts basic research and assistance in navigating the digital archives. Please note that the scope of these services does not include the compilation of digital collections or bibliographic information, transcriptions, translations, or genealogical research.

We will need all pertinent information concerning the subject, individual, exact date/known date, location. Please prepare this information in advance. We process inquiries in the order they are received, and we strive to respond in a timely manner.

Remote assistance is limited to:

- 30 minutes per request
- 3 requests per patron, per calendar month

Image Use

NIBSDA includes archival digital surrogate collections that have been vetted for upload and made accessible for research purposes. These collections, if included on NIBSDA's platform, can be utilized at the researcher's discretion and observance of copyright law (please see Rights, Reproductions, & Re-Use Statements).

Collections featured in external websites, where NIBSDA redirects users to, must obtain permission from source repositories for any public use of an image. This includes exhibition/display of an image in a public space and/or publication of an image. Source institutions must be credited as the image source in any public use of an image.

High-resolution images for photographs may be available by email only—please contact NIBSDA staff for more information at: info@nabshc.org. Include the image title(s) and identifier number(s) for all items that you are interested in. Provide your name, e-mail address, and telephone number with all requests.

NIBSDA collections should be cited with the following credit line:

National Indian Boarding School Digital Archives, National Native American Boarding School Healing Coalition, sourced from: [*record name*, record date, collection name, page number, source repository name, city, state]. Date Accessed: [date], Retrieved from: [URL]

Example:

National Indian Boarding School Digital Archives, National Native American Boarding School Healing Coalition, sourced from: *Case File for John Smith, 1987-2000, Papers of John Smith, page 3, National Museum of American Indian, New York, New York*. Date Accessed: April 30, 2020. Retrieved from: <https://nibsda.elevator.umn.edu/asset/viewAsset/4444>

Digitization

NIBSDA is a digital archive and does not maintain any physical repository in which to house physical records, artifacts, or other items of historical value relevant to the Indian boarding school legacy.

To ensure that unique records not housed in any institution are captured and preserved for posterity, NABS may accommodate some measures to digitize physical records. NIBSDA may offer digitization services to any private holder and institution for any materials that fall within its collection scope at either minimum cost or at free-of-charge. Upon digitization, NIBSDA will work towards locating a repository that can house subject collections in a physical archival repository. For more information, please see Acquisitions.

Rights, Reproductions, & Re-Use Statements

Public Record:

Government records that are not restricted and are accessible to the public are Public Record. Material falling under this designation that fall within NIBSDA's collection scope may be published via online platforms after due diligence of records review has been administered regarding NABS Tribal Digital Archives Data Sovereignty Initiatives.

Copyright:

It is the responsibility of the user accessing the National Indian Boarding School Digital Archives (NIBSDA) collections to obtain permission to publish from the owner of the copyright (the institution,

the creator of the record, the author or his/her transferees, heirs, legates, or literary executors). The user agrees to indemnify and hold harmless the National Native American Boarding School Healing Coalition (NABS), Board of Directors, staff, contractors, and agents from and against all claims made by any person asserting that he or she is an owner of copyright.

Fair-Use Statement:

Regarding *Digital Preservation* activities, the NABS contends that Fair-Use does apply in situations where copyright ownership could not reasonably be determined (i.e. “orphan works”). Any digitization of primary source content held in NIBSDA or NABS’s Resource Database is permitted due to its extra-copyright law status as a Library and/or Archive as described in “U.S. Code: Title 17, Chapter 1, Section 108 of the United States Copyright Law”. (SEE: <https://www.gpo.gov/fdsys/granule/USCODE-2011-title17/USCODE-2011-title17-chap1-sec108>).

Creative Commons:

Digital surrogates and/or cataloged descriptive metadata are digitized and published to the NIBSDA platform with the express permissions of rights holders to do so. If digital surrogates and metadata are made available and licensed under the Creative Commons license CC-BY-NC by the source repository, NIBSDA will indicate this to the user within the catalog record of relevant archival material. Under this license NIBSDA will provide appropriate credit and will not use the material for commercial purposes.

Web Presence

NIBSDA is a digital archive made available on the world wide web. Information about NIBSDA or content included therein may also be made available through social media.

Terms of Conditions

- Use of social media platforms are for informational purposes only and do not represent the official views of the National Native American Boarding School Healing Coalition or its programs, including but not limited to the Digital Archives, and staff included therein.
- The NABS accepts no liability for the content, accuracy or spelling errors included on any websites or platforms online. Any views expressed on this site are those of the individual post author only.
- Unless otherwise noted, NABS holds a copyright to the material on any websites or platforms online that includes images.
- Any websites or platforms online may provide external links for informational purposes only.
- The appearance of external hyperlinks on any websites or platforms online does not constitute endorsement by NABS of the linked websites, or the information, products or services contained therein.
- NABS does not exercise any editorial control over the information you may find at these websites or platforms online nor does it take responsibility for any loss or damage suffered as a result of using any information published on any of the pages linked to a third party website.
- NABS has the right to remove any comments deemed inappropriate, including profanity, language or concepts deemed offensive and those that attack a person individually.
- The content contained in NIBSDA Digital Platform may potentially be triggering or bring up secondary trauma or PTSD; we encourage individuals to seek counseling or forms of healing that are appropriate for you if you experience any stress related to boarding school history.

Indigenous people are warned that these Digital Archives contain images, names, and references to deceased persons.

- Exposure to information, however, about assimilation, violence, and abuse may also trigger traumatic responses for some. We also know that some Indigenous peoples have cultural protocols around discussing and viewing information or photos of deceased individuals. Therefore, these materials are only digitized and made available online in coordination with a warning about traumatic content and content related to deceased individuals and a list of available resources such as crisis support lines, suggestions for self-care, and other types of support for finding counseling services.
- Will not link metadata or images found on Tribal websites, webpages, blogs, social media, online catalog interfaces or Elevator DAMS Instance without prior approval.

Intellectual Property (IP) Rights and Take-Down Guidelines

- NABS will only upload and make available digital surrogates via any online public interfaces which fall within the public domain as determined by Copyright law. As of 2019, the public domain year is 1925 or earlier.
- NABS will only upload and make available digital surrogates via any online public interfaces which fall within the public record designation or have been approved for publication by copyright holders.
- NABS will only upload and make available digital surrogates or informational resources via any online public interfaces which fall within the Digital Commons designation.
- All non-published IP works that appear in online catalog (such as poetry) or social media platforms have been granted permissions to do so by the creator or responsible families.
- Any digital representations of primary source material that is published in the online public interface falls either under the copyright designation of the NABS or any partner-institutions of whom created the digital surrogates.
- Any materials containing traditional knowledge are the intellectual and cultural property of the respective affiliated Tribal communities, groups, or organizations, and we will therefore make these materials available according to those Tribal entities' cultural protocols regardless of their current copyright assignment.
- NABS does not assert primary ownership of any cultural knowledge specific to any Tribal community, group, or organization.
- Requests for take-down must be made to the NABS Director of Digital Archives
- NABS will make a decision by 3-4 business days and decisions can be appealed.
- Rendering these requests will start with the following procedures:
 - Director of Digital Archives receiving the take-down request with a decision being made within 3-4 business days.
 - Appeals to decision rendered should be submitted to Director of Digital Archives who will confer with the NABS CEO to resolve.
 - If appeal is denied and contested further, decisions will be forwarded to the NABS Executive Committee to resolve.
 - If appeal is denied and contested further, decisions will be forwarded to the NABS Board of Directors to make the final decision
- Parties who have questions or who wish to contest the use of specific works may contact:
National Native American Boarding School Healing Coalition

2525 E. Franklin Ave., Suite 150
Minneapolis, Minnesota 55406
info@nabshc.org

Roles & Responsibilities:

Digital Asset Management System and Support

University of Minnesota, Liberal Arts Technology and Innovative Services (LATIS), houses and maintains NIBSDA's Elevator-instance DAMS solution. Elevator is an open source cloud-based platform used for digital asset storage, organization, and display. NABS continues to coordinate with LATIS to upload preservation files and organize NIBSDA digital content. NABS retains curatorial control over all metadata and digital surrogates uploaded to this system.

LATIS provides server hosting including the creation, storage, monitoring, incident management and postmortems, and server downtime notifications. LATIS provides second- and third-tier technical support including but not limited to training and assistance, consultation on NIBSDA Elevator-instance best practices and management.

Digital Infrastructure and IT Support

NIBSDA Elevator-instance server storage space and technical support are provided in-kind by LATIS. Elevator is backed up on Amazon Webservices Simple Storage Service (S3) Platform. This data is password protected and only available to NABS staff and LATIS infrastructure until NABS makes decision to make the data public or to release for review processes. NABS retains ownership of all data (digital image files and associated metadata) within this Elevator-instance and has the sole power to make decisions about the use, access, or release of that data. Amazon S3 is a secure and durable cloud storage classed for data archiving and long-term backup. These services are procured through the University of Minnesota as a default application to all University digital collections. These services will be supplemented by the NABS internal digital preservation mechanism.

NABS also maintains its own digital preservation mechanism to house NIBSDA digital surrogates as an additional measure to supplement the University of Minnesota's Amazon Webservices. NABS digital preservation protocol is offered via a Duracloud cloud based TRAC Certified solution. Collections audits (i.e. checksum generation and fixity monitoring) will be fulfilled using MD5Summer, an application which generates and verifies md5 checksums.

Network Server Vendor

Dropbox maintains the NABS network directory and its assets included herein. This directory houses institutional records relevant to NABS programs, including documentation relevant to NIBSDA development.

NABS Director of Digital Archives

As essential NABS staff, the Director of Digital Archives will direct the development off the Digital Archives and will also conduct research, collect information, and implement the NABS policies

concerning preservation and curation of boarding school records.

The Director of Digital Archives manages, processes, and curates digital collections housed within separate digital infrastructures maintained by University of Minnesota's LATIS and NABS; operates NIBSDA Elevator-instance to manage collections, create catalog records, and making collections discoverable in an online interface; and enters formalized discussions with outside archival institutions with the intention to secure meaningful relationships designed to share collections in relation to boarding school history. To date, this party is Stephen R. Curley, MALIS, email: scurley@nabshc.org , or Phone: 612-354-7700

NABS Director of Research and Programs

As essential NABS Staff, the Director of Research and Programs will provide support on NIBSDA projects, activities, and policy concerns. The Director will also provide consultation when the NIBSDA is met with structural concerns of collection access protocol. To date, this party is Dr. Samuel B. Torres, EdD, email: storres@nabshc.org, or Phone: 612-354-7700

NABS Research Advisory Council

The NABS Research Advisory Council (RAC) was established in December 2018 with two-year terms for council members to help advise NABS staff on their digital archive and other research-related projects such as the development of shared protocols and metadata input workflow. The Council is made up of leading figures in the fields of American Indian Studies, digital and Tribal archives, and other indigenous scholarly fields. NIBSDA collections may need to be restricted due to cultural sensitivity or other privacy concerns which will be determined in consultation with this Council based on NABS Tribal Review policies and procedures. NABS staff, in consultation with the NABS Research Advisory Council, will re-visit and make any updates to this document as needed and will initiate a formal review of this document on a yearly basis.

As of January 2021, NABS's Research Advisory Council currently consists of the following professionals:

- Kimberly Christen, Center for Digital Scholarship and Curation, Washington State University
- Susan Feller, Choctaw, Association of Archives, Libraries, and Museums
- David George-Shongo, Seneca Nation, First Archivists Circle
- Shannon Martin, Gun Lake Pottawatomi and Ojibwe, Ziibiwing Center for Anishinabe Culture & Lifeways
- Cheryl Metoyer, Cherokee, University of Washington
- Rose Miron, D'Arcy McNickle Center for American Indian and Indigenous Studies at The Newberry Library
- Anna Naruta-Moya, Indigenous Digital Archive
- Jean O'Brien, White Earth Ojibwe, University of Minnesota
- Jennifer O'Neal, Confederated Tribes of Grand Ronde, University of Oregon
- Stephanie Carroll Rainie, Ahtna, University of Arizona
- Lorie Roy, White Earth Ojibwe, University of Texas at Austin

Related Documents

NIBSDA Digitization & Processing Manual

This document's purpose is to guide digitization technicians in the workflows of identifying, selecting, scanning, and processing primary source objects that fit the NIBSDA Collection Scope. This manual includes standards and best practices for file naming conventions, established digitization standards, digitization planning, policies and protocols relevant to the incorporation, searchability, and discoverability of digital collections on NIBSDA's Elevator-Instance platform.

NABS Research Protocols and Methodology

This document was formed to guide NABS in the development and implementation of its research practice and scope by offering a clear understanding of what is to be researched, how research is to be conducted, and how the information will be used.

Financial Contributions

The NABS welcomes any financial contributions from philanthropic sources. Financial Contributions may be made in the form of Paypal or check by mail.

- For Paypal, please visit: <https://boardingschoolhealing.org/about-us/donate/>
- For Check, please send to:

National Native American Boarding School Healing Coalition
2525 E. Franklin Ave., Suite 150
Minneapolis, MN 55406

Definitions

Accession: n. - 1. Materials physically and legally transferred to a repository as a unit at a single time; an acquisition. - v. - 2. To take legal and physical custody of a group of records or other materials and to formally document their receipt. - 3. To document the transfer of records or materials in a register, database, or other log of the repository's holdings.

Accession Number: n. - A number or code assigned to uniquely identify a group of records or materials acquired by a repository and used to link the materials to associated records.

Accession Record: n. - 1. A form or log that summarizes standard information about the process of transferring materials to a repository. - 2. A case file containing all materials associated with the legal and physical transfer of records or other materials to a repository.

Aggregator: A website or program that collects related items of content and displays them or links to them.

APIs: Application Programming interface; a set of functions and procedures allowing the creation of applications that access the features or data of an operating system, application, or other service. Thing that helps integration APIs allow the capabilities of one computer program to be used by another. They are a means by which two different programs are able to communicate.

Appointed Personnel: In the context of NIBSDA, refers to NABS staff whom are granted the authority to carry-out archival responsibilities for a particular function.

Archivist: -1. An individual responsible for appraising, acquiring, arranging, describing, preserving, and providing access to records of enduring value, according to the principles of provenance, original order, and collective control to protect the materials' authenticity and context. - 2. An individual with responsibility for management and oversight of an archival repository or of records of enduring value.

Authority Record: An entry in an authority file that contains information about the preferred form of a name or subject heading.

Automation: automate preservation workflows-keep control(?); Automate the ingest process (?) Automate the discovery/archival description phase (?); Automate re-normalization processes (?); automate deletion requests/records management (?); hidden preservation .

Bit Loss (or "bit rot"): The corruption of the lowest level of information digital data in transmission or during storage.

Checksum: A mathematical value used in a simple error-detection method to verify data.

Cloud: A network of remote servers hosted on the Internet and used to store, manage, and process data in place of local servers or personal computers.

Audit: A review and examination of records and activities to test for compliance with established policies or standards, often with recommendations for changes in controls or procedures.

Collections Development: is the process of developing or building an archival collection, or special collections, in response to institutional priorities and community or user needs and interests. It covers several activities related to the development of collections, including selection, the determination and coordination of selection policy, assessment of the needs of users and potential users, budget management, identification of collection needs, community and user outreach and liaison, planning for resource sharing, and perhaps e-resources contract review and negotiation.

Community of People: refers specifically to the general tribal body—found in its membership—and other persons or groups who have a history and direct association with tribal peoples. Term does not necessarily include the Tribal Governance nor its bureaucratic structures, but does include the people whom direct them.

Clearance Rights:

Community of Practice: refers to groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Conservation: 1. The repair or stabilization of materials through chemical or physical treatment to ensure that they survive in their original form as long as possible. - 2. The profession devoted to the preservation of cultural property for the future through examination, documentation, treatment, and preventive care, supported by research and education.

Control Files: Administrative documentation relating to the custody of a repository's holdings. Accessioning materials, subsequent transfer, or disposal by destruction; managing rights and restrictions during access; and tracking use and preservation treatment of the materials.

Conversion: 1. A process of changing something's form or function. - 2. Computing - To move data to a different format, especially data from an obsolete format to a current format; migration.

Copyright: n. (c., abbr.) ~ A property right that protects the interests of authors or other creators of works in tangible media (or the individual or organization to whom copyright has been assigned) by giving them the ability to control the reproduction, publication, adaptation, exhibition, or performance of their works.

Cultural Audit:

Cultural Patrimony: Any property (tangible or intangible) that is owned by a community as a whole, or by a group which holds such property in trust for the community. Is inalienable except by community consent, and which may be a fundamental element of a community's cultural identity and heritage.

Creative Commons: is a license that is applied to a work that is protected by copyright. It's not separate from copyright, but instead a way of easily sharing copyrighted work. <https://creativecommons.org/licenses/>

Culturally sensitive information: "tangible and intangible property and knowledge which pertains to the distinct values, beliefs, and ways of living for a culture. It often includes property and knowledge that is not intended to be shared outside the community of origin or outside of specific groups within a community." Examples of culturally sensitive information related to the records of U.S. Indian boarding schools may include: Descriptions or photographs of burials or funerals; Descriptions or photographs of cemeteries; Descriptions, recordings, transcripts, or photographs of ceremonies, songs, religious practices, healing or medicine of any kind; Community histories or oral histories; Archaeological data related to cemeteries.

Data availability: the ability to ensure that required data is always accessible when and where needed within an organization's IT infrastructure, even when disruptions occur. Data that's not accessible when needed is worthless.

1245 **Data durability:** the ability to keep the stored data consistent, intact without the influence of bit rot, drive failures, or any form of corruption.
 1246 99.999999999% (11 nines) durability means that if you store 10 million objects then you expect to lose an object of your date every 10,000
 1247 years.

1248 **Deaccession:** n. ~ The process by which an archives, museum, or library permanently removes accessioned materials from its holdings.

1249 **Deed of Gift:** n. ~ An agreement transferring title to property without an exchange of monetary compensation.

1250 **Digital Asset Management System (DAMS)**

1251 **Digital Asset Management System:** Software to support the acquisition, description, tracking, discovery, retrieval, searching, and distribution of
 1252 collections of digital objects.

1253 **Digital Preservation:**

1254 **Digital Surrogates:** refers to a digital reproduction of a material object, such as a painting, sculpture, photograph, manuscript, etc. which are
 1255 made accessible via kiosk or online interfaces.

1256 **Digitization:** The process of transforming analog material into binary electronic (digital) form, especially for storage and use in a computer.

1257 **Directory:**

1258 **Disaster Plan:** Policies, procedures, and information that direct the appropriate actions to recover from and mitigate the impact of an
 1259 unexpected interruption of operations, whether natural or man-made.

1260 **Donation:** n. ~ Material for which legal title, of ownership, is transferred from one party to another without compensation.

1261 **Donor:** n. ~ An individual or organization who gives property or money to another without reciprocal compensation.

1262 **Enculturation, or Enculturate:** (Recontextualized) curation and description of primary sources by source communities.

1263 **Fair Use:** n. ~ A provision in copyright law that allows the limited use of copyright materials without permission of the copyright holder for
 1264 noncommercial teaching, research, scholarship, or news reporting purposes.

1265 **Family Educational Rights and Privacy Act (FERPA):** A law (20 USC 1232g) protecting student and parent rights to access their own student
 1266 records kept by the school, and restricting access to those records by others without the permission of the student or parents.

1267 **FERPA, Buckley Amendment:** The amendment allows directory information to be made public without permission, including the student name,
 1268 address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and
 1269 height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or
 1270 institution attended by the student.

1271 **File format:** A structure used for the interchange, storage, or display of data.

1272 **File Naming Conventions:** A formal standard of naming saved digital documents that will produce similar but not identical results to facilitate
 1273 ease of access and arrangement in file directory.

1274 **File type, Access**

1275 **File type, Mezzanine:**

1276 **File type, Native:**

1277 **File type, Preservation:**

1278 **Fixity:** The quality of being stable and resisting change.

1279 **Group Privacy (Tribal Context):**

1280 **Group Privacy:**

1281 **IIIF:** International Image Interoperability Framework

1282 **Intellectual Property Rights:** n. ~ 1. A group of intangible rights that protect creative works, including copyright, trademarks, patents, publicity
 1283 rights, performance rights, rights against unfair competition. - 2. The title to such rights in a tangible or intangible work.

1284 **Interoperability:** The ability of different systems to use and exchange information through a shared format.

1285 **Linked Open Data:**

1286 **Link Rot:** Phenomenon of hyperlinks tending over time to cease to point their originally targeted file, web page, or server due to that resource
 1287 being relocated or becoming permanently unavailable.

1288 **LOCKS:** An acronym for "Lots of Copies Keeps Stuff Safe". This preservation strategy usually refers to the creation and keeping of physical
 1289 photocopies in different locations throughout an archival institution. This strategy in a modern context usually refers to keeping and
 1290 maintaining multiple servers—which house digital assets and processing documentation—and placing them in different localities so as to
 1291 increase the probability of safeguarding digital records/surrogates in the event of a disaster.

1292 **Manifest (IIIF):** is a resource that contains or wraps most of the resources and data that a viewer will need. Each manifest describes how to
 1293 present a single object such as a book, a photograph, or statue. <http://iiif.io/api/presentation/2.1/#overview-manifest>

1294 **Memorandum of Agreement (MOA):** "A formal written document between parties (e.g. a Native American community and a collecting
 1295 institution) which may or not be binding regarding a course of action or activities." Describing in detail specific responsibilities of, and actions to
 1296 be taken by, each of the parties so that their goals may be accomplished.

1297 **Memorandum of Understanding (MOU):** A formal written document between parties that describes very broad concepts of mutual
 1298 understanding, goals, and plans shared by the parties.

1299 **Metadata, Administrative:** Data that is necessary to manage and use information resources and that is typically external to informational
 1300 content of resources. Provenance, custodial history, rights to use and access, etc.

1301 **Metadata, Descriptive:** Information that refers to the intellectual content of material and aids discovery of such materials. Makes archival
 1302 records findable and usable. Regarding content of records (i.e. formats, scope, subject matter, etc.); Regarding context of creation (i.e. creator
 1303 or collector of materials; functions or activities that produced them; relations to other records, creators, or functions).

1304 **Metadata, Preservation:** Supports and documents formats, structure of files, rights to access, etc.; supports future actions and includes record
 1305 of changes to files over time. Two basic types: Technical & Structural

1306 **Metadata, Technical:** Environment: what is needed to render, view, use the file or files. authenticity: is file what it claims/purports to be.
 1307 Formats: What type of information is held in the file and how it is encoded. Rights: who has authority to use the file and how do we control
 1308 access to it.
 1309 **Metadata:** A characterization or description documenting the identification, management, nature, use, or location of information resources
 1310 (data).
 1311 **Migration:** The process of moving data from one information system or storage medium to another to ensure continued access to the
 1312 information as the system or medium becomes obsolete or degrades over time.
 1313 **NABS:** Abbreviation for "National Native American Boarding School Healing Coalition"
 1314 **Native American:** Refers to Indian, Eskimo, and Aleut individuals and communities in the United States and Canada as well as to Native
 1315 Hawaiians.
 1316 **Native Copy:** received file format
 1317 **Non Record:** 1. Materials not considered to fall within the definition of an official record. - 2. Copies, duplicates, or publications that are kept
 1318 for purposes of personal reference or convenience. - 3. Materials that do not appear on a records retention schedule and that may be
 1319 destroyed without authorization.
 1320 **Non-NABS Institutions:** Information institutions (e.g. Archives; Libraries; Museums; Historical Societies; Genealogical Societies) that are not
 1321 affiliated with the NABS and have their own policies and governance structures. See: "*Partner-Institutions*".
 1322 **OAIS:** Open Archival Information System; is an archive, consisting of an organization of people and systems, that has accepted the responsibility
 1323 to preserve information and make it available for a Designated Community. The OAIS model can be applied to various archives, e.g., "open
 1324 access, closed, restricted, "dark," or proprietary.
 1325 **Obsolescence:**
 1326 **Operating System (OS)**
 1327 **Orphan Works:** is a copyright protected work for which rights holders are positively indeterminate or uncontactable. Sometimes the names of
 1328 the originators or rights holders are known, yet it is impossible to contact them because additional details cannot be found.
 1329 **Ownership:** In the context of this CMP, it refers to the right to possess something.
 1330 **Partner-Institutions:** Refers to non-NABS Information institutions (e.g. Archives; Libraries; Museums; Historical Societies; Genealogical
 1331 Societies) who maintain a favorable relationship with the NABS. Typically, Partner Institutions are established by outreach and networking
 1332 conducted by both parties. Communication and mutual respect is key. NABS engages in mutual relationships with Partner Institutions in order
 1333 to negotiate/arrange for the sharing of collections relevant boarding school history. See: "*Inter-Institutional Networking & Partnership*".
 1334 **Personal Names:** Personal or Family information that could impact living descendants
 1335 **Possession:** In the context of this CMP, it refers to the state of physically having something irrespective of its ownership status.
 1336 **Post-Custodial Theory:** The idea that archivists will no longer physically acquire and maintain records, but that they will provide management
 1337 oversight for records that will remain in the custody of the records creators. The post-custodial method of operation shifts the role of the
 1338 archivists from a custodian of inactive records in a centralized repository to the role of a manager of records that are distributed in the offices
 1339 where the records are created and used.
 1340 **Preservation Copy (master):** The version of a thing set aside to protect its informational content from harm, injury, decay, or destruction.
 1341 **Preservation:** The professional discipline of protecting materials by minimizing chemical and physical deterioration and damage to minimize the
 1342 loss of information and to extend the life of cultural property.
 1343 **Processing:** The arrangement, description, and housing of archival materials for storage and use by patrons.
 1344 **Protocols for Native American Archival Materials (PNAAM):**
 1345 **Public Record:** Government records that are not restricted and are accessible to the public.
 1346 **Record(s):** "Record" is sometimes used to mean the record copy or official record, the complete, final, and authoritative version that is
 1347 preserved. This sense of record is distinguished from non-record or document, which includes copies of the official record or materials that are
 1348 not scheduled and can be disposed of without authorization. Records are sometimes distinguished from papers, with 'records' referring to
 1349 items that were generated as the result of routine activities or a transaction, especially those of an organization. 'Papers' refer to documents
 1350 created on a more or less ad hoc basis, especially those of an individual.
 1351 **Records Management Program:** The activities, policies, and procedures within an organization to implement records management for
 1352 institutional, operational, and/or active documentation. *To date, the NABS does not have a Records Management Program instituted.*
 1353 **Records Retention & Disposition Schedule:** A system of determining what record types are to be retained in an archival context and for how
 1354 long until they are to be destroyed as established by Departmental Directors in conjunction with Tribal Attorneys. *To date, the NABS does not*
 1355 *have a Records Retention & Disposition Schedule instituted for any record groups or types produced and retained by the NABS.*
 1356 **Sensitive information—Other:** information necessitating measures of restriction and are identified on a case by case basis using the judgement
 1357 of NABS Executive Team with input from the NABS-RAC and Tribal nations. We loosely define this as any data that relays certain medical
 1358 information, information about violent behaviors, or other private family matters that may impact living descendants.
 1359 **Source Institution:** Refers to the Information Institution (e.g. Archives; Libraries; Museums; Historical Societies; etc.) for whom an archival
 1360 collection belongs to and originates from. See: "*Partner-Institutions*"
 1361 **Stewardship:**
 1362 **Subject Headings:** A controlled vocabulary typically used to provide topical access points for catalog records.
 1363 **THPD:** Abbreviation for "Tribal Historic Preservation Department"
 1364 **THPO:** Abbreviation for "Tribal Historic Preservation Officer"
 1365 **TRAC:** Abbreviation for "Trustworthy Repositories Audit & Certification." A document describing the metrics of OAIS-compliant digital
 1366 repository that developed from work done by the OCLC/RLG Programs and NARA task force initiative.

Traditional Knowledge: Valued knowledge which is individually or communally owned in accord with established community rules of ownership; often sacred or sensitive and requiring specialized training or status for inheritance or use; often held in trust for a community by an individual; may include songs, oral traditions, customs, and specialized knowledge.

Traditional Knowledge Labels (TK Labels): The TK Labels support the inclusion of local protocols for access and use to cultural heritage that is digitally circulating outside community contexts. The TK Labels identify and clarify community-specific rules and responsibilities regarding access and future use of traditional knowledge. This includes sacred and/or ceremonial material, material that has gender restrictions, seasonal conditions of use and/or materials specifically designed for outreach purposes. For more information, see: <https://localcontexts.org/labels/traditional-knowledge-labels/>

The TK Label text is intended to be customized by each community – giving the Labels specificity and context.

Traditional Knowledge Notices (TK Notices): The TK Notice is a visible digital identifier applied by researchers or institutional/repository staff. The TK Notice recognizes that there could be accompanying cultural rights, protocols and responsibilities that need further attention for future sharing and use of this material. These notices are used by holding institutions that have not yet interfaced with communities but want to so and signal that commitment. For more information, see: <https://localcontexts.org/notice/tk-notice/>

Tribal Data Governance (Archival Context): Tribal government’s right to control the discoverability, access, or dissemination of metadata—typically descriptive metadata sets of a culturally sensitive nature—, even if the metadata was gathered in the context of earlier research studies resulting in legacy metadatum.

Tribal Data Governance (Research Context): Tribal government’s right to control the use or reuse of tribal data by third parties, even if the data, even if the data was gathered in the context of earlier research studies. Note: the term “tribal data” would be invoked to describe categories of information subject to tribal rights of ownership and control, allowing the tribe to include or exclude others from access to the data.

Tribal Data Sovereignty (Research Context): Right of a nation to govern the collection, ownership and application of data concerning the tribe or its members and to control data that is housed within tribal territory. (Tsosie, Rebecca. 2019. Tribal Data governance and informational privacy: constructing ‘Indigenous Data Sovereignty’, *Montana Law Review*, 80 (2), pp229.).

Tribal Data: NOTE: what constitutes it and what would be appropriate ways to secure tribal consent to collection, use or disposition of such data. For additional information regarding Tribal Data in a research project context, please see “Research Policies & Procedures.”



The National Native American Boarding School Healing Coalition

National Indian Boarding School Digital Archive Cataloging Best Practices & Conventions

These below descriptive metadata schema set describes primary source material selected for digitization and upload into NIBSDA-Elevator Instance. Each **Template** (i.e. schema in Elevator) below corresponds to **Template Configurations** in Elevator (see “Template Configurations” section).

Document Template Elements

- Accession No.: - NIBSDA (Internal)
- Tiers of Access – NIBSDA (Internal)
- Contributor Last Modified – NIBSDA (Internal)
- Image Filenames – NIBSDA (Internal)
- SIID – NIBSDA (Internal)
- Suspected Restriction NOTE – NIBSDA (Internal)
- Title
- Level of Description
- Access
- View Full Item
- Date
- Dated
- Description
- Note
- Subjects / Topics (NIBSDA)
- Subjects / Topics (Contributor)
- Format / Function
- Persons
- Groups
- School
- Source Repository
- Source Collection
- Source Location
- Page Count
- TK Notice
- TK Labels
- PDF
- Preservation TIFFs
- Use

Document Template Conventions

- **Accession No. – NIBSDA (Internal) Required**
 - **Purpose & Scope:** Accession number or code assigned to the record asset to uniquely identify a group of records or materials acquired by NABS and used to link the materials to associated institutional recordation of that accessioning.
 - **General Rules:** The accession code should correspond to the year accessioned, followed by a “hyphen”, and a 4-digit number within sequence of the year.

- **Cataloger's Note** consult with the Director of Digital Archives to acquire this data point.
 - **Example:** "2021-0001"
- **Tiers of Access – NIBSDA (Internal) Required**
 - **Purpose & Scope:** Indicates the designated access protocol assigned to a catalog record entry. Individual protocol indicated by a number system represents how records are made available to end users.
 - **General Rules:** Indicate a number of "1", "2", or "3" in the data field. **NO MULTIPLES.** The following **number** denotes parameters:
 - **1** = Metadata and Digital Surrogate Available in NIBSDA system;
 - **2** = Only Catalog Record Available in NIBSDA system;
 - **3** = Both Catalog Record and Digital Surrogate are not made available or viewable in NIBSDA system.
 - **Cataloger's Note** Ideally, all records entries created will be designated either as "1" or "2" protocol. Protocol "3" may be a special case and will require supervisor's approval.
- **Contributor Last Modified – NIBSDA (Internal)**
 - **Purpose & Scope:** Indicates the most recent date that contributing partner rendered updates to their catalog records within their system.
 - **General Rules:** To be updated whenever updates in contributed data are initiated by contributing partner. Dissimilar from the "last modified date" datapoint in csv export report. Follows mm/dd/yyyy sequence. **NO MULTIPLES.**
 - **Example:** "10/21/2020"
- **Image Filenames – NIBSDA (Internal) Required**
 - **Purpose & Scope:** Indicates the filename range of digital files associated with the NIBSDA catalog record entry.
 - **General Rules:** If the sequencing of the filename range is non-contiguous, please utilize a semi-colon to indicate any breaks within the sequencing. This will typically consist of abbreviations of State coupled with School abbreviations followed by any other unique number sequencing established for the specific project.
 - **Example:** "MN-PPIS_DAT-1_00000001-00000020"
 - **Example:** "MN_Pipestone_01_NARA_8888371"
- **SIID – NIBSDA (Internal) Required**
 - **Purpose & Scope:** Indicates any source institution identifiers assigned to the collection.
 - **General Rules:** This is legacy administrative data that should carry over into NABS Custodial History Data Tracking Systems. May include numeric or alphanumeric identifiers specific to repository if part of a larger institutional corpus, collection identifiers, or file/folder identifiers. Capture as they appear within the source institution's system of arrangement. For more info, please see Section 13.1 Repository Code (DACS, 2013).

- **Suspected Restriction NOTE – NIBSDA (Internal)**
 - **Purpose & Scope:** Indicates any internally flagged concern of legal, ethical, or culturally sensitive nature regarding individual or community integrity.
 - **General Rules:** This is an unpublished note and should be used internally during the cataloging and review process prior to publishing. Ideally, should be disclosed to relevant source community for feedback.

- **Access Required**
 - **Purpose & Scope:** Indicates that the publicly accessible digital surrogate associated with the catalog record is available online either in a NIBSDA-capacity and/or in a non-NIBSDA-capacity (i.e. other digital platform maintained by other digital project).
 - **General Rules:** This is a select value for individual catalog records entries. **Select values** are exclusively:
 - **“Online-NIBSDA”** denoting the resource is virtually viewable on NIBSDA.
 - **“Online-External”** denoting the resource is virtually viewable on another digital platform (usually accompanied with the a “View Full Item” redirect hyperlink).
 - **“In-Person Only”** denoting the resource is physically accessible at source repository.
 - **Cataloger’s Note* in your markup spreadsheet, use select value text (above) as controlled vocabulary.*

- **Title Required**
 - **Purpose & Scope:** Indicates the folder title and date containing items
 - **General Rules:** Capture the folder title as-is on the folder including the date separated by comma. For information imbued into this field, indicate with brackets. For Student Case Files, the markup will require consist of: “[first name last name][Traditional Name in parentheses][space]Student File”
 - **Example:**
 - Hoopa Valley Students Unaccounted For 1938-1939
 - **Example (Student Case Files):**
 - Agnes Abe Student File

- **Level of Description**
 - **Purpose & Scope:** Indicates the level of description for the catalog record entry.
 - **General Rules:** This is a select value for individual catalog records entries. **Select values** are exclusively:
 - **“Collection-Level”** denoting the record entry is a collection level description.
 - **“Folder-Level”** denoting the record entry is a folder, or file, level description.
 - **“Item-Level”** denoting the record entry is an item level description.
 - **Cataloger’s Note* Generally, the ideal level of description to pursue would be folder-level.*

- **Date Required**
 - **Purpose & Scope:** Indicates dates in which either the range of documents were created or, if describing an individual item, the dates for which the content describes.
 - **General Rules:** Generally, markup in this field should be specific to how csv imports. There are variations of acceptable formatting within Elevator (such as: 26 September 1921; 26th September 1921; 1921/09/26; 09/26/1921) but generally should follow a mm/dd/yyyy sequence or month, day, year sequence. **No Multiples**

Field “Labels” can be marked up within the data field to contextualize the material as either:

- **“Content”** which denotes the date of which the record conveys and does not necessarily pertain to its creation date (e.g. a book published in 2022 that recounts events of 1900 to 1910).
 - **“Date of Creation”** which pertains to the date the records were created, if known.
 - **“Date of Entry”** which pertains, specifically, to student case files the date in which the student became an active enrollee of the school, if known. **For Student Case Files**, the **“Date of Entry”** for each student will act as the date for the catalog record entry.
- ***Cataloger’s Note*** *use the below supported field structures in the csv when authoring descriptive metadata*
 - **Example Circa date:**
 - circa 1931
 - circa September 1 1930
 - circa 1887, Content
 - circa 1920, Date of Creation
 - **Example Circa date range:**
 - circa 1900 - October 2 1901
 - circa September 1 1914 - September 1 1920
 - **Example Date:**
 - September 1 1930, Date of Creation
 - December 23 1923, Content
 - **Example Date range:**
 - October 1 1900 - October 2 1901
 - September 1887 - September 1890, Content
 - **Example Date of Entry (Student Case Files):**
 - circa 1927, Date of Entry
 - circa September 1927, Date of Entry
 - 09/01/1928, Date of Entry

- **Dated**

- **Purpose & Scope:** Field is used only to mark up within Elevator when a record is undated.
- **General Rules:** Only use data point if the material is undated. Controlled vocabulary is exclusively: “undated”
- **Note**
 - **Purpose & Scope:**
 - **General Rules:**
- **Description Required**
 - **Purpose & Scope:** Provides a summary of the contents including genera, subject matter, topics.
 - **General Rules:** Folder-level descriptions are always the scope of the description field. Item-level descriptions can be included for material that stands out from the rest such as randomized photographs that appear within the folder unit.
 - **Cataloger’s Note* use the “Document Functional Format and Genre Categories” list to assist in authoring description (See Attachment)*
 - **Example:**
This folder unit contains typescript tables of students who are missing, are runaways, are outside the agency jurisdiction, changed names, or other factors that lead to being unaccounted for by school administration. These tables indicate: Names; Birthdays, Degrees of Indian Blood; Tribe; School Last Attended; Grade.
 - **Example:**
This folder unit contains student drawing and design artwork.

Documents include:
-Newspaper clipping, “Students Showcase work at Hoopa”, by TJ Hooker, The Hoopa Gazette, image caption reads: “Students at Hoopa.” 1930 November 2
-Lists, Student succession to lead artisan from 1912 to 1914, undated
 - **Example:**
This folder unit primarily contains selected newspaper articles regarding the dedicating ceremony for Main Building opening. Other topics include: ROW; CCC; Student Events.
 - **Example:**
This folder unit contains correspondence and petition materials sent to the Bureau of Indian Affairs regarding the Tribal Council’s objections to right of way measures taken from 1909 to 1910.

Documents include:

- Correspondence, John Smith to Joanna Smith, SAA regarding the historical experience and bias of petition narrative, 1910 January 15
- Report, Tribal location, history, government, language, social regulations, economic life, education, with attached images, circa 1909

- **Example (for Student Case Files):**

Agnes Abe, a child born for the Shoshone nation, who entered the Carson School on September 4, 1940 and departed in 1948. This file contains correspondence, report cards, medical records, Education Activity Record, Application to Admission indicating Millet Day School, Data Regarding parents.

Documents include:

- Correspondence, Education Field Agent, Homer B. Fraily to Superintendent William Dial, regarding list of students potentially enrolled at Carson Indian School unaccounted for, 1945 June 2

- **Cataloger's Note* use the below **field structure in the csv** when authoring descriptive metadata for administrative or other materials:*

- <p>This folder unit contains [summary of document types found in file]</p>

- **Cataloger's Note* use the below **field structure in the csv** when authoring descriptive metadata for **Student Case Files**:*

- <p>[Student First/Last Name], a child born for the [Tribal Group as depicted in historic record] nation, who entered the [School as depicted in historic record] on [Date] and departed in [Date]. This file contains [summary of document types found in file].</p>

<p>Documents include:

 [Item level description]

 [item level description]

</p>

- **Example:**

<p>Agnes Abe, a child born for the Shoshone nation, who entered the Carson School on September 4, 1940 and departed in 1948. This file contains correspondence, report cards, medical records, Education Activity Record, Application to Admission indicating Millet Day School, Data Regarding parents.

</p>

<p>Documents include:

-Correspondence, Education Field Agent, Homer B. Fraily to Superintendent William Dial, regarding list of students potentially

enrolled at Carson Indian School unaccounted for, 1945 June 2

-Various correspondence regarding outing employment referred to as "Vacation Time."
</p>

▪ **Example:**

<p>Estelle Pearsall, a child born for the Sioux nation, who entered Pipestone Indian School on January 21, 1916. This file primarily contains handwritten and type correspondence, with application materials, Record of Pupil, Certificate of Promotion.

</p>

<p>Documents include:

-Letter, Estelle Pearsall to F. T. Mann, explaining that she is still home due to her grandmother being sick and that her father may need help tending to the old folks, 1917 March 12.

-Letter, Frederic Pearsall to F. T. Mann, indicating he would like Estelle to remain at the school over vacation as the last time she arrived home she cried at the train station, 1917 May 7.

-Letter, Estella Pearsall to her father Frederic, demanding why he did not want her to come home for the summer, 1917 May 9

-Correspondence, F. T. Mann to Frederic Pearsall, informing father that, daughter, Estella eloped for marriage with Moses Crow which was done so unbeknownst to them and may result in Moses being arrested, 1917 December 10.

</p>

• **Format / Function Required**

- **Purpose & Scope:** Indicates form and function of the document. Form refers to its original form, configuration, or layout of the document prior to its digitization. Function refers to its original intended use upon creation. Access point allows for cross-collection browsability.
- **General Rules:** Format and Function lists are conceptually separate (see below vocabularies) but are not segregated in the NIBSDA-system. **Emboldened "Categories"** are required fields for which at least 1 should be applied to a unique catalog record entry. Apply 3-5 others tags as appropriate. This is a controlled vocabulary (until further notice). Can include multiples (separate multiples with ";" or "|" when utilizing drafting documents)
- **Format-Based Preferred Controlled Vocabulary *Required Categories:**
 - Correspondence, operational
 - Artifacts and Objects
 - **Artwork***
 - Curriculum and Routine Planning
 - Ephemera

- Letters, personal
 - Manuscripts
 - Maps, Charts and Architectural Drawings
 - Newsprint
 - **Oral History***
 - **Photographs and Imagery***
 - Postcard
 - Typescript
- **Function-based Preferred Controlled Vocabulary**
 - *Required Categories:**
 - **Administrative and Financial Records***
 - Application for Enrollment
 - Behavior/Disciplinary Information
 - Transfer Certificates and Logs
 - Desertion Report
 - Financial Transactions
 - Former Student Tracking and Response Postcard
 - Letters/Correspondence
 - Medical/Physical Records
 - Outing Record of Student
 - Outing Evaluation
 - Progress/Conduct Card
 - Report After Leaving
 - Returned Student Survey
 - Student Information Card
 - **Student Case Files***
 - **Student Papers***
 - Trade/Position Record Card
 - Individual Indian Money Accounts
- **Subjects / Topics (NIBSDA)**
 - **Purpose & Scope:** Indicates access points that allow for browsability of documents based on terms, topics, or concepts established by the NIBSDA Data Aggregation Working Group. Access point allows for cross-collection browsability.
 - **General Rules:** These are a controlled vocabulary that is leveraging a multi-select tiered method of application. Apply 3-5 others tags as appropriate. This is a controlled vocabulary (until further notice). Can include multiples (separate multiples with “;” or “|” when utilizing drafting documents)
 - **Cataloger’s Note* use the “NIBSDA Access Points – Subjects and Topics Hierarchy and Definitions” document to assist in applying (See Attachment)*

- **Cataloger's Note** use the below **field structure in the csv** when authoring descriptive metadata
 - **[Tier One] / [Tier Two]**
 - **Example:**
Administrative and Operations/Buildings, Campus, and Grounds|Faculty and Employees|Education and Curriculum
- **Subjects / Topics (Contributor)**
 - **Purpose & Scope:** Indicates access points that are leveraged by data contributors. This field will retain browsability of documents based on terms, topics, or concepts established as legacy data. Access point allows for cross-collection browsability.
 - **General Rules:** These can follow Library of Congress Subject Heading (LCSH) styles but do not need to. It is both a local curation and a community-driven decision as to which terms and concepts found in a description will be included as formal access points. There is no established controlled vocabulary for this element. Can include multiples (separate multiples with “;” or “|” when utilizing drafting documents)
 - **Example:** Students; Attendance; Missing and Unaccounted
- **Persons Required**
 - **Purpose & Scope:** Indicates individuals’ (plural emphasis) names who are mentioned in the record.
 - **General Rules:** Includes variant names of the student and other individuals. Capture of person titles and abbreviations/partial names is acceptable. Inferring full names from abbreviations/partial names is acceptable if it can be reasonably determined.
 - **Cataloger's Note** This will require multiple reviews of the same document and, if other scanned files are available, may require cross-referencing and markup across relevant catalog records.
 - **Training Note:**
 - Arnold (Runs After the Moon):
 - “Sioux”, “Sioux (Brule)” are indicated within Nation field. <http://carlisleindian.dickinson.edu/node/2202>
 - Digital surrogate does not indicate “Sioux”, “Sioux (Brule)” <http://carlisleindian.dickinson.edu/node/2202>
 - In examining other associated records (http://carlisleindian.dickinson.edu/student_files/arnold-runs-after-moon-student-information-card) of Arnold (Runs After the moon), you will have to 1) verify that this is same person and; 2) include those descriptions in associated records
 - **People**

- **Purpose & Scope:** Indicates the individual's name coupled with their birth/death year.
- **General Rules:** This related asset must correlate to record assets found in the Personal Name (Name Authority Template) Collection. Can include multiples (separate multiples with “;” or “|” when utilizing drafting documents)
 - **Example:** Ubach, Anthony Dominic, Father, 1835-1907
- **Groups Required**
 - **Purpose & Scope:** Relates to any anthropological or historical groups, Tribal Nation, ethnicities that appear in the historical record.
 - **General Rules:** Capture as they appear in historical record.
 - **Cataloger's Note* For Student Case Files, only capture relevant information as they correlate to the student specifically.*
 - **Training Note:**
 - Arnold (Runs After the Moon):
 - “Sioux”, “ Sioux (Brule)” are indicated within Nation field. <http://carlisleindian.dickinson.edu/node/2202>
 - Digital surrogate does not indicate “Sioux”, “Sioux (Brule)” <http://carlisleindian.dickinson.edu/node/2202>
 - In examining other associated records (http://carlisleindian.dickinson.edu/student_files/arnold-runs-after-moon-student-information-card) of Arnold (Runs After the moon), you will have to 1) verify that this is same person and; 2) include those descriptions in associated records
 - **School Required**
 - **Purpose & Scope:** Indicates school for which the document relates to.
 - **General Rules:** This related asset must correlate to record assets found in the Boarding School (Name Authority Template) Collection. Always defer to the *NABS Authority List* of boarding school names. Can include multiples (separate multiples with “;” or “|” when utilizing drafting documents)
 - **Example:** Perris Indian School; Sherman Institute
 - **Cataloger's Note* This field will require clean-up, transforming Resource IDs, prior to ingest or consult with supervisor who will supply Resource ID if available.*
 - **Source Repository Required**
 - **Purpose & Scope:** Indicates the repository and collection from which the digitized material was captured from. Source repository refers to the repository who has ownership or custody over the collections in question.
 - **General Rules:** Includes name and physical location of repository. Often in DACS section 2.2 (2013)
 - **Example:** The University of Texas at Austin, Harry Ransom Humanities Center

- **Example:** National Archives Records Administration
- **Source Collection Required**
 - **Purpose & Scope:** Indicates collection catalog number (source repository specific) or record group, and the collection title of the featured material.
 - **General Rules:** For NARA Records, the full Record Group title will be notated in addition to the full Creator (most recent) title will be notated. For the other records, the catalog number should be abbreviated with the full collection title. Can include multiples (separate multiples with “;” or “|” when utilizing drafting documents)
 - **Example (NARA asset: <https://catalog.archives.gov/id/599732>):**
Record Group 75: Records of the Bureau of Indian Affairs, 1793 - 1999|Department of the Interior. Bureau of Indian Affairs. Flandreau School and Agency. 9/17/1947-
 - **Example (NARA asset: <https://catalog.archives.gov/id/2165776>):**
Record Group 75: Records of the Bureau of Indian Affairs, 1793 - 1999|Department of the Interior. Office of Indian Affairs. Pipestone Indian School. 1893-9/17/1947
 - **Example (NARA asset: <https://catalog.archives.gov/id/2165784>):**
Record Group 75: Records of the Bureau of Indian Affairs, 1793 - 1999|Department of the Interior. Office of Indian Affairs. Pipestone Indian School. 1893-9/17/1947
- **Source Location Required**
 - **Purpose & Scope:** Indicates the intellectual location of the featured material.
 - **General Rules:** This must include series title, sub-series (if available), sub-sub-series (if available), date range for the series, Box number, Folder number [all comma-separated]. For NARA Records, the full Series title will be notated in addition to the full box title (including any dating). Can include multiples (separate multiples with “;” or “|” when utilizing drafting documents)
 - **Example (for NARA asset: <https://catalog.archives.gov/id/599732>):**
Student Case Files, 1924 - 1957 (599732)
 - **Example (for NARA asset: <https://catalog.archives.gov/id/2165776>):**
Quarterly School Report, 1894-1897, Box 1, Folder 3 (2165776)
 - **Example (NARA asset: <https://catalog.archives.gov/id/2165784>):**
Student Citizenship Compositions, 1913 - 1914 (2165784)|Citizenship Circular from BIA, Box 1, Folder 1 (2165784)

- **Page Count Required**
 - **Purpose & Scope:** Indicates the total pages per record entry.
 - **General Rules:** Generally, this will be the number of pages represented within a record entry's pdf asset.

- **Use Required**
 - **Purpose & Scope:** Indicates any restrictions due to copyright or other reasons, as well as restrictions on further use of the materials beings described.
 - **General Rules:** Indicates a standard boilerplate NABS open access statement coupled with a re-use policy involving deferring to Source Repository for image re-use requests. "Conditions Governing Access" (please see Section 4.1 DACS, 2013). More "Conditions Governing Reproduction and Use" (please see Section 4.4 DACS, 2013).
 - **Example:** The NIBSDA has secured permission from source repositories to make these materials available openly. Open Access Materials can be used freely for non-commercial, scholarly, educational, or fair use as defined under United States copyright law. Re-use and Re-print permissions must be acquired from the Source Repository.
 - **Example:** The NIBSDA has secured permission from source repositories to make these materials available openly. Open Access Materials can be used freely for non-commercial, scholarly, educational, or fair use as defined under United States copyright law. Re-use and Re-print permissions must be acquired from the Source Repository. Read the full policy and learn more about source repository Rights and Reproduction at: [\[include url\]](#)

- **View Full Item**
 - **Purpose & Scope**
 - **General Rules:**

- **TK Notice**
 - **Purpose & Scope**
 - **General Rules:**

- **PDF**
 - **Purpose & Scope:**
 - **General Rules:**

- **TIFFs**
 - **Purpose & Scope:**
 - **General Rules:**

Lexicon and Lists. This below list is intended to serve as a reference resource for description and not a rigid controlled vocabulary.

Abstracts	Card indexes	Indexes (Reference sources)	Order forms
Account books	Cards	Indian allotments	Organizational charts
Accounts	Case files	Individual Indian money accounts	Outlines
Administrative orders	Catalogs	Inheritance and succession	Pamphlets
Advertisements	Census	Instructions	Patents
Affidavits	Certificates	Inventories	Periodicals
Agendas	Charters	Investigations	Permits
Agreements	Checks	Invitations	Petitions
Announcements	Circulars	Invoices	Photographs
Annual Reports	Ballots	Itineraries	Plans (Drawings)
Annuals (Publications)	Regulations	Job descriptions	Plans (Reports)
Applications	Civil court records	Judicial records	Policy papers
Applications for positions	Claims	Land use	Postcards
Appraisals	Clippings (Books, newspapers, etc.)	Laws, statutes, etc.	Press releases
Appropriations and expenditures	Clothing and dress	Leases	Probate records
Architectural drawings	Complaints (Administrative procedure)	Leave of absence	Proceedings
Attendance records	Constitutions	Ledgers (Account books)	Programs
Auditing	Contract Reports	Ledgers	Progress reports
Awards	Correspondence	Bank Accounts	Promotions
Award presentations	Circulars	Legal notices	Proclamations
Bank accounts	Blueprints	Legislation	Publications
Bank deposits	Death certificates	Legislative acts	Purchase orders
Bank statements	Death records	Letters (Personal)	Quarterly reports
Bidding documents	Depositions	Licenses	Questionnaires
Bids	Diagrams	Lists	Receipts (Acknowledgments)
Bills (legislative records)	Directories	Manuals	Regulations
Bills of lading	Dockets	Maps	Records (Actions)
Bills of sale	Draft registration	Marriage records	Registers (Lists)
Bills, Legislative	Drafts (Documents)	Medical records	Registers of births, etc.
Biographies	Estimates	Membership	Regulations
Birth certificates	Field Notes	Memorandums	Resolutions
Birth records	Leases	Menus	Rosters
Blueprints	Logs	Military records	Rules
Books	Surveys	Minutes	Report cards
Briefs (Legal documents)	Indian Allotments	Monographs	Reports
Brochures	Financial records	Monthly reports	Requisitions
Budgets	Financial statements	Muster rolls	Rosters
Bylaws	Forms (Documents)	Narratives	Rules (Instructions)
Calendars	Genealogy	News bulletins	Schedules (Time plans)
Carbon copies	Graphs	Newsletters	Scholarships
	Histories	Newspapers	Statements
		Notes	Summaries
			Studies

Surveys
Field Notes
Leases
Indian Allotments

Tax returns
Tables (Systematic
lists)
Telegrams

Testimonies
Topographic maps
Transcripts
Vital statistics

Vouchers
Wills
Worksheets

Lexicon and Lists (Student Case File Documentation)

This below list is intended to serve as a reference resource for description and not a rigid controlled vocabulary.

- photographs,
- applications and notifications of admission,
- records from other schools attended,
- transcripts of grades,
- grade and attendance records
- results of aptitude tests
- enrollment, attendance, and registration card records,
- medical and dental records,
- permanent school census cards,
- military records,
- purchase orders,
- receipts and expenditures of tribal benefit funds and individual Indian money,
- requests for transportation assistance,
- applications for leave of absence,
- newspaper clippings, and
- former student response card
- report after leaving
- correspondence.
 - Could include from: Superintendent; Officials of off-reservation BIA schools, State education authorities, students, and parents, guardians, and other legal representatives of the students



National Native American Boarding School Healing Coalition

2525 E. Franklin Ave., Suite 120

Minneapolis, Minnesota 55406

612.354.7700 | info@nabshc.org

Digital Archives Direct Contact: 612.500.5812

National Indian Boarding School Digital Archive Digitization Guide National Archives and Records Administration (NARA)

Introduction and Objectives:

To guide digitization technicians in the workflows of coordinating with NARA-Seattle Staff, knowing your workflow documents, pull lists, handling (in accordance with NARA best practices, scanning, basic metadata creation, storage, reporting, and doing all of these tasks as independently as possible. For any assistance, please reach out directly to Dir. of Digital Archives at 520-500-6361 or scurley@nabshc.org

There is a lot of information in this guide so please take the time to review and ask questions. The objectives of this scanning trip is to:

- **Get archival material as flat as possible** (for good scans).
- **Get margins correct** (full document is within the scanner frame).
- **Get pages within sequence** (as you are scanning material to retain original order).
- **Maintain good notes** (for processing purposes).
- **Maintain an accurate directory** (for tracking your progress and reporting).
- **Get scanned material saved/backed up** (to preserve/make accessible).

Digitization Workflow

Components are further described below in this document but include the following:

- Coordinating/Orientating with NARA
 - Knowing your Scanning Equipment
 - Knowing your Workflow Documents
 - Care and Handling
 - **Scanning** (*tutorial available in desktop directory*)
 - **Basic Metadata Creation** (*tutorial available in desktop directory*)
 - **Field Storage** (*tutorial available in desktop directory*)
 - **Reporting** (*tutorial available in desktop directory*)
-

Coordinating/Orientating with NARA

- Researcher Card:
 - Complete the NARA Researcher Orientation at: <https://rise.articulate.com/share/uK5NGkSpg74JHLTOcGPmM4e94MJyxQgD#/>
 - When completed, please printout or take a phone camera picture of the certificate and retain
 - Application Process (on-site). Upon arrival at NARA-Seattle, please present the Researcher Orientation Certificate to NARA Staff.
 - Researcher card application process will take about 15 mins.
 - A new process at NARA, if they are implementing, will require a photograph for your Researcher ID Card. This Researcher Card should be good for all other NARA sites.
- Getting Orientated:
 - Please make sure to meet with NARA contact and get well acquainted with **Michelle Criner, who will assist you through your entire project duration.**
 - NARA does have standard security protocols (e.g. checking all materials/equipment that go in or out of the research room) in place for all researchers. Please ask NARA Staff for any assistance or clarity.
 - **NARA-Seattle does not have available WIFI.**
 - NARA does have lockers for daily use, a break room available. Please ask NARA Staff.
 - Scanning equipment can be left on-site at NARA. **Please bring laptops with you back to housing unit to perform reporting and fulfill storage strategies.**
 - **RE: COVID-19.** NARA-Seattle is currently in a low transmission area. Does not require tests. Masks are optional. NARA asks if you are sick, please do not enter facility.

Knowing Your Scanning Equipment

The equipment provided by NABS will arrive as a shipment to your housing unit posted to your names. Please pick up at specified location at your housing unit. For more details, please contact Dir. of Digital Archives.

- Provided by NABS:
 - (2) Laptops w/ associated cords and power supply
 - (2) Fujitsu ScanSnap SV600 scanners w/ associated cords and power supply
 - (2) External hard drives (WD Elements 12TB) w/ associated cords and power supply
 - (2) Backpacks for ScanSnaps w/ warranty info and user guide
 - (2) Laptop bags for laptops
 - (2) 15" x 21" Acrylic Sheets (potentially)
- Provided by NARA:
 - Document weights
 - Pencil
 - Notepaper
 - Outlet

Knowing Your Workflow Documents/Other Resources

- Scanning Workflow Documents
All is in your desktop directory and include templates for basic metadata creation
 - “NARA-Seattle_PullList_ScanTeam_Oct-Dec2022”
 - Details selected series, with associated descriptive information, and their ranked queue for scanning
 - “NARA-Seattle_ScanLog_Oct-Dec2022”
 - Used for basic metadata capture including filenaming; date of capture; box/folder;
 - Used for daily reporting
- Google Drive Folder “ScanTeam_NARA-Seattle_Oct-Dec2022”:
<https://drive.google.com/drive/folders/12rjSPyYmUxkj5GA9L95W9FKs7mrPjmip>
 - “Reporting”
 - Used for daily reporting.
 - All other workflow documentation (included in your desktop directory are available here as well, if needed).
- Scan Team Schedule:
 - “2022 Seattle Scanning Team_Schedule”
 - Details project team contact info (i.e. NABS; NARA)
 - Project team schedule for the 6-week duration including touch base meetings w/ Supervisor.
- Zoom Room:
 - Topic: NABS_Digital Archives Room_NARA-Seattle Team-2022
 - Time: This is a recurring meeting Meet anytime
 - <https://us06web.zoom.us/j/81807048650?pwd=MXVGY0NTbGZBSkZ5TUNEQzhtR0xTUT09>

Care and Handling

- Scanning staff should defer to source institutional standards regarding researcher use policies and procedures, reading room rules, and other procedures assessing the condition or format of archival materials. Project staff will in most cases receive this training from source institution. If not, this will be provided by the project manager.
- In addition to source institutional standards, **project staff are required** to observe the following when interacting with source institution collections as per the NIBSDA CMP:
 - Please ensure that your **hands are clean and free of lotions, oils, creams, perfumes, food, smoke residues, etc. before handling archival materials.**
 - Source Institution staff will instruct handling of archival materials (e.g. will provide gloves if photographs or negatives will be handled).
 - **Take only one file out of box/container at a time;** put the file back in original location before taking out another file.
 - All archival materials in boxes should be kept in order they are originally received (i.e. maintain original page sequence within folder files; as a result, **Do Not interfile and/or alphabetize pages**).

- Cardstock flags will be provided by the Source Institution Archivist if you need to create a placeholder, if permitted.
- **No Ink Pens or markers of any kind are permitted in the Source Institution Archives Room.** Pencils and Paper will be provided by the Source Institution Archivist for notetaking, if permitted.
- No marks should be added or erased to Source Institution archival collections.
- When a folder is in use it should remain flat on the table.
- All archives are to be returned in original order and not harmed in any way (e.g. tears; folds; crinkles; etc.)

Scanning

You will use the **“Pull List”** document and coordinate with your supervisor the series you will individually scan. No two scanners will work within the same series unless specifically instructed to do so.

On-site Scanning will consist of: Setting up the ScanSnap scanner; Orientating and handling the material to the black pad; operating the ScanSnap overhead scanner; Checking the margins of each scan using software; and entering basic descriptive metadata.

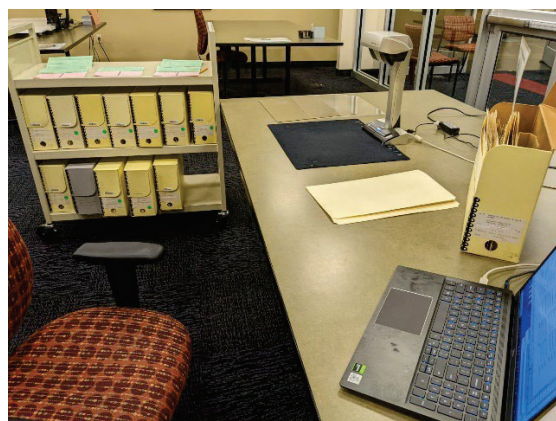
You will be scanning everything in a given folder and creating metadata at the folder-level (see more details in Basic Metadata Creation).

Standards: PDFs (Color) at 600 dpi (“Excellent”)

Settings:

- **Color Mode: Color**
- **Image Quality: Excellent**
- **File Format: PDF**
- **Type: PC (Scan to File)**
- **Save to: [established desktop directory]**
- **Contiguous File Direct to PC**

For a brief scanning tutorial, using Fujitsu software, [\[Watch Tutorial\]](#)



Best Practices Scanning:

- **Capture Pulls Slips and Box Titles**

To better have a record of what we are capturing—come processing/cataloging treatments and for record keeping purposes—please take pictures (camera phone or ScanSnap) of the pull slips, and file into your directory, especially on last day you work with a specific series (you will be asked to sign-in boxes on the daily per series per pull slip). The below images correspond to one another yet the notations are slightly dissimilar.

REFERENCE SERVICE SLIP
SHADED BOXES FOR NARA USE ONLY

LAST NAME (PRINT): *Curley* FIRST NAME (PRINT): *Stephen* RESEARCHER CARD NUMBER: *RRFK-2022-0026*

SERIES OR COLLECTION NAME: *Student Case Files*

RECORD GROUP NUMBER COLLECTION DESIGNATION: *75* ENTRY NUMBER: *24* NATIONAL ARCHIVES IDENTIFIER (OPTIONAL): *15* BOX/ITEM NOS. REQUESTED: *15*

STACK: *RC-01* ROW: *5* COMPARTMENT: *24* SHELF: *2* NUMBER OF BOXES/ITEMS PULLED: *1*

OTHER RECORD IDENTIFICATION INFORMATION (SPECIFY FOLDER TITLES/FILE NUMBERS): *Pipestone Indian School*

REQUEST REVIEWED BY: *[Signature]* REQUEST PULLED BY: *[Signature]*

RECEIVED BY: *[Signature]* DATE (MM/DD/YYYY): *10/12* REFUSED BY: *[Signature]* DATE (MM/DD/YYYY): *[Blank]*

DO NOT REMOVE FROM RECORDS

RC 75 RECORDS OF THE BUREAU OF INDIAN AFFAIRS

Pipestone Indian School
Pipestone, Minnesota

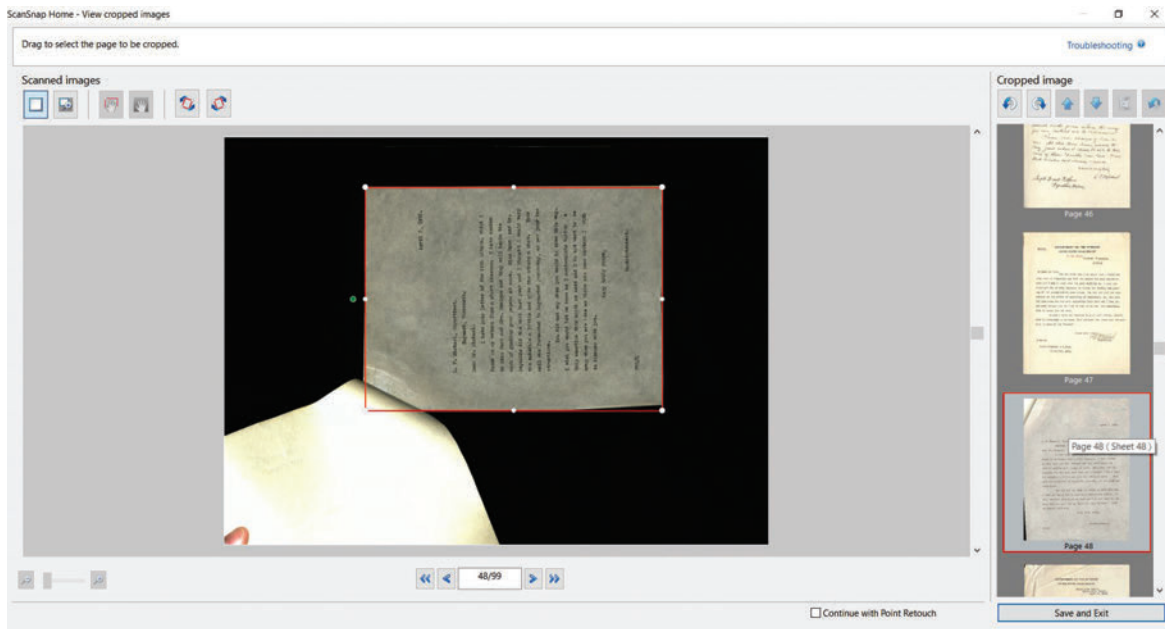
Individual Student Files (Appendix A)
1910-1924

Campbell - Condon

EX 4

- **Paper**

Old papers and letters are often brittle and/or fragile. Do not attempt to unfold papers that seem fragile or likely to tear or break. Material in need of conservation treatment should be brought to the attention of Source Institution Staff. Examples include tightly rolled documents, folded papers so brittle they cannot be unfolded safely, mildewed, or otherwise severely stained or brittle material in need of support. If a specific paper cannot be scanned, you must indicate that in the “notes” column of the image capture/tracking spreadsheet. Some material cannot be decoupled (shouldn’t be typical) due to adhesive or staples, if manageable scan and correct margins in quality control check.



- **Front and Back?**

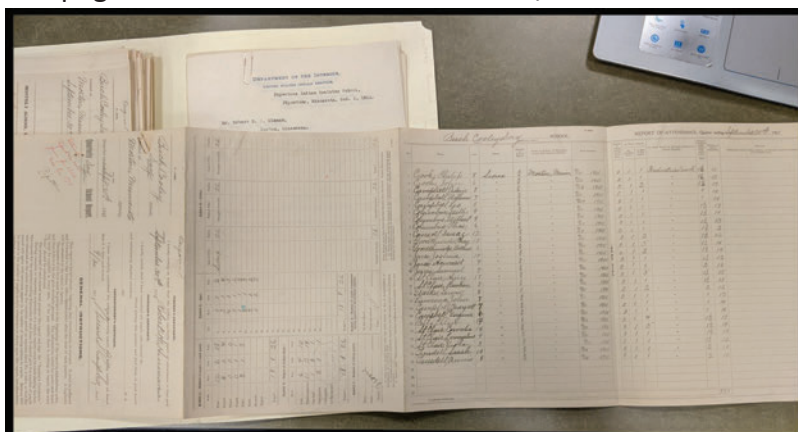
As you are scanning, you will need to check the back side of the paper document also to determine whether or not scanning the back is necessary. General rule of thumb: if it's helpful information or a continuation of the front-side, scan it.

Typically, on onion skin type of paper, you won't find any other information. Typical information worth capturing on the backside of documents is: stamps of receipt; captioning (photos); notations from creator.

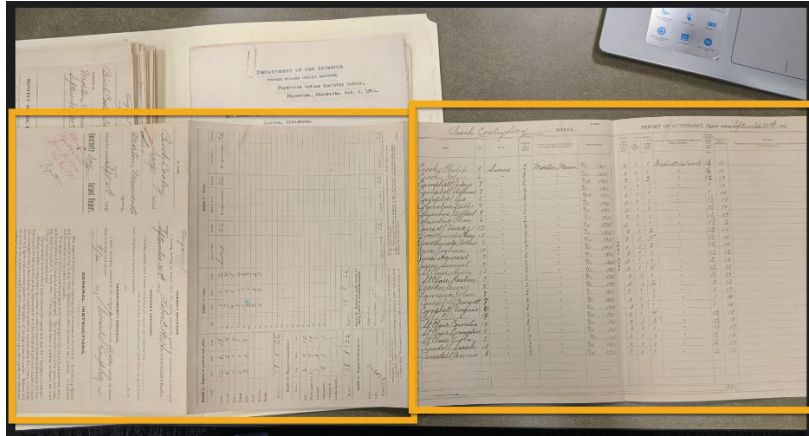
- **Oversize Material**

Any material exceeding Fujitsu ScanSnap SV600 **scanning area (11 in. x 17 in.)** that you are not able to scan successfully (like maps or anything that can't simply be reorientated to ScanSnap black pad dimensions) should be notated in the "Scan Log" document indicating: location and brief description of item and indicate as oversize.

Other instances, **you can successfully scan bi-folds, tri-folds**, etc. by reorienting the item and ensuring the margins of each "page" are visible when in the "Check/Correct" feature of ScanSnap software.

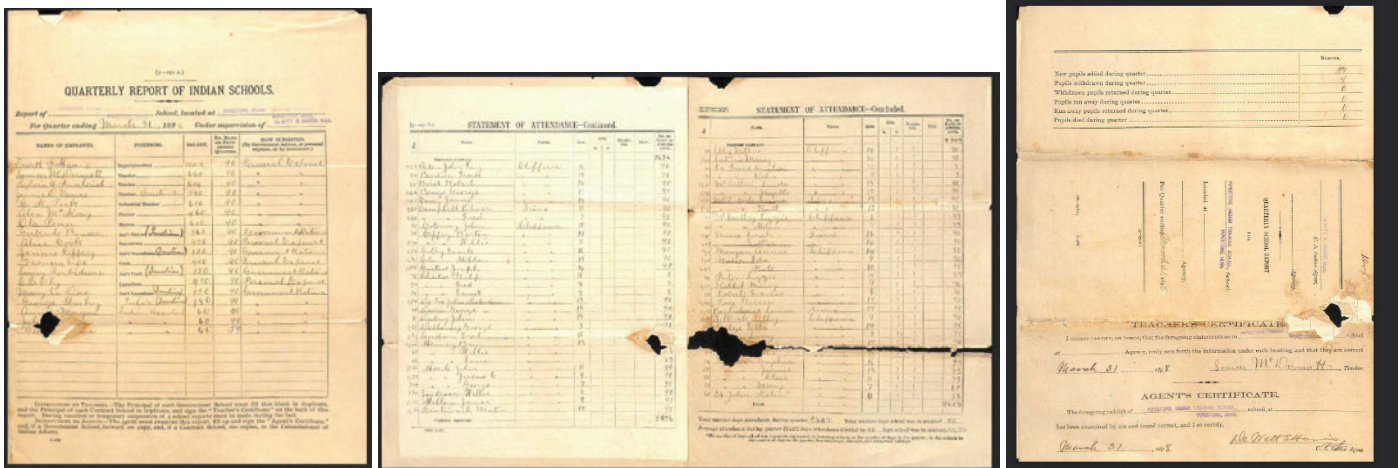


To ensure that the documents are scanned, you will want to scan a manageable area (see below). Scan this document in manageable sections and in an order that makes sense to you.

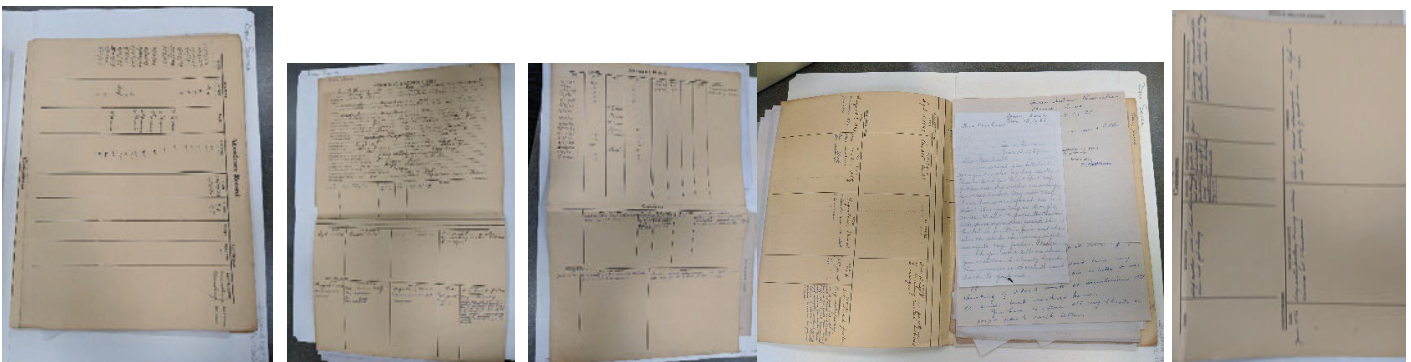


- **“Sandwich” Contents**

Sometimes, items may be placed within a bi-fold. If items are roughly the same dimension as the “sandwich” bi-fold, simply scan as is (see below)



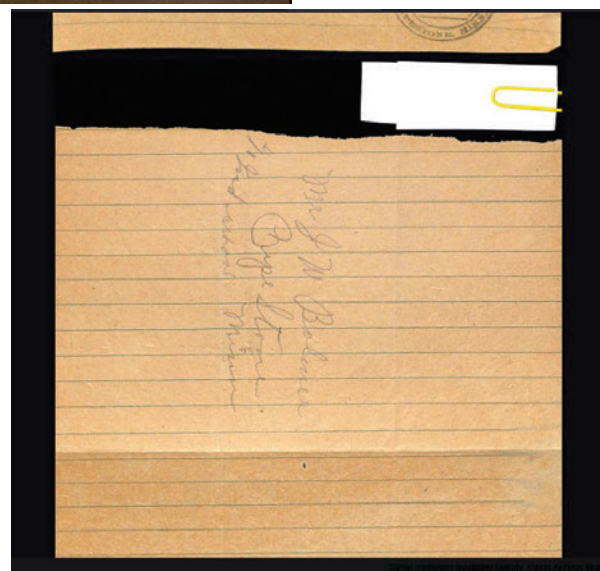
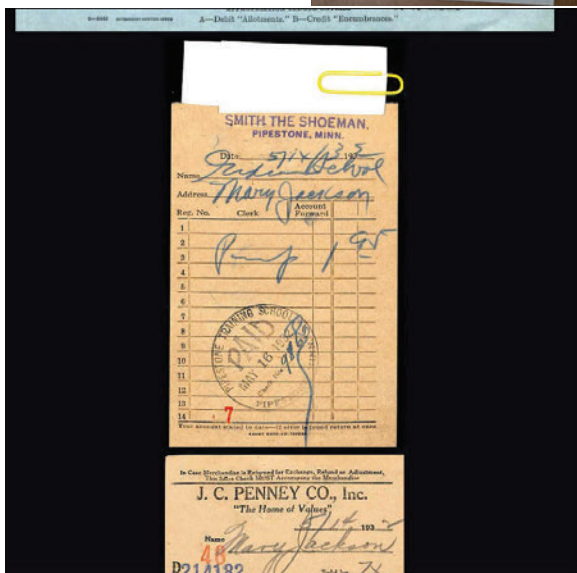
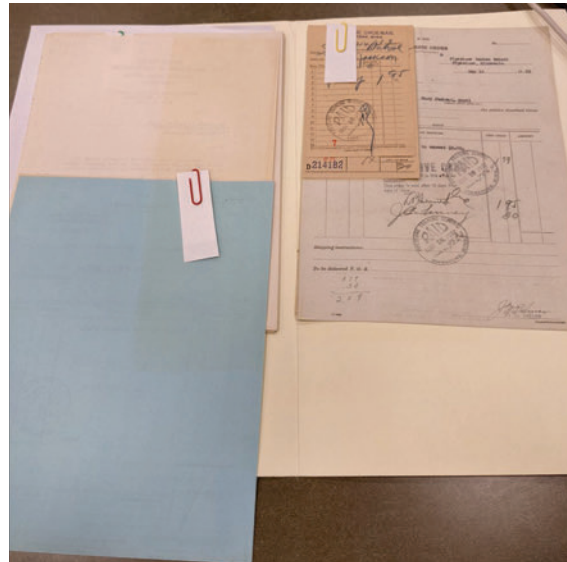
Sometimes, items may be placed within a bi-fold “sandwich” and the items are not the same dimension as the “sandwich” like in student case files. In this instance: 1) scan front side, 2) front full (flatten), 3) scan full inside of bi-fold (flatten), 4) scan contents (directly on black pad), 5) scan back (see below).



- **Paper Clipped Items**

Sometimes, items may be paper clipped by Source Institution Staff to retain original association to one another.

When scanning, want to give **as much indication as possible to retain this original association**. You can unclip, place clip on black scanning pad above first item in stack of clipped material, remove clip and continue scanning, replace clip above last item in stack of clipped material (see below)



- **Sleeved (Mylar) Items**

You may encounter sheets of paper within sleeves of archival quality Mylar or polypropylene. This is done so because a preservation issue was observed (i.e. water staining or embrittled) and intervention was taken to preserve this item in question. These sleeves may produce undesired sheen or glare when producing a scan. Please take multiple scans with different orientations and/or with different light, if possible, to try to mitigate undesired glare. Consult with Source Institution staff for guidance. You will need to notate where this item is located.

If the condition of the sleeve is clean and fully transparent, and not obstructive to the image, it is recommended to scan the photographs while it is in the sleeve. If the sleeve does not allow for a

desirable scan, please take the photograph out of the sleeve to scan and when done, return it to any sleeves or enclosures it was in before.

- **Photographs**

These format types often accompany textual records as part of a single collection, a project, or as an individual series within a collection. Front and Back of Photographs must be scanned.

- **“Stitching”**

Although “stitching” (i.e. scanning sections of an oversize document for subsequent splicing using graphic design software to produce a complete representation of that item) is perfectly acceptable practice, we won’t conduct this practice in this workflow. For oversize material requiring this treatment, please notate in “Scan Log” document.

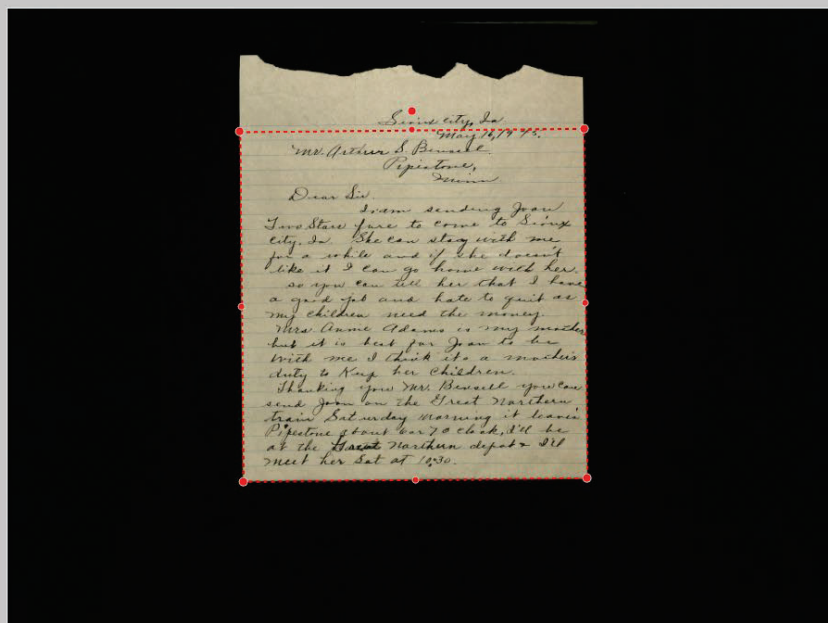
- **If unsure, scan it, markup notes in your Scan Log.**

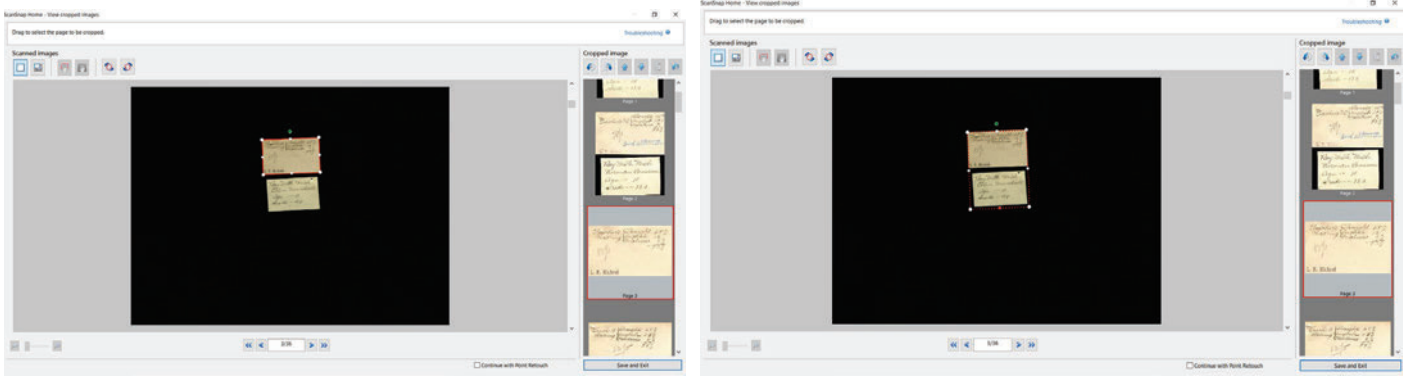
Best Practices Margins and Quality Control:

- **DoubleCheck Margins Before Saving**

The ScanSnap software is user friendly but there will be a learning curve. Please see video tutorial for a workflow overview. The software allows scanners to check margins before saving, make orientation changes.

Always do check/correct within scansnap This will ensure your margins are correct and will give more time for catalogers to catalog vs having to process. Best for scanning techs to do this since they are already on site and somewhat familiar with the makeup of the material.





- **Finger Cropping**

Fujitsu Software is capable of cropping out fingers that may appear in the scans. However, you should try to avoid by using provided plexiglass or weights to flatten. For a brief tutorial on using finger cropping feature, see:

Basic Metadata Creation

You will be creating basic metadata (via your individual “Scan Log” document) which will ensure that you are tracking your progress (knowing where you left off);

- **Scan Log Document**

- Create basic tracking information
 - “DATE OF CAPTURE”
 - “SCANNER INITIALS”
 - “COMPLETE FOLDER DIGITIZED”
 - “NO. PAGES”
- Create file names using template conventions
 - “FILENAME”
- Create basic descriptive metadata entries
 - “BOX”
 - “FOLDER”
 - “FOLDER TITLE AND DATE (AS IS)”
 - “ONSITE BOX TITLE (AS IS)”
- Create notes for later processing treatments
 - “PROCESSING NOTES”

For a brief Basic Metadata Creation tutorial, using Scan Log spreadsheet document, [**\[Watch Tutorial\]**](#)

	A	B	C	D	E	F	G	H	I	J	K	L
1	DATE OF CAPTURE	SCANNER INITIALS	COMPLETE FOLDER DIGITIZED? [YES/NO]	FILENAME	BOX #	FOLDER	DIGIT FOLDER TITLE AND DATE (AS IS)	ONSITE BOX TITLE (as is)	SERIES (NARA Catalog)	SIID # (NARA Catalog)	PROCESSING NOTES (complete? Some restricted? Separation sheets?)	NO. PAGES
12	5/23/2022	SRC	YES	MN_Pipe_NARA_599708_St Clair_Harold_1925-1954	Box 42		Harold St. Clair Student File	Department of the Interior, Bureau of Indian Affairs, Pipestone Indian School. Series 14: Student Case Files, 1910-1954 National Archives Identifier	Student Case Files, 1910 - 1954	599708	Delete pg 8 or 9	
13	5/23/2022	SRC	YES	MN_Pipe_NARA_599708_Two Star_Delores Mae_1925-1954	Box 45		Delores Mae Two Star Student File	Department of the Interior, Bureau of Indian Affairs, Pipestone Indian School. Series 14: Student Case Files, 1910-1954 National Archives Identifier	Student Case Files, 1910 - 1954	599708	Delete 5, 6, 25	
14	5/23/2022	SRC	YES	MN_Pipe_NARA_599708_Two Star_Joan_1924-1954	Box 45		Joan Two Star Student File	Department of the Interior, Bureau of Indian Affairs, Pipestone Indian School. Series 14: Student Case Files, 1910-1954 National Archives Identifier	Student Case Files, 1910 - 1954	599708		
15	5/23/2022	SRC	YES	MN_Pipe_NARA_599708_Williams_Winona_1925-1954	Box 49		Winona Williams Student File	Department of the Interior, Bureau of Indian Affairs, Pipestone Indian School. Series 14: Student Case Files, 1910-1954 National Archives Identifier	Student Case Files, 1910 - 1954	599708		
16	5/23/2022	SRC	YES	MN_Pipe_NARA_599708_Hard_Donald_1925-1954	Box 18		Donald Hart Student File	Department of the Interior, Bureau of Indian Affairs, Pipestone Indian School. Series 14: Student Case Files, 1910-1954 National Archives Identifier	Student Case Files, 1910 - 1954	599708		
17	5/23/2022	SRC	YES	MN_Pipe_NARA_599708_Hill_Evangeline_1925-1954	Box 19		Evangeline Hill Student File	Department of the Interior, Bureau of Indian Affairs, Pipestone Indian School. Series 14: Student Case Files, 1910-1954 National Archives Identifier	Student Case Files, 1910 - 1954	599708		
18	5/24/2022	SRC	YES	MN_Pipe_NARA_2165784_CitizenshipCircularfromBIA_B1_F1	Box 1	Folder 1	Citizenship Circular from Bureau of Indian Affairs	Series 20 - Student Citizenship Compositions 1913-1914	Student Citizenship Compositions, 1913 - 1914	2165784		
19	5/24/2022	SRC	YES	MN_Pipe_NARA_2165784_Mesquakie Mesquakie Day School Sec and Fox Sanatorium Toledo Iowa	Box 1	Folder 2	Mesquakie Day School Sec and Fox Sanatorium Toledo Iowa	Series 20 - Student Citizenship Compositions 1913-1914	Student Citizenship Compositions, 1913 - 1914	2165784		
20	5/24/2022	SRC	YES	MN_Pipe_NARA_2165784_B1_F3_Bay Mills	Box 1	Folder 3	Bay Mills Day School Brimley, Michigan	Series 20 - Student Citizenship Compositions 1913-1914	Student Citizenship Compositions, 1913 - 1914	2165784	Delete Page 14	
21	5/24/2022	SRC	YES	MN_Pipe_NARA_2165784_B1_F4_Cass Lake	Box 1	Folder 4	Cass Lake Boarding School Cass Lake Agency	Series 20 - Student Citizenship Compositions 1913-1914	Student Citizenship Compositions, 1913 - 1914	2165784	Maybe delete 7 or 8/97 Delete 107	
22	5/24/2022	SRC	YES	MN_Pipe_NARA_2165784_B1_F5_Fond Du Lac	Box 1	Folder 5	Fond Du Lac Day School	Series 20 - Student Citizenship Compositions 1913-1914	Student Citizenship Compositions, 1913 - 1914	2165784	Delete Page 10	
23	5/24/2022	SRC	YES	MN_Pipe_NARA_2165784_B1_F6_Grand Portage	Box 1	Folder 6	Grand Portage School	Series 20 - Student Citizenship Compositions 1913-1914	Student Citizenship Compositions, 1913 - 1914	2165784		
				MN_Pipe_NARA_2165784_B1_F7_Leec				Series 20 - Student Citizenship Compositions	Student Citizenship Compositions, 1913 -			

- **File Name**

You will be creating individual filenames per each file you complete. This metadata will be authored in the scan log document.

No spaces. No special characters (e.g. "&"; "?"; "/")

"NAID" (National Archives Identifier) and "SIID" (Source Institution Identifier) are referred to interchangeably.

Keep filename length under about 60 characters (abbreviate folder titles).

- The **conventions to follow are:**

- *[State abbreviation]_[School abbreviation]_NARA_[SIID # or NAID #]_[Titlebrief]_[Box #]_[Folder #]*

- **Example:**

- "MN_Pipe_NARA_599708_Jackson_Mary_1925-1954"
- "MN_Pipe_NARA_2165784_CitizenshipCircularfromBIA_B1_F1"

- **Series**

The series column should be captured from the NARA Catalog as is. These catalog record URLs can be accessed in the pull list document.

- **SIID (Source Institution Identifier)**

The series column should be captured from the NARA Catalog as is. These catalog record URLs can be accessed in the pull list document.

"NAID" (National Archives Identifier) and "SIID" (Source Institution Identifier) are referred to interchangeably.

- **Processing Notes**

If there's something that needs to be taken out? Duplicate or bad scan for which you have a better scan. Mark it up in your spreadsheet and either do it later or make sure your notes are spot (i.e. action + pg # + notes) on so that the catalogers can administer this edit in future processing/cataloging treatments.

Duplicates: You may encounter duplicates of a document. If it is readily discernible that multiple sheets of paper are indeed duplicates, just photograph one of the duplicates. If not readily discernible regarding different markups or other, be sure to photograph all documents within folder. The processing phase will weed out duplicates.

- **Separation Sheets**

Observe if there are any restricted folders in the box (this should be notated on the folder tab. If so, this information will need to be noted in the spreadsheet: indicate restriction type, restricted until (date), restriction justification.

You will see these Separation Sheets either when: 1) NARA has removed a whole file containing sensitive or private information from a box in their screening process and has replaced the file with a separation sheet; 2) NARA has removed select items from a file due to sensitive or private information and has replaced the items with a separation sheet.

In either case, you will want to indicate that a separation sheet is present within the "Processing Note" column.

If a whole file is removed, you will still create a row in the Scan Log spreadsheet and sequence the removed file with a folder number in the "FOLDER" column.

Field Storage

The Scanning Technician is responsible for maintaining proper storage strategies throughout the entirety of digitization activities. To successfully ensure that digital product is stored and backed-up in the field, each Scanning Technician will be equipped with: 1) Laptop Internal Storage Capacity; 2) External Hard Drive; 3) Spider Oak One Cloud Storage

- **Storage Strategy:**

- **Internal Storage (On-Site Primary)**

- Scanning staff must **scan directly to their internal laptop hard drive** using established directory locations and best practices.
 - If this primary option is unavailable, report to scanning manager immediately for troubleshooting.

- **External Hard Drive (On-Site Secondary):**

- As you progress through your daily workload, and NARA closing time nears (9am – 4pm daily), you will back up your work in the external storage device.
 - Simple copying and pasting your daily work

- **Spider Oak One Solution Cloud Backup (Off-Site Backup):**

- At the end of the day, you are responsible for backing up the daily digital asset product to the Spider Oak One solution.
- Depending on the availability of reliable wifi, Project Staff are highly encouraged to conduct the back up to SpiderOak immediately while on site so allow for time to do this towards the end of the shift.
- You should already have access to the Spider Oak Hive folder set up on your desktop.

Reporting

Scanners will conduct daily reporting at the end of their day. For this NARA-Seattle scan duration, you will have to perform this reporting at your housing unit since NARA does not have WIFI.

Objectives of Reporting is to manage a Team Scan Log by using your individual “Scan Log” by:

- Copy/Pasting your individual “Scan Log” documented daily activities into the **“Team Scan Log”**.

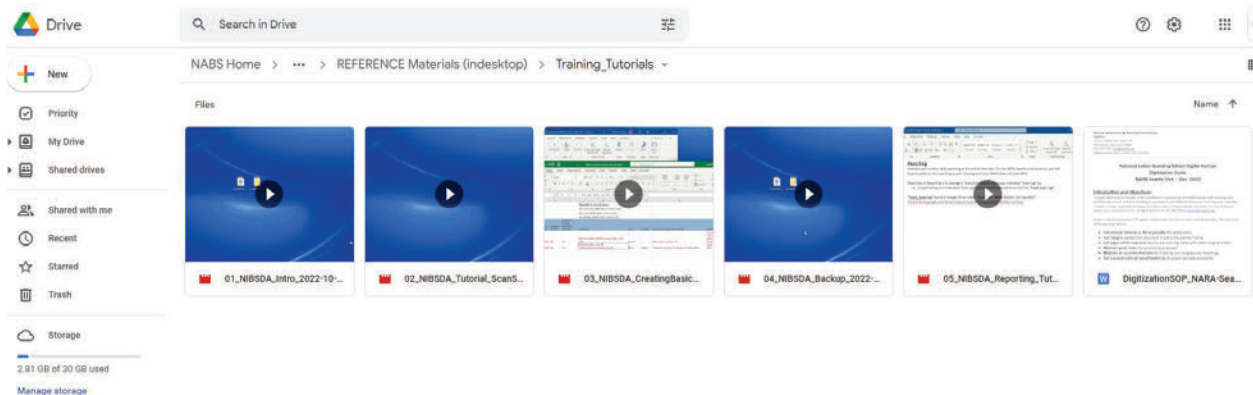
“Team_Scan Log” found in Google Drive Folder “ScanTeam_NARA-Seattle_Oct-Dec2022”:

<https://drive.google.com/drive/folders/12rjSPyYmUxkj5GA9L95W9FKs7mrPjmip>

For a brief Reporting tutorial **[Watch Tutorial]**

Suite of Training Materials designed to provide specific instructions regarding the workflow designed for NABS Scanning Technicians at the National Archives at Seattle. These materials include:

- 1) Introduction: video tutorial covering software and workflow documents available to scanners.
- 2) ScanSnap Scanning: video tutorial covering the operation of the Fujitsu ScanSnap SV600 models.
- 3) Creating Basic Metadata: video tutorial covering the scan log and pull list workflow documents.
- 4) Backup: video tutorial covering backup cloud storage solution procedures.
- 5) Reporting: video tutorial covering the daily reporting mechanism for documenting scan output metrics.
- 6) Digitization Standard Operating Procedure and Best Practices (document)



Chemawa Indian School Records Pull List

SIID	SERIES	SUMMARY	APPROX. VOLUME	Count	Restricted
5987826	Publications, 1900 - 1965	This series consists of publications related to Indian education collected by the Chemawa Indian School or created at the School. Some of the titles include: Indian Education, Fortnightly Field Letter of the Education Division; Some Things That Girls Should Know and Hence Should Learn to Do When in School; The Social Heritage of the Indian Girl; Farm and Home Mechanics, Some Things Every Boy Should Know How to Do and Hence Should Learn to Do in School; Uniform Examinations, United States Indian Schools; Prevention of Tuberculosis Among Government Employees; and Rules for the Indian School	10 linear inches	1 Legal Archives Box, Records Center	Unrestricted
612940	Student Survey Response Forms, 1933 - 1933	This series is comprised of forms, bearing the printed date May 23, 1933, on which students responded to a series of questions designed to help in determining whether the school should be retained or abolished. In addition to name, age, tribe, home town, degree of Indian blood, father's employment and family income, students responded to such wide-ranging questions as "If Chemawa is closed where will you go to school?"; "Do you have any source of personal income?"; "What is the highest grade taught in your home school?"; "Do your parents have a permanent home where they live?"; and "How do	5 linear inches	1 Letter Archives Box, 5 inch	Unrestricted
612773	Quarterly Statement of Arrivals at and Departures from the Salem Indian School, 1909 - 1926	This series consists of quarterly reports, dated 1909 to 1924, that record travel by students at the Chemawa Indian School (sometimes referred to as the Salem Indian School). The reports typically provide a student's name, tribe, and age; indicate the starting and ending point of the trip; and show the distance of the trip in miles. The reports include a separate section recording student attempts to run away from the school. Entries in this section typically include a student's name, tribe, and	5 linear inches	1 Letter Archives Box, 5 inch	Unrestricted
5821853	Numbered Circulars, 1880 - 1911	This series consists of numbered circulars sent from the Office of Indian Affairs to the Salem Indian School. The school was informally known, and later officially known, as the Chemawa Indian School. The circulars provide general information about policy and procedures, request or give information, or transmit detailed instructions.	3 linear inches	1 Legal Archives Box, Narrow	Unrestricted
5880143	Diary of the Disciplinary and General Rules for Chemawa School, 1885 - 1889	This series consists of a volume containing two sections. The first section is a diary maintained by the Disciplinary at the school between March 1, 1885 through June 29, 1885. The second section is a brief list of rules for pupils issued October 1, 1889. The rules include behavioral and work expectations as well as requirements to communicate in English. The school was established at Forest Grove, Oregon and relocated to Chemawa, Oregon in 1885. It was informally, and later officially, known as the Chemawa Indian School.	2 linear inches	1 Legal Archives Box, Narrow	Unrestricted
5890223	Register of Runaways, 1904 - 1909	This series consists of a list of students who left the School without permission. Entries include the name of the student, the date they left, who they left with, if they returned and any related expenses. The Salem Indian School was informally, and later formally, known as the Chemawa Indian School.	1 linear inch	1 Volume, Ledger Size	Unrestricted
5821517	Personal Files Related to the Professional Career of James McGregor, 1921 - 1925	This series consists of the personal files of James McGregor related to his professional work as Supervisor of the Rocky Mountain District of Indian Schools from 1921 to 1922, and as Superintendent of the Rosebud Indian Agency from 1923 to 1925.	2 linear feet, 1 linear inch	1 5 Letter Archives Box, Standard	Unrestricted
The records include correspondence, employee efficiency reports and annual reports. A copy of the Rosebud Agency annual					

5821565	Annual Reports, 1916 - 1940	This series consists of copies of annual reports from the School Superintendent to the Commissioner of Indian Affairs. The reports typically include statistical and narrative sections as well as a student census. The annual report for 1936 includes a map of School buildings. Photographs of students and student activities are included with reports for 1938-1940.	7 linear inches	1 Letter Archives Box, Narrow 2.5 inch 1 Letter	Unrestricted
2645372	School Administrative Records, 1894 - 1920	This series deals with the administration of education programs for the Puyallup Indian Agency and the Cushman Indian School. Records include correspondence, curriculum, examination reports, property returns and lists of pupils.	9 linear inches	1 Legal Archives Box, Records Center 1 Letter	Unrestricted
5891759	Birth and Death Records, 1903 - 1945	This series consists of records of births and deaths occurring at the Chemawa Indian School and those recorded by the school medical staff. The medical staff provided medical treatment to students, staff and, for a time, off-reservation Indians and residents of the Grand Ronde and Siletz reservations.	2 linear inches	1 Legal Archives Box, Narrow	Possibly (Access)-FOIA
5890772	Student General Information and Rating Records, 1941 - 1944	This series consists of Employees' Student Rating cards and General Information forms containing personal information about individual student's health, deportment, reasons for attending the Chemawa Indian School, family, economic circumstances and home environment. The opinions of teachers, staff, and the agency superintendent regarding the student are included.	1 linear foot, 7 linear inches	2 Legal Archives Box, Records Center	Possibly (Access)-FOIA
5889824	Descriptive Records of Admitted Students, 1880 - 1928	This series consists of volumes listing the students admitted to the Salem Indian School. The school was also known informally, and later formerly, as the Chemawa Indian School. Information recorded about the students varies from register to register, but can include student number, name, Indian agency, tribe, father's name and occupation, mother's name, if parents are living or dead, blood degree, age, height, physical information, date of arrival at school, time period enrolled for, date withdrawn from the school, and remarks. Some registers include lists of students discharged from the school, students	8 linear inches	5 Volume, Oversize 2 Photograph	Unrestricted
566596	Student Files, ca. 1890 - 1975	This series consists of case files of Indians who attended, but did not graduate from, the Chemawa Indian School, known (until 1939) as the Salem Indian Training School. The files created before 1910 are typically empty or contain only one or two pieces of correspondence. Files created after 1910 typically contain applications for enrollment, transcripts of grades, attendance records, physicians' certificates, and correspondence between students and the school as well as between parents and the school. Some of the files also contain reports of illnesses and injuries, reports of disciplinary infractions, and correspondence	182 linear feet, 2 linear inches	414 Letter Archives Box, Standard	Partly (Access)- FOIA
5890825	Indexes to Student Files, ca. 1880 - ca. 1960	This series consists of a partial name index to the series "Student Files, ca. 1890-1975" (ARC Identifier 566596) and the series "Graduate Student Files, ca. 1894-1975" (ARC Identifier 566632).	23 linear feet	1 Photograph, 6 x 9 Grey 23 Index Card Box, 6 x 4 inch	Unrestricted
566632	Graduate Student Files, ca. 1894 - 1975	This series consists of case files of Indians who attended and graduated from the Chemawa Indian School, known (until 1939) as the Salem Indian Training School. The files created before 1910 are typically empty or contain only one or two pieces of correspondence. Files created after 1910 typically contain applications for enrollment, transcripts of grades, attendance records, physicians' certificates, and correspondence between students and the school as well as between parents and the school. Some of the files also contain reports of illnesses and injuries, reports of disciplinary infractions, and correspondence	89 linear feet, 3 linear inches	204 Letter Archives Box, Standard	Partly (Access)- FOIA

5889813 Enrollment Records, 1903 - 1950	This series consists of records related to pupil enrollment including accepted and rejected enrollment applications and enrollment correspondence.	4 linear feet, 5 linear inches	1 Letter Archives Box, Narrow 2.5 inch	Possibly (Access)-FOIA
6037890 Clothing Distribution Lists, 1883 - 1912	This series consists of lists of clothing distributed to students. Also included are records of student work assignments and a brief list of students punished for breaking school rules.	5 linear inches	1 Legal Archives Box, Records Center	Unrestricted
5890427 Attendance Registers and Reports, 1889 - 1926	This series consists of student attendance records including daily class attendance registers, periodic attendance statistical reports, and school-wide attendance and enrollment summaries. The attendance registers contain the students' names and their daily class attendance. The periodic reports include a summary of overall school attendance statistics on a monthly and quarterly basis. Some periodic reports include a list of students giving name, tribe, and age. The attendance summaries track attendance statistics on a daily basis for the entire school and include the names of students entering and leaving each day.	1 linear foot, 10 linear inches	4 Legal Archives Box, Records Center	Unrestricted
5890554 Academic Records, 1917 - 1932	This series consists of records of student achievement including grades or ratings in a variety of academic and vocational subjects. Types of records include Report on Examination, Record of Pupil in School and Vocational and Pre-Vocational Record Cards. The Record of Pupil in School sheets provide information about the attendance, parents, church preference, home post office, tribe and reservation of the student. The Salem Indian School was informally, and later formally, called the Chemawa Indian School.	9 linear inches	1 Legal Archives Box, Records Center 2 Volume, 1 Letter	Unrestricted

Department of the Interior. Bureau of Indian Affairs. Pipestone Indian School.
 Series 14: Student Case Files, 1910-1954
 National Archives Identifier 599708

Instructions: 1) Please indicate for each individual which list for priority they should be included in with an "x" (lower case specific no need to capitalize).

2) Indicate which Tribal Nation is identifying the individual (in

Priority 1 - Tribal Affiliation				Priority 2 - Familial Tie		NARA Order Made (date)		Digitized? (yes/no)		Digitized (date)	
Surname	First Name	Series	Tribal Nation	Tribe Comment	Date added						
Allen	George Leonard	Student Files (1925-1954)	Flandreau		4/28/2023	X					
Allen	John	Student Files (1925-1954)	Flandreau		4/28/2023	X					
Arnold	Silas	Student Files (1910-1924)	Yankton	1903	5/9/2023	x					
Arrow	Leo	Student Files (1920-1925)	Yankton	1924	5/9/2023	x					
Arrow	Lloyd	Student Files (1925-1954)	Yankton	1925	5/9/2023	x					
Arrow	Luther	Student Files (1910-1924)	Yankton	1898	5/9/2023	x					
Arrow	Norbert	Student Files (1920-1925)	Yankton	1923	5/9/2023	x					
Atana	Grace	Student Files (1910-1924)	Yankton	1903	5/9/2023	x					
Auge	Bartholomew	Student Files (1910-1924)	Santee Sioux Tribe		4/28/2023		x				
Auge	Joseph	Student Files (1910-1924)	Santee Sioux Tribe		4/28/2023		x				
Auge	Louise	Student Files (1910-1924)	Santee Sioux Tribe		4/28/2023		x				
Auge	Marcella	Student Files (1910-11, 1917-18)	Santee Sioux Tribe		4/28/2023		x				
Baker	Emma Jane	Student Files (1925-1954)	Yankton	1939	5/9/2023	x					
Baker	Mary	Student Files (1910-1924)	Flandreau		4/28/2023	X					
Banks	Audrey	Student Files (1925-1954)	Iowa; Sac and Fox	maybe	4/28/2023		x				
Banks	Charlotte Marie	Student Files (1925-1954)	Iowa; Sac and Fox	maybe	4/28/2023		x				
Banks	Dennis J.	Student Files (1925-1954)	Iowa; Sac and Fox; Leech Lake Band of relatives	maybe	4/28/2023	x					
Banks	Mark L.	Student Files (1925-1954)	Iowa; Sac and Fox	maybe	4/28/2023		x				
Banks	Patrick	Student Files (1925-1954)	Iowa; Sac and Fox	maybe	4/28/2023		x				
Barker	Doris	Student Files (1925-1954)	Flandreau		4/28/2023	X					



The National Native American Boarding School Healing Coalition

2525 E Franklin Ave
Suite 150
Minneapolis, MN 55406
612.354.7700
info@nabshc.org

Listening and Sharing Sessions

Driven by the mission of leading in the pursuit of understanding and addressing the ongoing impacts of the U.S. Indian Boarding School policy, *The National Native American Boarding School Healing Coalition* (NABS) is a Native-led organization committed to the transformative potential of education, advocacy, and healing initiatives in response to an era characterized by child removal and cultural genocide. With a goal of restoring the cultural sovereignty that was threatened by this policy, NABS seeks to promote community-led healing efforts by addressing the contemporary impacts of historical and intergenerational trauma. NABS recognizes that the right of Native communities to set the terms of healing and accountability is paramount to this discussion.

We are deeply committed to community engagement with a focus on community-led healing. While we recognize that there exist many ways to address healing, one of the ways NABS approaches it is through the facilitation of community *Sharing and Listening Sessions*. At these Sharing and Listening Sessions, strategies for community inclusion and input are invaluable and discussions about how communities can benefit the most from NABS programming initiatives take effect. Listening and Sharing Sessions often evolve into action plans for further engagement, including: connecting communities to digitized boarding school records, education resources, gatherings, and resources for self-care, to name a few. We believe that when Listening and Sharing Sessions are developed collaboratively with communities, powerful opportunities for healing can emerge.



SHARING & LISTENING SESSION

AN INTRODUCTION TO THE NABS DIGITAL ARCHIVE

MONDAY, APRIL 24, 2023 | 12:30-4:30 PM PST

6406 MARINE DRIVE
TRAINING ROOM #162
TULALIP, WA 98271





Agenda:

- **12:45pm Introductions and Guiding Values**
- **1:00pm NABS Overview/Sharing/Discussion**
- **1:45pm Break**
- **2:00pm: Tulalip Context/Washington - Oregon - Alaska area Schools Overview/Records and NIBSDA Overview/Discussion**
- **3:00pm: NIBSDA Workshopping**
- **3:30pm: Open Discussion Q&A / Closing remarks on continued CLIR listening sessions / Open Announcements**
- **4pm: End of Session**



The National Native American Boarding School Healing Coalition

CULTIVATING AND SUSTAINING A COMMUNITY OF PRACTICE: U.S. INDIAN BOARDING SCHOOL RECORDS CURATION

Section A. Senior/Key Personnel

- Samuel Torres, Deputy CEO (Year 1 and 2 calendar months)
Dr. Torres will be the project Principal Investigator and will provide supervision support to the Director of Digital Archives. Dr. Torres will also work with organization partners on the Data Aggregation Working Group. Time allocation: 2.5% fte.
- Stephen R. Curley, Director of Digital Archives (Year 1 and 2 calendar months)
Stephen will lead the project and provide oversight for all aspects of data digitization and aggregation. He will closely lead and monitor the implementation of NIBSDA. Stephen will hire, supervise and train Scanning Technicians and Catalogers, as well as supervise the Digital Archives Assistant. Stephen will create agendas for the Data Aggregation Working Group meetings and will play a key instructional role in all community engagement sessions. Stephen will also be responsible for SNAC inquiry. Time allocation: 25% fte.
- Fallon Carey, Digital Archives Assistant (Year 1 and 2 calendar months)
Fallon will contribute to digitization by playing a lead role in the scanning and cataloging of archival content. Fallon will work closely with Scanning Technicians and Catalogers to assist in ensuring consistency in following best practices. Fallon will provide assistance in community-based instruction and information sharing opportunities. Time allocation: 25% fte.
- Ekoo Beck, Community Engagement Coordinator (Year 1 and 2 calendar months)
Ekoo will lead outreach strategies to engage communities in information sharing opportunities and community-based instruction. Ekoo will identify community stakeholders, arrange meeting spaces, and coordinate logistics for informational events. Time allocation: 10% fte.

Fringe Benefits

- The personnel fringe benefit rate is (b) (6)

Section B. Other Personnel

- TBD Catalogers (Year 1 and 2 calendar months)
The Catalogers will be responsible for 2,000 hours of document scanning. We are anticipating 15,000 pages of material to be sourced from each of 8 NARA locations. Two

(2) catalogers will be hired by NABS to fully describe and catalog 120,000 pages of scanned project output and will work with the Digital Archives Assistant to ingest and upload descriptive metadata and associated digital surrogates into NIBSDA. Hourly pay rate: \$29.00.

- TBD Scanning Technicians (Year 1 and 2 calendar months)
NABS will hire (2) part-time Scanning Technicians to work with the Digital Archives Assistant to create digital surrogate PDF/A files based on the guidelines for 4-star digitization outlined in the Federal Agencies Digitization Guidelines Initiative (400 ppi, 16 bit depth, color or greyscale). Hourly pay rate: \$29.00.

Fringe Benefits

- Temporary Catalogers and Scanning Technicians have an employer tax/insurance rate of 9.5%

Section C. Equipment

- DuraCloud Storage Solution Subscription: $\$4,000 \times 2 \text{ years} = \$8,000$ is requested as a permanent, quality storage for digital archives. NABS will be responsible for the annual subscription fee after the end of the contract period.
- Spideroak Subscription: $\$320 \times 2 \text{ years} = \640 is requested for back-up of captured digital files and corresponding metadata. Spideroak cloud storage solution is used as a temporary field storage and backup measure while scanning occurs on site.

Section D. Travel

Convenings, Presentations and Training Travel

- \$7,000 is requested for ATALM conference airfare for 7 staff who will be leading the convening of national and federal stakeholders as an objective of this cooperative agreement, as well as serve as presenters and trainers on project learnings. ATALM conference travel will occur once each of 2 years ($\$500 \text{ round trip} \times 7 \text{ staff} \times 2 \text{ conferences}$).
- \$9,240 is requested for ATALM conference hotel for 7 staff. ATALM conference hotel will occur once each of 2 years ($7 \text{ staff} \times 3 \text{ nights} \times \$220/\text{per person} \times 2 \text{ conferences}$).
- \$2,688 is requested for meal per diems ($7 \text{ staff} \times \$64/\text{day} \times 3 \text{ days} \times 2 \text{ conferences} = \$2,688$).

Digitization Travel

- \$36,000 is requested for Digitization Hotel in order to meet project goals at record sites (Project team of 3 x 6 nights x $\$250/\text{night} \times 8 \text{ trips} = \$36,000$)
- \$14,400 is requested for Digitization Airfare for the project team to travel to record sites (Project team of 3 x $\$500 \text{ airfare} \times 8 \text{ trips} = \$14,400$)

- \$6,720 is requested for Digitization Rental Cars for the project team each trip (\$120/day x 7 days x 8 trips = \$6,720).
- \$10,752 is requested for Meal Per Diem for digitization trips (\$64/day x 3 people x 7 days x 8 trips = \$10,752).

Community Listening Sessions Travel

- \$7,040 is requested for Listening Session Hotel for staff leading sessions at locations to be determined. Four listening sessions, 2 per year, will be held during the project period (4 staff x 2 nights x \$220 hotel x 4 trips = \$7040).
- \$8,000 is requested for Listening Session Airfare for 4 staff (4 staff x \$500 air x 2 trips x 2 years = \$8,000).
- \$960 is requested Listening Session Rental Car for the staff team to carpool while in the community (\$120/day x 2 days x 4 trips = \$960).
- \$2,304 is requested for Staff meals per diem while traveling for listening sessions. Since staff will be traveling on 2 days and lunch will be served at the listening session, the half day er diem rate is applied (\$48 half day rate x 3 days x 4 staff x 4 trips = \$2,304).

Section E. Participant/Trainee Support Costs

Stipends

- \$5,000 is requested to provide an annual honorarium to Aggregation Working Group participants in recognition of their time and contributions to this project. Not all work group participants accept honorariums, so the request is for a letter amount than necessary for all work group participants (10 persons receive \$250 per year x 2 years = \$5,000).

Travel for Convenings, Presentations and Training

- \$20,800 is requested for Hotel for 16 Convening stakeholders coinciding with the annual ATALM conference for 2 years during the project. It's anticipated that more stakeholders will participate in the project convening than the number receiving sponsorship through this award (16 participants x \$650 for 3 nights hotel x 2 convenings = \$20,800). Average hotel cost was provided by ATALM.
- \$16,000 is requested for Participant Travel to attend convenings coinciding with the annual ATALM conference for 2 years (16 stakeholders x \$500 airfare x 2 years = \$16,000)

Subsistence

- \$2,960 is requested to provide lunch to 40 participants at each of 4 community listening sessions (40 participants x \$18.50/lunch x 4 sessions = \$2,960).

Other

- \$16,100 is requested to cover annual ATALM conference registration fees for 16 stakeholder participants and 7 project staff to convene, present and train others on project learnings (23 participants x \$350/per registration x 2 conferences = \$16,100)

Section F. Other Direct Costs

Subawards

- (b) (6) is requested to cover the cost of Mindy Bailey, Digitization Specialist, working part-time with the Ziibiwing Museum of Culture and Lifeways of the Saginaw Chippewa Tribe to lead the digitization and cataloging of documents specifically for records of Indian boarding schools in Michigan, during the first year of the project. The Digitization Specialist is 50% FTE and receives full benefits (b) (6) hour x 20 hours x 52 weeks, plus benefits at a rate of (b) (6) of earnings = (b) (6).
- \$36,250 is requested to cover the cost of a Cataloger, to be determined, for Dickson College during the first year of the project. The Cataloger is an hourly employee hired for 1,000 hours of cataloging (b) (6) hour x 1,000 hours, plus benefits at a rate of (b) (6) of earnings = \$36,250).

Section G. Total Direct Costs

- \$454,549.00 is requested to cover total direct costs. Direct costs not requested in this proposal include space for convenings under this cooperative agreement, space for listening sessions, and meals for participants attending convenings or the ATALM conference presentations and training sessions. ATALM has committed to providing space, technology and staff support during each conference at no charge, a value of \$2,500 x 2 convenings = \$5,000.

Section H. Indirect Costs

- \$45,451 is requested to cover indirect costs. NABS does not have an indirect cost rate with the federal government, therefore we request the application of 10% of direct cost to cover indirect project costs. Since 10% does not cover all actual general operating or administrative costs, NABS is applying funding from other sources to ensure all costs are covered and the project is successful.

Section I. Total Direct and Indirect Costs

- The total request with direct and indirect costs is \$500,000.

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001

Expiration Date: 12/31/2022

UEI: (b) (4)

Enter name of Organization: National Native American Boarding School Healing Coalition

Budget Type: ☒ Project ☐ Subaward/Consortium

Budget Period: 1 Start Date: 01/01/2024 End Date: 12/31/2025

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
Dr.	Samuel		Torres		(b) (6)	24.00			(b) (6)	(b) (6)	(b) (6)
Project Role: PD/PI											
	Stephen		Curley		(b) (6)	24.00			(b) (6)	(b) (6)	(b) (6)
Project Role: Project Team Lead											
	Fallon		Carey		(b) (6)	24.00			(b) (6)	(b) (6)	(b) (6)
Project Role: Project Team Member											
	Ekoo		Beck		(b) (6)	24.00			(b) (6)	(b) (6)	(b) (6)
Project Role: Project Team Member											

Additional Senior Key Persons: Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Cal.	Months		Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
			Cal.	Acad.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	Cataloger	24.00	<input type="text"/>	<input type="text"/>	(b) (6)	(b) (6)	(b) (6)
2	Scanninig Technician	<input type="text"/>	<input type="text"/>	6.00	(b) (6)	(b) (6)	(b) (6)

Total Number Other Personnel

Total Other Personnel

Total Salary, Wages and Fringe Benefits (A+B)

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
DuraCloud Storage Sultion Subscription (\$4,000 a year x 2 years)	8,000.00
Spideroak Field Backup Solution (\$320 a year x 2 years)	640.00

Additional Equipment:

Add Attachment

Delete Attachment

View Attachment

Total funds requested for all equipment listed in the attached file

Total Equipment 8,640.00

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	105,104.00
2. Foreign Travel Costs	
Total Travel Cost	105,104.00

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	
2. Stipends	5,000.00
3. Travel	36,800.00
4. Subsistence	2,960.00
5. Other <input type="text" value="ATALM Conference Registration for Convening \$350 x 23 people x 2 years"/>	16,100.00
<input type="text" value="206"/> Number of Participants/Trainees	Total Participant/Trainee Support Costs 60,860.00

F. Other Direct Costs**Funds Requested (\$)**

1. Materials and Supplies	
2. Publication Costs	
3. Consultant Services	
4. ADP/Computer Services	
5. Subawards/Consortium/Contractual Costs	75,458.00
6. Equipment or Facility Rental/User Fees	
7. Alterations and Renovations	
8. <input type="text"/>	
9. <input type="text"/>	
10. <input type="text"/>	
11. <input type="text"/>	
12. <input type="text"/>	
13. <input type="text"/>	
14. <input type="text"/>	
15. <input type="text"/>	
16. <input type="text"/>	
17. <input type="text"/>	
Total Other Direct Costs	75,458.00

G. Direct Costs**Funds Requested (\$)****Total Direct Costs (A thru F)**

454,549.00

H. Indirect Costs

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
None	10.00	454,549.00	45,451.00

Total Indirect Costs

45,451.00

Cognizant Federal Agency(Agency Name, POC Name, and
POC Phone Number)**I. Total Direct and Indirect Costs****Funds Requested (\$)****Total Direct and Indirect Institutional Costs (G + H)**

500,000.00

J. Fee**Funds Requested (\$)****K. Total Costs and Fee****Funds Requested (\$)****Total Costs and Fee (I + J)**

500,000.00

L. Budget Justification

(Only attach one file.)

Add Attachment

Delete Attachment

View Attachment

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		120,682.00
Section B, Other Personnel		83,805.00
Total Number Other Personnel	4	
Total Salary, Wages and Fringe Benefits (A+B)		204,487.00
Section C, Equipment		8,640.00
Section D, Travel		105,104.00
1. Domestic	105,104.00	
2. Foreign		
Section E, Participant/Trainee Support Costs		60,860.00
1. Tuition/Fees/Health Insurance		
2. Stipends	5,000.00	
3. Travel	36,800.00	
4. Subsistence	2,960.00	
5. Other	16,100.00	
6. Number of Participants/Trainees	206	
Section F, Other Direct Costs		75,458.00
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services		
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs	75,458.00	
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1		
9. Other 2		
10. Other 3		
11. Other 4		
12. Other 5		
13. Other 6		
14. Other 7		
15. Other 8		
16. Other 9		
17. Other 10		

Section G, Direct Costs (A thru F)

454,549.00

Section H, Indirect Costs

45,451.00

Section I, Total Direct and Indirect Costs (G + H)

500,000.00

Section J, Fee

Section K, Total Costs and Fee (I + J)

500,000.00

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001
Expiration Date: 12/31/2022

UEI: (b) (4)

Enter name of Organization: Dickinson College

Budget Type: ☐ Project ☒ Subaward/Consortium

Budget Period: 1

Start Date: 01/01/2024

End Date: 12/31/2025

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			

Project Role: PD/PI

Additional Senior Key Persons:

Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	Cataloger	12.00	<input type="text"/>	<input type="text"/>	(b) (6)	(b) (6)	36,250.00

1 Total Number Other Personnel

Total Other Personnel 36,250.00

Total Salary, Wages and Fringe Benefits (A+B) 36,250.00

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	
<div>Add AttachmentDelete AttachmentView Attachment</div>	
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	<input type="text"/>

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	<input type="text"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	<input type="text"/>
3. Travel	<input type="text"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text"/> Number of Participants/Trainees	Total Participant/Trainee Support Costs <input type="text"/>

F. Other Direct Costs		Funds Requested (\$)
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services		
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
Total Other Direct Costs		

G. Direct Costs	Funds Requested (\$)
Total Direct Costs (A thru F)	36,250.00

H. Indirect Costs			
Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Total Indirect Costs			
Cognizant Federal Agency (Agency Name, POC Name, and POC Phone Number)			

I. Total Direct and Indirect Costs	Funds Requested (\$)
Total Direct and Indirect Institutional Costs (G + H)	36,250.00

J. Fee	Funds Requested (\$)

K. Total Costs and Fee	Funds Requested (\$)
Total Costs and Fee (I + J)	36,250.00

L. Budget Justification			
(Only attach one file.)		Add Attachment	Delete Attachment
			View Attachment

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		
Section B, Other Personnel		36,250.00
Total Number Other Personnel	1	
Total Salary, Wages and Fringe Benefits (A+B)		36,250.00
Section C, Equipment		
Section D, Travel		
1. Domestic		
2. Foreign		
Section E, Participant/Trainee Support Costs		
1. Tuition/Fees/Health Insurance		
2. Stipends		
3. Travel		
4. Subsistence		
5. Other		
6. Number of Participants/Trainees		
Section F, Other Direct Costs		
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services		
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1		
9. Other 2		
10. Other 3		
11. Other 4		
12. Other 5		
13. Other 6		
14. Other 7		
15. Other 8		
16. Other 9		
17. Other 10		

Section G, Direct Costs (A thru F)

36,250.00

Section H, Indirect Costs

Section I, Total Direct and Indirect Costs (G + H)

36,250.00

Section J, Fee

Section K, Total Costs and Fee (I + J)

36,250.00

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001
Expiration Date: 12/31/2022

UEI: (b) (4)

Enter name of Organization: Ziibiwing Center of Anishinabe Culture & Lifeways

Budget Type: ☐ Project ☒ Subaward/Consortium

Budget Period: 1 Start Date: 01/01/2024 End Date: 12/31/2025

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			

Project Role: PD/PI

Additional Senior Key Persons: Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	Digitization Specialist	12.00	<input type="text"/>	<input type="text"/>	(b) (6)	(b) (6)	(b) (6)

1 Total Number Other Personnel

Total Other Personnel (b) (6)

Total Salary, Wages and Fringe Benefits (A+B) (b) (6)

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	
<div><div>Add Attachment</div><div>Delete Attachment</div><div>View Attachment</div></div>	
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	<input type="text"/>

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	<input type="text"/>
2. Foreign Travel Costs	<input type="text"/>
Total Travel Cost	<input type="text"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	<input type="text"/>
3. Travel	<input type="text"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text"/>	<input type="text"/>
<input type="text"/> Number of Participants/Trainees	Total Participant/Trainee Support Costs <input type="text"/>

F. Other Direct Costs

Funds Requested (\$)

1. Materials and Supplies

2. Publication Costs

3. Consultant Services

4. ADP/Computer Services

5. Subawards/Consortium/Contractual Costs

6. Equipment or Facility Rental/User Fees

7. Alterations and Renovations

8. 9. 10. 11. 12. 13. 14. 15. 16. 17.

Total Other Direct Costs

G. Direct Costs

Funds Requested (\$)

Total Direct Costs (A thru F)

(b) (6)

H. Indirect Costs

Indirect Cost Type

Indirect Cost Rate (%)

Indirect Cost Base (\$)

Funds Requested (\$)

Total Indirect Costs

Cognizant Federal Agency

(Agency Name, POC Name, and
POC Phone Number)**I. Total Direct and Indirect Costs**

Funds Requested (\$)

Total Direct and Indirect Institutional Costs (G + H)

(b) (6)

J. Fee

Funds Requested (\$)

K. Total Costs and Fee

Funds Requested (\$)

Total Costs and Fee (I + J)

(b) (6)

L. Budget Justification

(Only attach one file.)

Add Attachment

Delete Attachment

View Attachment

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		
Section B, Other Personnel		(b) (6)
Total Number Other Personnel	1	
Total Salary, Wages and Fringe Benefits (A+B)		(b) (6)
Section C, Equipment		
Section D, Travel		
1. Domestic		
2. Foreign		
Section E, Participant/Trainee Support Costs		
1. Tuition/Fees/Health Insurance		
2. Stipends		
3. Travel		
4. Subsistence		
5. Other		
6. Number of Participants/Trainees		
Section F, Other Direct Costs		
1. Materials and Supplies		
2. Publication Costs		
3. Consultant Services		
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1		
9. Other 2		
10. Other 3		
11. Other 4		
12. Other 5		
13. Other 6		
14. Other 7		
15. Other 8		
16. Other 9		
17. Other 10		

Section G, Direct Costs (A thru F)

(b) (6)

Section H, Indirect Costs

Section I, Total Direct and Indirect Costs (G + H)

(b) (6)

Section J, Fee

Section K, Total Costs and Fee (I + J)

(b) (6)