

**PUBLIC SERVICES COMMITTEE**

Committee Chair: Gary Feist, North Dakota Public Employees Association, Local 4660

Committee Secretary: Patricia Kelly, Massachusetts Library Staff Association, Local 4928

**40. THE FUTURE OF PUBLIC WORK: ARTIFICIAL INTELLIGENCE, ALGORITHMS AND DATA PROTECTION IN A DIGITAL AGE**

**Committee recommends concurrence.**

1 WHEREAS, the public sector is facing a digitized future where  
2 public data and employees' work products are subject to an increased  
3 use of algorithms and digitalization, as well as a transition to artificial  
4 intelligence and machine learning without regard for human oversight  
5 and union voice in the development of these products; this trend is  
6 affecting many sectors of the workforce, including education—pre-K  
7 through higher education—healthcare, infrastructure, and every level  
8 of government service; and

9 WHEREAS, when regulated, digital advances can benefit workers,  
10 improve public services, break down barriers to access and build  
11 democratic power; and

12 WHEREAS, these innovations also bring fundamental ethical  
13 concerns, and many unforeseen challenges, including the possibility of  
14 increased gender and ethnic bias, high costs, significant threats to  
15 privacy, dangers of mass surveillance, and concern over transparency  
16 and accountability; and

17 WHEREAS, few governments have successfully developed policies  
18 or institutions to ensure data can be protected and utilized for public  
19 good; many private companies now hold monopolies on the data  
20 governments need to operate critical public services; and governments  
21 are handing over the rights to this data directly to companies without  
22 an understanding of its value; and

23 WHEREAS, data protection is a critical issue; we, as citizens, often  
24 lack the ability to access or control our personal data collected by  
25 technology; Artificial intelligence in the digital realm can be very  
26 invasive, and even infringe on basic rights and freedoms; AI can  
27 increase risks of misinformation, disinformation and widening society's  
28 divisions; and

29 WHEREAS, digitalization's negative impacts exacerbate an already  
30 divided and inequitable world; these anti-democratic tendencies  
31 include accentuating differences in class and income, ethnicity,  
32 custom, religion, gender, generations and geography:

33 **RESOLVED, the American Federation of Teachers will support**  
34 **enforceable governmental regulations that increase individuals'**

35 protection by allowing transparency, agency and control over  
36 citizens’ personal data; and

37 RESOLVED, the AFT will provide union education and  
38 advocacy on AI issues in the workplace and, at the bargaining  
39 table, research and collect contract bargaining language that will  
40 support our desire to protect members’ personal data and ensure  
41 that the data of the communities we represent is safeguarded as  
42 a public good; and

43 RESOLVED, the AFT will advocate for the development of an  
44 AI environment where the ultimate responsibility and  
45 accountability lies with humans, not with the technology itself; to  
46 further this discussion among our affiliates and members, we will  
47 promote the groundbreaking global agreement from the United  
48 Nations Educational, Scientific, and Cultural Organization  
49 (UNESCO) entitled, “The Ethics of Artificial Intelligence”; and

50 RESOLVED, workers, their unions and the international labor  
51 community must have a seat at the table to ensure that the  
52 benefits and responsibilities of a digital society—AI grounded in  
53 ethical values, principles and human rights—are considered; this  
54 will include a review of costs, equity, efficiency, inclusiveness and  
55 accountability; workers and their unions must be empowered  
56 along each step—algorithm design, procurement, training,  
57 implementations and assessment—to benefit from the new  
58 workforce opportunities and professional development these  
59 changing technologies will offer.

- Adopted                       Adopted as Amended                       Defeated                       Tabled
- Precluded by \_\_\_\_\_                       Referred to \_\_\_\_\_

## 41. ADDRESS HOMELESSNESS, FORECLOSURES AND EVICTIONS

**Committee recommends concurrence as amended below:**

1 WHEREAS, the federal eviction moratorium expired in August  
2 2021, and by March 2022 the percentage of American renters facing  
3 eviction compared with the historical average doubled, and whereas  
4 the number of American homeowners facing foreclosure increased by  
5 nearly 200 percent between April 2021 and April 2022; and

6 WHEREAS, nearly 1.5 million school-age children are houseless in  
7 a typical school year, not to mention those in danger of becoming  
8 houseless; and

9 WHEREAS, educator unions are increasingly recognizing their  
10 power to bargain for the common good, and push the boundaries of  
11 what is considered appropriate for collective bargaining in order to

12 contribute to dismantling systems of oppression and addressing the  
13 needs of students, their families and their school communities:

14 **RESOLVED, that the American Federation of Teachers will**  
15 **provide resources and support for locals to bargain for**  
16 **enforceable contract language that attempts to address and**  
17 **alleviate houselessness among the students they serve; and**

18 **RESOLVED, that the AFT will provide resources and support**  
19 **for locals to advocate for students and public employees**  
20 **experiencing houselessness to voice their needs and contribute**  
21 **to decisions around their education; and**

22 **RESOLVED, that the AFT will lobby for and support efforts to**  
23 **provide affordable housing to all pre-K through 12th-grade**  
24 **students, public employees and families that need it.**

- Adopted                       Adopted as Amended                       Defeated                       Tabled
- Precluded by \_\_\_\_\_                       Referred to \_\_\_\_\_

**42. SUPPORT FOR THE TRUTH AND HEALING  
COMMISSION ON INDIAN BOARDING SCHOOL  
POLICIES ACT AND ASSOCIATED EFFORTS**

**Committee recommends concurrence.**

1        WHEREAS, the Federal Indian Boarding School Initiative  
2 Investigative Report of May 2022 concluded that the United States’  
3 creation of the federal Indian boarding school system was part of a  
4 broader policy aimed at acquiring collective territories from Indian  
5 tribes, Alaska Natives, and the Native Hawaiian community and lands  
6 from individuals therein, severing the cultural and economic connection  
7 between Indian tribes, Alaska Native Villages, the Native Hawaiian  
8 community and their territories, and assimilating Indian children  
9 through the federal Indian boarding school system; and

10        WHEREAS, the federal Indian boarding school system was  
11 expansive, consisting of 408 federal Indian boarding schools, often  
12 church-run, comprising 431 specific sites, across 37 states or then-  
13 territories, including 21 schools in Alaska and seven schools in Hawaii;  
14 and

15        WHEREAS, the twin federal policy of Indian territorial  
16 dispossession and Indian assimilation through Indian education  
17 extended beyond the federal Indian boarding school system, including  
18 an identified 1,000+ other federal and non-federal institutions, including  
19 Indian day schools, sanitariums, asylums, orphanages, and stand-  
20 alone dormitories that involved education of Indian people, mainly  
21 Indian children; and

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22 WHEREAS, the federal Indian boarding school system deployed  
23 militarized and identity-alteration methodologies to assimilate  
24 American Indian, Alaska Native, and Native Hawaiian people—  
25 primarily children—through education; and

26 WHEREAS, the federal Indian boarding school system  
27 predominantly utilized manual labor of American Indian, Alaska Native,  
28 and Native Hawaiian children to compensate for the poor conditions of  
29 school facilities and lack of financial support from the federal  
30 government; and

31 WHEREAS, the federal Indian boarding school system discouraged  
32 or prevented the use of American Indian, Alaska Native, and Native  
33 Hawaiian languages or cultural or religious practices through  
34 punishment, including corporal punishment; and

35 WHEREAS, the intentional targeting and removal of American  
36 Indian, Alaska Native, and Native Hawaiian children to achieve the goal  
37 of forced assimilation of Indian people was both traumatic and violent,  
38 resulting in thousands of children dying at federal Indian boarding  
39 schools, many buried in unmarked or poorly maintained burial sites far  
40 from their Indian tribes; Alaska Native Villages; the Native Hawaiian  
41 community; and families, often hundreds, or even thousands, of miles  
42 away; and

43 WHEREAS, the federal Indian boarding school system directly  
44 disrupted Indian families, Indian tribes, Alaska Native Villages, and the  
45 Native Hawaiian community for nearly two centuries; and the 2018  
46 Broken Promises Report published by the U.S. Commission on Civil  
47 Rights reported that American Indian and Alaska Native communities  
48 continue to experience intergenerational trauma resulting from  
49 experiences in Indian boarding schools, which divided cultural family  
50 structures, damaged Indigenous identities, and inflicted chronic  
51 psychological ramifications on American Indian and Alaska Native  
52 children and families; and

53 WHEREAS, today over 90 percent of American Indian, Alaska  
54 Native, and Native Hawaiian students are enrolled in our public  
55 schools, and in schools operated or funded by the Bureau of Indian  
56 Education; and

57 WHEREAS, Congress introduced legislation to establish the Truth  
58 and Healing Commission on Indian Boarding School Policies in the  
59 United States, and for other purposes, cited as the Truth and Healing  
60 Commission on Indian Boarding School Policies Act, on Sept. 30,  
61 2021; and

62 WHEREAS, the purposes of this act are to establish a Truth and  
63 Healing Commission on Indian Boarding School Policy in the United  
64 States to fully investigate and document the scope and impact of such  
65 policies including identifying surviving Federal Indian boarding school  
66 attendees and documenting their experiences, advancing Native  
67 language revitalization, promoting Indian health research, and

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68 recognizing the generations of American Indian, Alaska Native, and  
69 Native Hawaiian children that experienced the federal Indian boarding  
70 school system with a federal memorial:

71 **RESOLVED, that the American Federation of Teachers will use**  
72 **its resources to advocate for the passage of the Truth and Healing**  
73 **Commission on Indian Boarding School Policies Act (H.R. 5444**  
74 **and S. 2907) and similar initiatives to hold the federal government**  
75 **accountable for, and redress and heal, the historical and**  
76 **intergenerational trauma inflicted by the Indian boarding school**  
77 **policies; and**

78 **RESOLVED, that the AFT will provide resources to inform and**  
79 **educate AFT members and the school community as a whole**  
80 **about the historical and intergenerational traumatic impact; and**

81 **RESOLVED, that as the process moves forward with the**  
82 **Department of the Interior, the AFT will advocate for AFT members**  
83 **to participate in future studies and commissions that support the**  
84 **goals of the Truth and Healing Commission on Indian Boarding**  
85 **School Policies Act (H.R. 5444 and S. 2907).**

- Adopted       Adopted as Amended       Defeated       Tabled  
 Precluded by \_\_\_\_\_       Referred to \_\_\_\_\_