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**The City of New York
Community Board 8 Manhattan
Youth, Education & Libraries Committee
Thursday, May 27, 2021 - 6:30 PM
*This meeting was conducted via Zoom***

Minutes:

Please note: The resolutions contained in the committee minutes are recommendations submitted by the committee chair to the Community Board. At the monthly full board meeting, the resolutions are discussed and voted upon by all members of Community Board 8 Manhattan.

CB8 Members Present: Taina Borrero, Peter Patch, Rami Sigal, Vanessa Aronson, and Edward Hartzog

Resolutions for Approval:

Item 4 – Resolution in Support of School Sports and Afterschool Programs

1. **The Covid Slide: How to Support Our Students as They Recover from the Pandemic Learning Loss –**
Presentation by Professor Jennifer Klein of Hunter College
 - It is important to support students while fostering a love of learning and confidence
 - Teacher support is needed to lessen Covid learning loss
 - It is important to look at the positives while examining Covid learning loss
 - Research data is taken from large-scale assessments to gauge student proficiency, but these tests are not used for individual learning plans
 - In order to truly gauge Covid learning loss, you must examine children on a case-by-case basis
 - Students with disabilities are most impacted
 - White middle-class students made more gains than expected throughout the pandemic
 - Decrease in math proficiency especially in older students
 - Summer learning loss cannot truly be compared to Covid learning loss due to the fact that there was classroom instruction during the pandemic as opposed to nothing during the summer months
 - Tips for parents include talking with classroom teachers, 1:1 or small group tutoring, and assessing social-emotional needs as well as academic needs
 - Programs like Summer Rising take into account the whole student, not just the academics
 - Trauma-based approaches are important to limit the impacts of the pandemic on students
 - Having 1:1 support for a child, whether with a high school student or a professional can go a long way to building confidence in students
 - Vocabulary development is important
 - Games like chess are important for rebuilding social development and academic skills
 - There is no replacement for person-to-person interaction especially in early childhood education
2. **Open discussion about the impact of the New York Blood Center expansion proposal on the Julia Richman Education Complex and its students/staff**
 - The full board's resolution against the Blood Center is sufficient and many board members opposed the project because of its impact on Julia Richman
 - The Parks and Waterfront Committee's resolution was inclusive

- As of May 2021, there is no need for an additional resolution against the Blood Center ULURP proposal
 - Going forward, we as a board must closely examine the impact of new development on our youth, schools, and libraries
 - We also have to be aware of the implications of Speaker Johnson's Planning Together initiative on youth, education, and libraries
 - Further discussion on Planning Together is being held in the Planning Together Task Force meetings
3. Old Business – No old business
 4. New Business
 - Proposed resolution in support of school sports and afterschool programs

Resolutions:

WHEREAS: Middle and high school sports and afterschool programs are valuable to students, families, and school communities.

WHEREAS: Sports and afterschool programs for students in Kindergarten through 12th grade are vital to student academic and social success.

WHEREAS: After School program funding has been cut and programs canceled due to the COVID-19 pandemic.

WHEREAS: School sports and afterschool programming serve as vital childcare and support for at-risk youth.

WHEREAS: Sports teams in the Public School Athletic League (PSAL) are significant in the recruiting of young talent to new or developing high schools.

WHEREAS: PSAL has not chartered new sports teams in most New York City Department of Education high schools despite significant interest by school athletic programs under the All-Access Pilot policy.

WHEREAS: PSAL's All-Access Pilot policy inhibits the growth of young athletes, exacerbates the gender gap in sports, and hinders school spirit and recruiting measures, despite its merits.

WHEREAS: Student-athletes rely on PSAL programming to gain otherwise unobtainable scholarships to institutions of higher education.

WHEREAS: Sports teams rely on PSAL for organizational and financial support to pay for referees and coach salaries.

BE IT RESOLVED: Manhattan's Community Board 8 supports a change to PSAL's Pilot policy through the chartering of any team interested in participation in PSAL approved sports as well as the restoration of funds and full reopening of afterschool programming for all students.

VOTE: 5-0-0-0

In Favor: Taina Borrero, Peter Patch, Rami Sigal, Vanessa Aronson, and Edward Hartzog

Taina Borrero, Peter Patch, and Rami Sigal, Co-Chairs