

**NYS TEMPORARY COMMISSION TO PREVENT CHILDHOOD DROWNING**  
**FRIDAY, February 9, 2024**  
**9:30-11:30 AM**

**Agenda:**

- Reminder to start the recording of the meeting
- Call to Order
- Reminder: Commissioners need to be on camera. The volume needs to be unmuted. Your complete name needs to be displayed.
- Guidelines: Public Participation:
- Introductions:
- Approval of Minutes from previous meeting
- **Guest Speaker: Shanna Blanchard, Shawn Slevin, Kaitlin Krause: Water Safety Coalition**

**Discussion: Where are we on each Goal?**

- Goal A-1 & A-2: Age & Standards - Marrick
- Goal B: Feasibility & Effectiveness - Brian, Heidi
  
- Goal C: Partnerships - Gwen, Kate
- Goal D: Underserved/Under resourced - Mike, Kevin, Casper
- Goal E: Awareness - Kathryn, Heidi, Kate

**Define Terms:** Glossary of Terms to create a common state-wide vocabulary

**11:20 For the Good of the Group**

Game Plan for next meeting:

**11:30 Adjourned**

**Upcoming Events:**

- 2/9/2024: Water Safety Coalition speakers (Kate)
- 2/21: State Injury Meeting: Marrick & Kate presenting
- 3/8/2024: Dr. Langendorfer, report NDPA/AOAP Water Safety Conference
- 3/14/2024: Virtual Vermont Water Safety Symposium: Marrick & Kate presenting
- 3/15/2024: Central North Zone, AHPERD, Conference: Let's Talk Aquatics!; Marrick presenting
- 11/20-11/24/2024: NYS AHPERD Conference @Turning Stone, Verona, NY

**<https://www.ny.gov/programs/temporary-commission-prevent-childhood-drowning>**

## **Guest Speakers**

### **Shanna Blanchard:**

Shanna Blanchard is the Chair of New York City's Water Safety Coalition. She has over a decade of experience working in urban parks, strategic partnerships, and program management and has worked in and supported some of New York City's most dynamic public spaces including Central Park, Rockaway Beach, and Gateway National Recreation Area. Growing up in North Carolina and regularly visiting its famed Outer Banks, Shanna has a deep love for the ocean and coastal environments and is committed to positively engaging the public in them and protecting them through education, environmental stewardship, and advocacy. Shanna is an avid open water swimmer and body surfer and loves running on the beach.

### **SHAWN SLEVIN:**

Shawn Slevin started Swim Strong Foundation in 2006 to reduce unintended drowning by teaching water safety and swimming skill education. Swim Strong offers Learn to Swim (including Adaptive) through Competitive programs for ages 3 through Seniors. We have taught more than 10,000 students how to swim and given more than \$1 Million in free swim lessons to families in need. Swim Strong's newest offering is "Know Before You Go®" series of four environmentally focused water safety educational programs which may be taught in person, remotely or in blended fashion. Shawn initiated legislation to mandate the training of water safety in NY State schools PK-12, bills S2207/A728 and S2545A/A4846.

Shawn is a passionate advocate for water safety and has been featured in two documentary films, many articles, tv and radio appearances and been recognized for her community work by several local civic and governmental agencies and nationally by USA Swimming Foundation. She looks forward to learning from and contributing to her new colleagues as a member of the Global Water Safety and Drowning Prevention Rotary Club. She resides in New York City, USA.

# COMMISSION REPORT DRAFT OUTLINE

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## **GOAL A:**

**Determine an appropriate age and/or stage of childhood development when children can properly begin water safety and swimming instructions and develop statewide standards for such instruction**

### **Goal A-1: Age to begin swimming lessons**

Recommendation to accept the American Academy of Pediatrics recommendation of 1 year old to begin swimming lessons and water safety instruction (approved 5/19/2023)

Water Orientation classes with caregiver and infant pairing can begin as early as 6 months. (Approved 7/14/2023)

The water orientation classes have been a best practice of the YMCA and the American Red Cross Learn-To-Swim Programs for over 30 years.

### **Goal A-2: Learning Standards: (approved 5/19/2023)**

**Standard 1:** (Psychomotor) - Demonstrates age and ability-appropriate water proficiency in a variety of aquatic motor skills and movement patterns in aquatic environments.

**Standard 2:** (Cognitive, Psychomotor) - Applies basic knowledge of hydrodynamic principles, strategies, and concepts related to swimming and water safety when in aquatic environments.

**Standard 3:** (Cognitive, Psychomotor) - Demonstrates the capacity to employ knowledge and skills to achieve and maintain a level of physical activity and fitness in all aquatic environments.

**Standard 4:** (Affective) - Exhibits responsible personal and social behavior that respects self and others in aquatic environments.

**Standard 5:** (Affective) - Recognizes the value and respect of aquatic-related physical activity for overall wellness, enjoyment, challenge, self-expression, and/or environmental stewardship.

**Standard 6:** (Cognitive, Affective) - Recognizes aquatic career opportunities and manages personal and community resources related to aquatics to achieve and maintain overall wellness.

**Standard 7:** (Cognitive, Affective, Psychomotor) - Recognizes and applies behaviors that promote safe experiences in all aquatic environments; identifies situations and conditions which pose safety hazards; and explains and demonstrates age, ability, and training appropriate rescue skills.

### **Standards Rationale:**

The law required the development of Aquatic Learning Standards and only Learning Standards. It did not require the other parts of curriculum development: benchmarks, learning objectives, instruction, or evaluation tools.

The Aquatic Learning Standards are based on the NY State Physical Education Learning Standards r'2020 with input from NYS AHPERD Aquatic Section; Kathleen Young, Newburgh Free Academy; Dr. Steven Langendorfer; New York State Red Cross Instructors & Instructor Trainers Facebook Group (with over 200 instructors throughout NY State).

It was important that the Aquatic Learning Standards be congruent with the NYS Physical Education Learning Standards. If the Aquatic Learning Standards were incongruent with the Physical Education Standards, then the standards wouldn't be able to be utilized in the school pool classrooms throughout the state. Out of the 665 school districts in NYS, approximately 300 of them have pool classrooms (Hollowood, K. ).

The NYS Physical Education Standards have six separate standards. The feedback group wanted a specific focus on Water Safety; that is Standard 7.

### **Water Proficiency:**

**From Glossary: Mentioned in Aquatic Learning Standard 1; Water proficient is having the necessary skills, knowledge, and confidence to safely and effectively navigate and interact with aquatic environments. 8/25/2023**

Water Competency is a term that is used globally and has several different definitions. Some of those definitions are strictly skills based (procedural knowledge) and others incorporate both skill based with factual (declarative) knowledge.

Examples of these various definitions include the American Red Cross's skill based and the United Kingdom's skill based.

For the purpose of the Aquatic Learning Standards, the term water competency was not used; the term used instead is Water Proficiency. This term was selected, so that procedural, declarative, and conceptual knowledge were all included; it was also selected so that the reader would not be able to assume the definition of the term.

Furthermore, there are three additional water proficiencies added to highlight the needs of the citizens of New York State.

The first additional water proficiency is Boating Safety. Boating is used as transportation and recreation throughout the state. It became more relevant on 9/11/2001, when boats were the only way out of Manhattan; there were 500,000 people evacuated from Manhattan in 9 hours ( ). Ferry boats are used in Niagara Falls, Thousand Islands, Lake Champlain, and New York City. Other boats included row boats, kayaks, canoes, corcls, surf boards, paddle boards, sailboats, jet ski, motor boats, paddle boats, wind surfers, ice boats, and cardboard boats.

Due to shared waterways, the US Coast Guard and Transport Canada developed a new labeling system for lifejackets, aka Personal Flootation Devices (PFD). A US Coast Guard Type III in the previous labeling system is equivalent to a Level 70 Buoyancy Aid Personal Flootation Device in the new system; it's important to note as the first level in the new system is a Level 50.

Ice Safety is the second water proficiency. There needs to be education on when ice is safe to be on and how thick the ice needs to be for ice recreational activities. In January of 2024, there were two drownings of adult males: one was an adult male who walked on ice that wasn't thick enough and the other was a man who drove his truck on ice that wasn't thick enough.

Flood safety is the third additional water proficiency. Strategies of how to act and re-act during a flooding event need to be taught. There have been many major flooding events all over the state to justify this knowledge being taught. These include Middleburg area with the flooding of the Schoharie Creek in 2021; Jasper area with the flooding of Tuscarora Creek; in 2021; Binghamton area with the flooding of the Susquehanna River in 2011 and 2018; and Whitesboro area with the Sauquoit Creek in 2013, 2021, and 2024.

These also include reservoirs that are located in Delaware County, which are part of the NY City Watershed; these reservoirs are Cannonsville Reservoir and Pepacton Reservoir. Pepacton is close to Downsville, and it has a tendency to flood the village.

New York City floods for multiple reasons. It floods after a heavy rain storm and during a storm surge. It floods because of sunny day flooding during the super tides. It floods because the old infrastructure can't handle the microbursts of rain, and this backs up the infrastructure; the water goes where it can (Slevin). Two of the primary reasons for this is the low lying areas in NY City and the decrease in the national absorption points due to pavement.

### **Swim Instructor Credentials:**

No state agency requires a swim instructor to be trained or certificated in order to teach swim lessons.

The only mention of swim instructor certification in the regulations is the Department of Health 7-2 regulations for Day and Resident Camps; in those regulations, it requires all campers to be swim assessed to be eligible to swim in the deep end. The person who swim assesses the campers is titled in the regulation as a Progressive Swim Instructor (PSI); the full PSI regulation is in the Glossary of this document.

There are two types of swim instructor certifications: curriculum-based instructor certification and content-based instructor certification. A curriculum-based instructor certification is when the instructor/instructor candidate learns how to teach a specific curriculum; this includes learning program details, content, and evaluation tools. When the curriculum changes, the instructor has to update their knowledge to the new curriculum. During instructor class, they learn how to plan, instruct, and evaluate that curriculum. Examples of this instructor certification include the American Red Cross Water Safety Instructor™ and the YMCA V6 Swim Lesson Instructor certifications.

A content-based instructor certification is when an instructor learns all of the swimming content and pedagogy of how to teach aquatics; this instructor then has the ability to teach whatever curriculum is presented; this is modeled after the process that secondary teachers gain their teaching certifications. An example of this swim instructor certification is the US Swim Schools Certified Fundamental Swim Instructor certification.

Lifeguards are taught how to save lives. They are not taught how to teach swimming lessons; they only have to be able to swim two strokes: front crawl and breaststroke.

## **Certified instructors versus trained instructors**

### **Characteristics of a Quality Swim Instructor:**

#### **Aquatic Instructional Setting:**

There are two instructional settings that are used for aquatic education: in classroom and in water. The classroom setting can be a traditional classroom, the corner of the pool deck, or a section of the beach. Examples of items that can be taught in a classroom setting include practicing a dry-land drill of the whip kick, learning about the safety topic of the lesson, or learning about the power of water in a video lesson. Examples of items that can be taught in the water include learning how to blow bubbles, learning how to swim the front crawl, or learning how to perform a flip turn.

Aquatic instruction supplements other content classes; for example, for pre-school and early elementary children, the instructor could float letters (either alphabet sponges, painting sponge letters, or floating bath foam letters) and have the students gather the letters in their name; this reinforces letter recognition. For middle and high school science students, they could learn about buoyancy by sitting on a kick board and playing the elevator game; though a series of breathing in and out, the students that struggle with buoyancy will sink further under water.

There is not a standardized list of aquatic skills, safety topics, and other aquatic content. This has led to content being taught incorrectly and inaccurately throughout the state. In the Appendix, there is a list of this information, which can serve as a reference point.

### **Education:**

Aquatic education is a life skill. Students need to learn how to be at, in, on, and around the water safely. They also need to know the potential dangers of water around them. With 50% of the population currently does not know how to swim, it's important that we provide people how to be water smart, especially during weather emergencies.

In a school building, the most dangerous school classrooms are the science labs, the family and consumer science classroom, the technology/wood shop classroom, and the pool classroom. Highly qualified teachers are required in the first three.

Out of the 665 school districts in NYS, approximately 300 of them have pool classrooms (Hollowood, K ). Some districts have multiple pool classrooms. These districts include Buffalo City School District, Fairport School District, Pittsford School District, Greece Central School District, Webster School District, Corning Painted Post School District, New Hartford Central School District, Albany City School District, Rochester City School District, Watertown City School District, Syracuse City School District, and Binghamton City School District.

Aquatic physical education teachers throughout the state are concerned that there won't be enough aquatic physical education teachers to replace those who will be retiring in the next decade. Palmyra-Macedon Central School District is being proactive. Those juniors and seniors who have identified to their guidance counselor that they want to major in Physical Education are automatically enrolled in two classes: Lifeguard Training and Water Safety Instructor™. Those classes are offered alternating years. Those students who identify as wanting to be a Physical Education major after their junior year get enrolled in the community class offerings. The school district pays for all fees associated with the courses; they have a Water Safety Instructor™ Trainer and Lifeguard Instructor Trainer on site (Stevens, J.).

### **Increasing Aquatic Education:**

In order to increase aquatic education in the school facilities three things need to happen. First, there needs to be a focus on increasing the aquatic focus during the Physical Education Pre-Service Training. Second, aquatic education and facility management needs to be included in the School Administration Pre-Service training. Third, aquatic education information needs to be shared with currently working in the field through their professional organizations.

### **Academic Pre-Service Training: Physical Education**

Physical education majors do not receive an equal aquatic education baseline during their pre-service teaching experience, and many pre-service programs do not set their graduates up for success to be able to teach in a pool classroom.

SUNY Cortland is the only Physical Education Pre-Service program that has an Aquatic Focus option in NYS; the aquatic focus includes the following courses:

- Lifeguarding
- Water Safety Instructor™
- Physical Education Practicum
- Coaching Clinic: Swimming
- Special Study in Physical Education - CAST (Cortland Adapted Swim Team)
- Water Fitness (Tobin, B.).

SUNY Cortland is the only PE Pre-Service Program that has both an American Red Cross Water Safety Instructor™ Trainer and a Lifeguard Instructor Trainer. Students graduating with these credentials are ready to instruct in a pool classroom and have all of the credentials that they need to do so. They are ready to train lifeguards, and they are ready to train coaches First Aid and CPR courses that are recognized by the NY State Education Department. .

### **Academic Pre-Service Training: School Administrator**

Facilitating a pool classroom needs to be added to the Pre-Service training for school administrators. Specific topics that school administrators need to be educated about include, but not limited to:

- Aquatics education can be taught in a pool classroom or a traditional classroom
- What is the regulatory agency with oversight of the pool classroom
- How to manage a pool classroom
- The regulations regarding a pool classroom (Department of Health Subpart 6-1)
- Strategies for including pool classroom accommodations and modifications into the Special Education 504 and IEP
- What qualifications does someone need in order to teach in a pool classroom
- What should a job posting look like for a pool classroom vacancy
- Why the school needs two Lifeguard Instructors on staff

- How to offer additional pool activities outside the school day
- Equipment required in a pool classroom
- Adapted aquatics best practices
- Understanding staff to student ratios based on activity, student population, student ability
- How to understand basic Certified Pool Operator material (pool chemical testing)
- How to run a Learn-To-Swim program best practices [Appendix]
- Finances

### **School Finances**

It is important that the School Business Official understand how the pool classroom operates and how to offer aquatic programming. The School Business Official is usually the one with facility supervisor responsibilities in smaller district, along with financial responsibilities.

Some schools have Adult Education and Community Education Programs. These schools include Adirondack Central (Oneida County), Greater Amsterdam School District, Williamsville Central School District, and Afton School District. With this program, they already have a process in place to offer additional classes, process registrations, process payments, and staff classes.

Other schools that have aquatic facilities need to implement a procedure to offer additional classes, process registrations, process payments, and staff classes. Sharon Cihocki, School Business Administer for Adirondack Central (Oneida County), has provided a procedure. See Appendix.

Furthermore, strong financial practices need to be maintained. Registration fees for courses should be maintained by the business office; the money is to be maintained by someone in the district office who is bonded, and not by the faculty or staff member who is teaching the class.

Lastly, School Business Officials should research whether the school insurance covers after school aquatic activities and not solely require a facility member to purchase their own additional insurance to use the pool classroom after school hours.

### **Organizations that need to be educated about aquatics:**

Professional organizations add an important function in the continuing professional development that is required to maintain certification; NY State Professional Education Organizations need to be educated regarding aquatic education and its importance. There needs to be a document or presentation developed to share information regarding facilitating a pool classroom.

### **NY State Professional Education Organizations:**

These organizations should be approached to assist with disseminating the information regarding pool classrooms.

These organizations include the following:

- NYS AHPERD & Council of Administrators (NYS Association for Health, Physical Education, Recreation, and Dance)
- SAANY's (School Administrator Association of New York State)
- NYS Athletic Administrators Association -
- Association of School Business Officials of New York
- NYS School Boards Association
- Rural Schools Association of NYS
- NYS Council of School Superintendents
- NYS Council for Exceptional Children (NYSCEC)

### **OTHER PROVIDERS OF AQUATIC EDUCATION:**

Besides schools, there are other providers of aquatic education. These include YMCA's, Jewish Community Centers, municipalities, and independent swim schools.

### **Parent Education:**

Parent education is key for them to understand what the variety of aquatic education are in a simplified, easily understandable manner. [Appendix]

### **Need to add:**

NYC DOE

Special Education

Non- School aquatic education: JCC, YMCA, for-profit

Adapted aquatics

Curriculum development options

### **Recommendations:**

1. Aquatic Education needs to be a required topic of the PreK-12 curriculum.
2. New York State Parks, Recreation, and Historic Preservation requires all groups to have a lifeguard when they visit a park; there has been a loop hole, where school groups (governed by the State Education Department) haven't been required to bring a lifeguard. This loop hole needs to be closed.
3. Almost 300 school districts of the 665 school districts have pool classrooms. The physical education pre-service colleges need to all offer opportunities for their students to be prepared to teach in a pool classroom.
4. Almost 300 school districts of the 665 school districts have pool classrooms; the pre-service school administration colleges need to educate their students on how to efficiently and effectively facilitate a pool classroom.

5. NYS Department of Motor Vehicles: Add additional information on driving on flooded roads and how thick the ice needs to be in order to drive on it with a motor vehicle in the DMV manual.
6. School Board Policies: Some school districts have a policy that restricts the use of the district facility to for-profit companies; by creating this restrictive policy, they may not be able to have need aquatic training that is most likely only offered by a for-profit company.

## **REFERENCES:**

Stallman, Robert Keg; Moran, David Dr; Quan, Linda; and Langendorfer, Stephen Dr (2017) "From Swimming Skill to Water Competence: Towards a More Inclusive Drowning Prevention Future," International Journal of Aquatic Research and Education: Vol. 10: No. 2, Article 3.

## PE LEARNING STANDARDS DOCUMENT

Boat lift

DOH Documents

## **APPENDICES**

A: Swimming/Aquatic Content

B: Learn to Swim Program Descriptions

- ISR
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C: How to Organize a Learn-To-Swim Program (Best Practices)

D: Lifejacket Fact Sheet ( New system, Classic Type V: Puddle jumpers, Type III Classic is equivalent to 70 in new system; use safety strap per manufacturer's directions because it's purpose is ti balance the child's body mass proportions)

E: For School Business Official: How to Offer Aquatic Programming in your district

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## Goal B

### **Goal B: Investigate and evaluate the feasibility and effectiveness of programs which incentivize parents and guardians to enroll children in water safety and swimming instruction.**

According to data from the Center for Disease Control and Prevention, drowning stands as the leading cause of death among children aged 1-4, while for those aged 5-14, only motor vehicle crashes surpass drowning in unintentional injury deaths. Despite these alarming statistics, a considerable number of children lack sufficient water safety instruction, primarily due to limited opportunities in their communities or caregivers' lack of ability or motivation to enroll them in lessons.

To address the challenges faced by parents, caregivers, children, facilities, personnel, and content providers in promoting water safety, several programs in New York State have successfully utilized incentives to increase participation in water safety and swim instruction. Recognizing the disparity between the number of opportunities for water safety instruction and the actual need, efforts were made to identify the obstacles faced by aquatic programs in delivering these crucial programs.

Key challenges identified include lack of awareness among parents, financial barriers, scheduling conflicts, facility location issues, and caregivers projecting their own fears onto their children. Similarly, children face challenges related to their lack of knowledge and risk-taking behaviors, while facilities encounter issues such as aging infrastructure, limited availability, and weather dependence. Personnel-related challenges encompass difficulty in finding certified instructors and lifeguards, high turnover rates, and inadequate pay scales.

To formalize the identified challenges and potential solutions, the following key points are highlighted:

Parents or guardians face several challenges when it comes to ensuring water safety for their children:

1. **Limited Awareness:** Many parents may lack awareness regarding the critical importance of water safety instruction for children. This includes understanding potential hazards and the necessity of constant supervision around water.
1. **Financial Barriers:** Some parents may encounter financial constraints that prevent them from affording water safety and swimming instruction for their children, limiting their access to vital aquatic skills.
1. **Scheduling Constraints:** The timing of lessons may not align with the busy schedules of parents, making it challenging for them to enroll their children in swimming lessons that fit into their daily routine.
2. **Facility Location:** The geographical location of aquatic facilities can be an obstacle (many underserved communities do not have aquatic facilities) particularly when transportation becomes an issue, hindering parents from providing their children with essential swim instruction.
1. **Personal Fears Projection:** Parents who lack swimming skills themselves may project their fears onto their children, leading to reluctance in allowing their child near the water.

Addressing these concerns is crucial for creating a positive and safe environment for aquatic activities.

Children participating in water activities face specific challenges:

1. Young children often lack an understanding of the potential dangers associated with water, making it essential to provide age-appropriate water safety education. Pre-teens and teens may engage in risk-taking behaviors, increasing their vulnerability to water-related risks.
1. Risk-Taking Behaviors: Adolescents may exhibit risk-taking behaviors around water, heightening the importance of targeted water safety education to address and mitigate potential dangers.
1. People with Disabilities: Individuals with disabilities may encounter added challenges in traditional swim instruction and water safety lessons. Issues such as noise and high activity levels can pose obstacles, necessitating inclusive and adaptive approaches to ensure effective learning and participation for everyone.

Various challenges related to aquatic facilities and infrastructure impact water safety initiatives:

1. Aging Infrastructure: Some facilities suffer from aging infrastructure, leading to necessary repairs. The financial burden of such repairs has resulted in the closure of pools on college campuses statewide. Repurposing these facilities as community resources could address this issue.
1. Facility Availability: Tight schedules in many pools, especially with limited open times, pose challenges for parents with young children seeking convenient swimming lesson opportunities.
1. Location Disparities: Certain communities, particularly in urban areas, lack nearby aquatic facilities. This disparity is more pronounced in areas where residents may not have personal transportation.
1. Hotel Pool Policies: Policies regarding swim instruction in hotel pools vary based on county interpretation of state law and organizational rules. This inconsistency affects the accessibility of hotel pools for instructional purposes.
1. School Pools Challenges: Some schools face perceived lack of administrative support for learn-to-swim programs. Opt-in Physical Education (P.E.) classes, reduced program activities post-pandemic, and difficulty in external groups accessing school pools contribute to the challenges.
1. Rental/Operating Costs: Some programs struggle to cover operating costs due to low revenue. Swim lessons, requiring a low teacher-to-student ratio, lifeguards, and supervisory staff, often face financial challenges, impacting their sustainability. Addressing these cost-related issues is crucial for ensuring the continuity and accessibility of water safety programs.
1. Outdoor facilities are subject to weather conditions, and their usability is contingent upon factors such as temperature, precipitation, and other environmental elements. This dependence on weather introduces variability in the availability and functionality of outdoor spaces, impacting planned activities and programs.

Several challenges are evident in the aquatic industry, affecting the recruitment, certification, and retention of qualified personnel:

- Instructor Recruitment and Retention:
  - Difficulty in Finding/Hiring Certified Instructors: Identifying, hiring, and retaining certified instructors poses significant challenges, impacting the availability of skilled professionals for water safety programs.
- Lifeguard Recruitment and Certification:
  - Difficulty in Finding/Hiring Certified Lifeguards: Like instructors, there are challenges in locating, hiring, and keeping qualified lifeguards, leading to potential shortages in lifeguarding staff.
  - Difficulty in Getting Potential Candidates Certified as Lifeguards: Barriers such as the cost of certification classes, time commitments, and limited course availability hinder the certification process for potential lifeguards.
- Instructor Certification Challenges:
  - Difficulty in Getting Potential Candidates Certified as Instructors: Like lifeguard certification, potential instructors face obstacles like class costs, time commitments, and limited availability of certification courses. Additionally, the requirement to pay before taking the course raises concerns about passing.
- Compensation Issues:
  - Pay Scale Challenges: Despite the demanding training and the "first responder" responsibilities associated with lifeguarding, the pay scale may not significantly increase compared to other low or minimum-wage jobs, affecting job attractiveness and retention.
- Administrative Constraints:
  - Time Constraints for Administrative Staff: Organizing and supervising lessons require a substantial amount of time from administrative staff, diverting attention from other programs and potentially deprioritizing lessons.
- Instructor Trainer Challenges:
  - Difficulty in Finding Water Safety Instructor Trainers: Identifying qualified individuals to serve as Water Safety Instructor Trainers presents a challenge in ensuring a skilled workforce.
  - Difficulty in Becoming a Water Safety Instructor Trainer: The process to become a trainer involves travel to multi-day courses, with limited offerings in New York State. Challenges may arise in the ability of state institutions to host American Red Cross instructor academies.
- Staff Retention Issues:
  - High Turnover: The industry experiences challenges in retaining staff, with personnel leaving for better-paying opportunities or transitioning away from part-time summer employment.
- Legal Constraints:
  - High School Student Limitations: In accordance with New York State law (or regulations), high school students may face restrictions in serving as lifeguards, adding to the complexity of staffing arrangements.

Concerns related to water safety education include:

- Inadequate Facilities:
  - Lack of Appropriate Facility: The absence of a suitable facility can hinder effective water safety education, impacting the availability of spaces conducive to teaching and practicing essential water safety skills.

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- 1. Water safety may not be emphasized compared to learning to swim. While many organizations teach water safety as part of their swim lessons, water safety may not be stressed with all lessons.

By understanding the challenges, we can then formulate solutions that make water safety a part of every caregiver and child's vocabulary.

To address the challenges in swim instruction and water safety, consider the following potential solutions:

- Statewide Standards for Instruction:
  - Education Department: Inquire with the education department to assess the need for statewide standards for swimming instruction and water safety.
  - Advocate for Adoption: Encourage the adoption of recognized instructional standards, such as those set by organizations like US Swim Schools. These standards should encompass cognitive, emotional, and physical/motor skills development.
- Define Levels of Water Competence:
  - Establish Common Levels: Develop common levels of water competence to provide a structured progression. This may include skills such as floating/treading, jumping in and surfacing, spinning, finding exits, swimming twenty-five yards non-stop, and identifying/avoiding hazards.
- Promoting Best Practices:
  - Advertise Best Practices: Implement awareness campaigns to advertise and promote best practices in swim instruction. This includes emphasizing organizational standards, appropriate instructor-to-participant ratios, and recognizing outstanding achievements.
- Parental Education:
  - Educational Initiatives: Initiate programs to educate parents on the dangers of water and highlight key considerations for identifying quality swimming lessons.
  - Monthly Safety Tips: Provide monthly water safety tips to parents to reinforce awareness and understanding of water-related risks.
  - Swim Lesson Finder: Develop and promote a swim lesson finder tool to help parents locate suitable and reputable swim instruction programs.
- Awareness Campaigns:
  - World Drowning Prevention Day: Actively support and participate in initiatives like World Drowning Prevention Day to raise awareness about water safety on a global scale. This involvement can contribute to a collective effort to prevent drowning incidents.

To promote water skills and water smarts, fostering a culture of water safety, consider the following initiatives:

- Define and Encourage Concepts:
  - Define Water Skills and Water Smarts: Clearly articulate and promote the concepts of "water skills" and "water smarts" to encompass practical abilities and intelligent decision-making in and around water.
  - Educational Campaigns: Launch educational campaigns to raise awareness about the importance of water skills and water smarts, emphasizing their role in preventing water-related incidents.
- Regular Promotion of Water Safety Skills:
  - Structured Schedule: Establish a regular schedule for promoting water safety skills, introducing a new skill each month. This structured approach ensures a continual focus on key aspects of water safety throughout the year.

- Infrastructure Investment:
  - Community-Centric Investment: Prioritize investment in pool infrastructure and facilities, with a particular emphasis on communities that are underserved. This ensures equitable access to safe aquatic spaces for all.
  - State Funding for Aquatic Facilities: Advocate for state investment in aquatic facilities to enhance their quality, safety features, and overall accessibility.
  - Facility Accessibility Incentives: Implement incentives for schools and colleges to open their facilities to the public, fostering community engagement in water safety activities.
- Water Safety Committees:
  - Regional Committees: Establish regional water safety committees to coordinate efforts, share best practices, and address specific challenges unique to each region.
  - Statewide Symposia: Organize annual state-wide water safety symposiums to bring together experts, professionals, and stakeholders. During these events, share insights, discuss best practices, and promote collaborative initiatives.
  - Drowning Prevention Steering Committee: Establish a dedicated Drowning Prevention steering committee at the state level to guide and oversee comprehensive drowning prevention strategies. This committee can serve as a central hub for coordination and implementation of effective water safety measures.
  - 
  - Certifications and Training for personnel:
    - Encourage consistent participation in instructor training and lifeguard (LG) classes to maintain and refresh skills, as well as to acquire new techniques. Promoting ongoing education in these areas ensures that instructors and lifeguards stay updated on best practices, enhancing their proficiency and effectiveness in water safety. This commitment to regular training contributes to a safer aquatic environment by fostering a continuous improvement mindset among those responsible for instruction and lifeguarding.
    - State assistance in facilitating classes and offsetting the cost of personnel.
    - Courses at the college and high school level prepare students to be instructors, who then teach as part of the curriculum.
    - Courses at the college and high school level that prepare students to be lifeguards by working on the skills needed to enter the course in addition to the course content.
    - Regular courses offered within the state for people to become certified as instructors/trainers to teach others to teach.

Water safety/swim lessons:

-Prioritize the implementation of swim lessons across diverse age groups, including early introduction for ages five and under to instill water competency, skill and knowledge development for 6-8-year-olds, educational focus for those aged 12-14, and preparation for lifeguard and water safety teaching roles for individuals aged 14-16.

-Encourage participation in swim lessons by offering incentives, such as offsetting associated costs. Additionally, address financial barriers by covering the expenses of swim lessons for summer school participants, underserved communities, and individuals with disabilities.

This comprehensive strategy aims to promote water safety and proficiency across a wide range of ages while ensuring accessibility for various demographics.

Version 2/6/2024

## **GOAL C**

### **DRAFT - Strategic Roadmap for the NYS DOH Water Safety Clearinghouse Page and Drowning and Near-Drowning Reporting System**

**Vision Statement:** Empowering communities throughout New York State, our initiative introduces a robust water safety ecosystem. By seamlessly merging accessible information and data-driven insights, we aim to effectively prevent childhood drowning, elevate aquatic well-being, and enhance water competency. Achieving these goals requires a collaborative approach that unites stakeholders across the entire spectrum of drowning prevention. Through strategic utilization of data integration, comprehensive program evaluation, and fostering community partnerships, our initiative is dedicated to significantly reducing water-related incidents across the state. Aligned with the World Health Organization's vision, we recognize the imperative for coordinated efforts in promoting water safety as an integral aspect of daily life through diverse and inclusive strategies.

**Stakeholders:** All people, groups, organizations, and entities that have a vested interest, involvement, or concern about water safety and drowning prevention.

**Government and Policymakers:** Policymakers and government agencies responsible for creating and enforcing water safety regulations and policies.

**Recreation and Facilities:** Parks and recreation departments and aquatic facility managers involved in ensuring safe swimming environments.

**Parents and Caregivers:** Individuals responsible for the safety and supervision of children and family members around water.

**Community Leaders:** Leaders within the local community who can influence and advocate for water safety initiatives.

**Non-Profit Organizations:** Non-profit groups dedicated to drowning prevention and water safety education.

**Faith-Based Organizations:** Religious and faith-based institutions that can promote water safety awareness within their congregations.

**Public Health Authorities:** Public health agencies that work to educate the public on the importance of water safety and injury prevention.

**Medical Professionals:** Hospitals and pediatricians who can provide guidance on water safety and respond to drowning incidents.

**Industry Representatives:** Businesses and industries related to aquatic activities, such as swim schools and lifeguard training programs.

**Maritime Groups:** Businesses, organizations and military sectors that are involved in maritime activities, shipping, seafaring, maritime safety, and other related areas.

**Schools and Educational Institutions:** Educational institutions that can incorporate water safety into their curricula and activities.

**Minority and Vulnerable Groups:** Organizations focused on addressing disparities in drowning rates among minority and underserved communities.

**Aquatics Community:** Lifeguards, swim instructors, and aquatic professionals responsible for water safety on-site.

**First Responders:** Emergency response teams, including police, fire, and paramedics, who play a critical role in drowning incident.

**Call to Action**



1. Establish a function office to support the Department of Health specifically for champion a state-wide Aquatic Ecosystem that increases awareness, safety, and development of a sustainable blue economy.
2. Create a statewide web-based clearinghouse page that serves teachers, parents, programs , participants aquatic professionals, and aquatic curious individuals.
3. Unified Drowning and Near-Drowning Data and Account System. Collaborate with data system stakeholders to create a seamless integration framework that connects lifeguarding, law enforcement, medical services, and other relevant entities to enhance data collection and analysis.
4. Funding

- **Supporting Information**

- **Industry Segmentation**

-  
**Municipal  
Non Profit  
Entrepreneurial**

## **Foundations**

Background: There are different spokes on the wheel when looking at the output of a plan for for public-private partnerships between the state and community centers, nonprofit organizations, recreational facilities.

Key Components:

1. Water
2. Trained Swimming Instructor
3. Insurance and Liability Coverage
4. Lifeguard certified in Lifeguarding, CPR & AED, First Aid

Industry Segmentation: There are “Entrepreneurial Organizations” (EO) where their primary goal is centered around generating revenue and “Non Profit Organizations” (NP) whose primary goal is access and equity and is centered around a specific cause or mission, operating in the learn-to-swim and recreational swim industry.

For the purposes of this recommendation, municipal shall be considered Public entities and EO are considered private entities. Municipal organizations are defined as receiving money from tax revenue.

### **Collaboration Possibilities:**

#### **Entrepreneurial Organizations:**

(1) Volunteer Involvement from staff from for-profit swim schools to share their time and expertise in community swimming programs. This could involve teaching lessons, or lifeguarding so that swim lessons may be taught safely.

(2) Equipment and facility sharing where for-profit swim schools make available their facilities during off-peak hours for community programs to operate and donate used equipment.

(3) For-profit schools can sponsor community events or scholarships for swimming lessons for qualifying individuals.

(4) Awareness Campaigns where for-profit swim schools can participate in or co-host about water safety and the importance of swimming lessons, contributing to community education.

## **Municipal:**

- (1) Make available public spaces such as community pools for swimming lessons and training, ensuring they are accessible to all residents, including those from underserved communities. Make available classroom or learning spaces for dryland water safety education.
- (2) Evolve insurance requirements so that public entities can contract out rental of a public pool and allow approved vendors who meet the insurance requirements operate in non-competing hours.
- (3) Offer financial support or grants to non-profit organizations for running swimming programs, prioritizing the areas where such facilities and services are lacking.
- (4) Facilitate partnerships between non-profit organizations, for-profit swim schools, and other community stakeholders to promote water safety and swimming education.
- (5) Organize Awareness Campaigns in schools, community centers, and public spaces to educate residents about the importance of swimming skills and water safety.
- (6) Implement Policy and Regulation that ensure the safety and quality of swimming facilities and programs.
- (7) Provide training and professional development opportunities for municipal employees involved in aquatic programs to enhance their skills and knowledge.
- (8) Engage with the community through forums, surveys, and town hall meetings to understand the needs and preferences regarding swimming facilities and programs.
- (9) Ensure that swimming facilities are accessible to people with disabilities, and that programs are designed to be inclusive of all community members.

## **Non Profit:**

- (1) Design and manage swimming lesson programs and dryland water safety education sessions tailored to different community groups, including children, adults, and seniors, ensuring they cater to various needs.

(2) Actively engage with the community to promote the swimming programs and dryland water safety education sessions. This can include things like outreach to schools, community groups, and local events to raise awareness and encourage participation.

(3) Recruit and train swimming instructors with a focus on creating a diverse team of instructors who can connect with different community members.

(4) Work with for-profit swim schools and public entities to establish scholarship programs for individuals who cannot afford swimming lessons, ensuring equitable access. Partnering to help place a qualifying participant.

(5) Develop inclusive swimming programs that are accessible to people with disabilities and tailored to meet the needs of various cultural and socio-economic groups.

(6) Ensure that all programs meet safety standards

(7) Act as a coordinator for partnerships, ensuring effective communication and collaboration between the public sector, for-profit swim schools, and other stakeholders.

(8) Conduct fundraising activities and write grants to secure funding for the programs, especially in areas where swimming facilities and lessons are most needed.

(9) Organize vetted and approved applicant volunteer programs where community members can get involved in various aspects of the swimming programs, from assisting in lessons to helping with events.

(10) Collect feedback from participants and conduct impact assessments to continuously improve the programs and demonstrate their value

(11) Host swimming-related events, such as swim meets, open swim, family swim days, and water safety workshops, to engage the community and provide additional learning opportunities.

### **Public Awareness**

Establish a comprehensive professional resources hub designed to serve as a centralized repository for teachers, parents participants and stakeholders seeking water safety education and educators aiming to enhance the quality, quantity, availability, and accessibility of information related to existing water safety programs. This hub will not only facilitate the sharing of initiatives, strategies, and outcomes

among organizations but also encourage collaboration, ensuring the efficient utilization of resources. By harnessing the hub as a pivotal resource, our goal is to foster collaboration, enhance data sharing, and propel data-informed prevention initiatives at the grassroots level. Moreover, it will empower a localized partnership strategy, uniting community organizations committed to both preventing drowning incidents and responding effectively.

Create an accessible online platform dedicated to water safety organizations, providing a space to share comprehensive details about their programs, best practices, resources, and outcomes. The platform's primary objective is to encourage collaboration and optimize resource utilization. Through data sharing and the establishment of an online water safety ecosystem, this initiative aims to amplify the impact of collective efforts in promoting water safety at both the community and organizational levels.

### **Public Awareness(Examples)**

- i. Behavioral survey on water safety knowledge, attitudes, and behaviors.
- ii. National Water Safety Action Plan and accompanying research
- iii. CDC Resources
- iv. Swim Safe Foundation
- v. World Health Organization
- vi. Whale Tales
- vii. Y-Splash
- viii. NDPA
- ix. WDA
- x. IWSD
- xi. Podcasts
- xii. Stepinswim.org
- xiii. Enddrowningnow.org
- xiv. Free online programs
- xv. Home swimming pool codes
- xvi. Everychildaswimmer.org
- xvii. United States Swim School Association

### **Program Connections (Examples)**

- i. Option for organizations that subsidize swim lessons to post their programs
  1. YMCA

2. NYC
3. Boys and Girls Clubs
4. Swim Teams
5. Military Kids
6. Red Cross Swim App

### **Professional Resource Communication (Examples)**

- i. Partnership Toolkits
- ii. Aquatic Facility Inspection Form\*\*\* (NYS has a version)
- iii. Statewide community representation for summit meetings
- iv. Lifeguard Management
- v. NRPA Professional resources
- vi. Red Cross Get Trained Website
- vii. NDPA.org/toolkit
- viii. Grant Resources to incentivize making swim lessons/water education affordable/ free/accessible
- ix. List organizations that provide grant resources
- x. MAHC: Aquatic Facility Inspection Form\*\*\* (NYS has a version)

### **Aquatic Position Function**

-

#### **Data Collection**

##### **Unified Drowning and Near-Drowning Data and Account System:**

Unified Drowning and Near-Drowning Data and Account System: Elevate water safety through a comprehensive data and account-driven framework encompassing two pivotal components. Collaborate closely with stakeholders in the data system domain to establish a seamless integration framework connecting lifeguarding, law enforcement, medical services, and other pertinent entities. This collaborative effort aims to enhance the collection and analysis of data, fostering a holistic understanding of water-related incidents. Develop and implement meticulous protocols for the collection and verification of drowning and rescue accounts, ensuring utmost accuracy and reliability. This process is crucial for enhancing the qualitative context of data-driven insights.

Initiate the creation of a state-wide drowning reporting system that interlinks relevant data systems across the entire drowning spectrum, drawing inspiration from successful models like the NVDRS (CDC's National Violent Death Reporting System and Child Death Review and Prevention). Facilitate robust data sharing among

lifeguarding agencies, law enforcement, emergency medical services, emergency departments, hospitals, and medical examiner offices. Key entities such as the Department of Health, New York State Office of Parks, Recreation, and Historic Preservation, and the Department of Environmental Conservation must be included, given their oversight of aquatic facilities and bather shorelines.

Recognize that a multitude of authorities, whether local or national, may hold pertinent records or information related to drowning or water hazards. This includes hospitals, police departments, coast guards, water transport agencies, and disaster risk reduction authorities. Additionally, acknowledge the valuable insights from less formal sources such as media reports, both traditional and digital, as well as social media, which often provide context to drowning circumstances not available through other channels. First hand witness accounts and testimonials are crucial to data collection.

The comprehensive review of available data should be designed to answer critical questions, irrespective of whether interventions are implemented at the local, regional, or national level. This approach ensures that the insights gained are universally applicable and contribute effectively to water safety initiatives.

The data collected aids in developing future programs by reviewing ancillary details such as:

- What is the age, sex, race, ethnicity, occupation and income level of those most likely to drown?
- Where and when do drownings occur?
- What are the water bodies in which people most frequently drown?
- Are data available about the activities taking place at the time of drowning (e.g. while working, or at leisure or play)? If so, what do they reveal?
- Is the at-risk population changing over time?
- Is the risk itself changing over time?

Facilities should analyze their facility to ensure preventative measures are being done to minimize injuries and fatalities. To meet this objective, facilities should complete a digital version of the [Aquatic Facility Inspection Form](#) to better support facilities to be meet the state expectations and put remediation in place prior to an inspection.

To facilitate the collection of data that can be used for enhancements and process improvements, the recommendation is to expand the drowning and non-fatal drowning post incident report to be maintained on file for standard record keeping timelines. This should be done in a digital format to enable aggregation of the data to

aid in summary reports and future recommendations and include Additional data around the incident should be collected to ensure a complete incident picture.

Collect, verify, and disseminate drowning and rescue accounts to provide context to quantitative data, enabling more effective water safety education. These accounts will help communities understand the circumstances surrounding incidents and inform prevention strategies.

**4.3 Standardized Behavioral Question Development:** Engage experts to create a set of standardized behavioral questions on water safety knowledge, attitudes, and behaviors. Integrate these questions into evaluation tools and existing surveillance systems.

**Objective:** Create a bank of standardized questions on water safety knowledge, attitudes, and behaviors for integration into program evaluation and existing behavioral surveillance systems like YRBS (CDC’s Youth Risk Behavior Surveillance System) and BRFSS (CDC’s Behavioral Risk Factor Surveillance System). By having site visitors answer these standardized questions, we can better track trends, identify gaps, and refine prevention efforts. i.e., which body of water is closest to your home?

3.1.1 Comprehensive Drowning Reporting System:

3.1.2 Verified Drowning and Near Drowning Rescue Accounts:

3.1.3 Standardized Behavioral Questions:

**Regulation**  
**Intercession**  
**Investigation**  
**Annual Conference/Training**

**Timeline and Budget:**

- Unified Drowning and Near-Drowning Data and Account System: Months 1-12
- Implement Verified Account Collection: Months 6-12
- Standardized Behavioral Question Integration: Months 9–12
- Launch Information Hub: Months 12–15
- Local Partnership Strategy Implementation: Months 12–18

- Allocate budget for
  - Data system integration
  - Technology development
  - Partnership facilitation page
  - Public awareness communication
  - Outreach efforts
  - Aquatic Position Function

## **6. Conclusion:**

Through strategic alignment of public-private partnerships, leveraging existing state resources, and expanding access to free swimming instruction, this comprehensive plan pursues a multifaceted set of objectives. It strives to create and water safety ecosystem where safety in and around water, impart crucial swimming skills, and encourage physical activity among children. Rigorous feasibility assessments and continuous evaluations will underpin the program's and partnerships sustainability and efficacy, ensuring the development of a generation proficient in swimming and safety.

Moreover, through seamless integration of a robust drowning reporting system, verified narratives, standardized questions, an information hub, and local partnerships, the NYS DOH Water Safety Clearinghouse page is poised to evolve into a holistic ecosystem. This transformative approach equips communities with data-driven strategies for preventing childhood drowning incidents. Positioned proactively, this initiative holds the potential to significantly diminish such incidents and instill a pervasive culture of water safety throughout New York State, championing collaboration and innovation.

## **Supplemental Information**

**Add DOH-1315**

**DOH-1321**

**DOH-1322**

VERSION: 1/10/2024

## **New York State Commission on Drowning Prevention**

### **Goal D**

Implementation Plan for Water Safety Education Programs\* in Under-Resourced Communities

Objective: To ensure that swimming safety programs are accessible and available to under-resourced communities.

Definition- Under-resourced communities are those that lack institutions, community cohesion, leadership, physical resources, financial resources, political will, and power. People who are socioeconomically disadvantaged, limited English speakers, isolated geographically or educationally, people of color and people of ethnic and national origin minorities, women, children, people with disabilities, and others with access and functional needs may be found in these communities.

Identify Target Under-Resourced Communities

- Conduct a thorough assessment of the demographics and characteristics of the community to identify areas that are under-resourced in terms of swimming safety programs.

- Consider factors such as income levels, access to transportation, language barriers, cultural considerations, and any other relevant factors that may impact participation in swimming safety programs.
- Develop Partnerships
  - Identify local community organizations, schools, places of worship and other stakeholders that serve the identified target under-resourced communities.
  - Establish partnerships and collaborations with these organizations to leverage their resources and networks to reach out to the community and promote the swimming safety programs offered in their respective communities
  - Collaborate with local schools to integrate swimming safety education as part of their physical education curriculum or after-school programs.

#### Outreach, Education and Promotion

- Develop a comprehensive outreach and promotion plan that utilizes multiple channels to reach the target communities, including community events, social media, flyers, posters, PSA and local media.
- Known in the original bill language as Swimming Safety Programs
- Translate promotional materials into multiple languages spoken in the community, as needed, to overcome language barriers.
- Offer incentives, such as discounted or free classes, to encourage participation from under-resourced communities.
- Utilize local community leaders and influencers to promote the swimming safety programs and build trust within the community.
- Classroom Education for the situational Knowledge of Water
  - Knowledge about the nature of water as it relates to the climate, environment and home.
  - Identify dangers in the home and beyond.
  - Understand the behavior of water.
  - Risk-mitigation preventing exposure to risk, action strategies during and response after.
  - Understand weather-related aquatic emergencies and learn how to respond.

#### Financial Assistance

- Establish a financial assistance program to provide scholarships or discounts to individuals or families from under-resourced communities who may face financial barriers to participating in the swimming safety programs. Scholarships should be based on enrollment in the following assistance programs:
  - Aid to Families with Dependent Children
  - Supplemental Security Income
  - Section 8 Public Housing
  - Social Security Disability Insurance
  - Women, Infant and Children's Program
  - Home Energy Assistance program
  - Food Stamps
  - Medicaid
  - Temporary Assistance to Needy Families
  - Children's Health Insurance plan
- Seek funding from grants, sponsorships, or donations to support the financial assistance program and make it sustainable.
- 
- Safety programs offered are culturally sensitive and inclusive to the diversity of the under-resourced populations in the state
- Train instructors and staff on cultural competency to better understand and respect the cultural differences of the participants.
- Create an inclusive environment that welcomes individuals of all backgrounds, abilities, and identities, and actively addresses any discriminatory behavior or attitudes.
- Establish a sense of trust with participants by being committed, consistent, competent and compassionate.
- Staff reflects the cultural diversity of the community.

#### Accessibility within a Neighborhood

- Within walking distance
- Accessible by public transportation

#### Evaluation and Monitoring

- Implement a system to regularly evaluate and monitor the effectiveness and impact of the swimming safety programs in the under-resourced communities.
- Collect data on program participation, outcomes, and feedback from participants and stakeholders to measure the success of the implementation plan.
- Use the evaluation results to make necessary adjustments and improvements to the program and implementation plan as needed.

#### Long-term Sustainability

- Develop a plan to ensure the long-term sustainability of the swimming safety programs in under-resourced communities.
- Explore opportunities for ongoing funding, partnerships, and collaborations with local organizations, businesses, philanthropic organization, and government agencies.
- Continuously monitor and evaluate the program's impact and effectiveness and make necessary adjustments to ensure its sustainability.

Overall, we want to ensure that programming in these communities will either

- Benefits everyone with the same supports (Equality).
- Ensure they get the support and resources need to succeed (Equity)
- Address the cause of the inequities to remove any systematic barriers (Justice)

Commission Members: Casper Lassiter, Mike Switalski, Kevin Clark

VERSION: 12/11/2023

## **WATER SAFETY GLOSSARY**

### **To Create a Standardized Vocabulary**

**Ableism:**

Ableism is the intentional or unintentional discrimination or oppression of individuals with disabilities based on the belief that typical abilities are superior - Dr. Miriam Lynch 8/11/2023

**Adaptive Aquatics:**

Architectural, equipment, instructional, and programmatic modifications to aquatic programs to serve individuals with disabilities. - US National Water Safety Action Plan, 2023 8/11/2023

**Age:**

Age is defined as the length of time that a person has lived. A person's experience socially, culturally, economically, etc. can often be impacted by how young or old they are. - Dr. Miriam Lynch 8/11/2023

**Aquatic environments:**

Any space where water is present, such as, but not limited to... These are areas with bodies of water where aquatic activities can take place. They can be natural such as lakes, rivers, oceans, ponds, or man-made like swimming pools, splash pads, and water parks.

List Examples - Natural Bodies of Water: Bay, Canal, Channel, Creek, Delta, Glacier, Ground Water, Harbor, Lagoon, Lake, Marsh, Ocean, Pond, Puddle, Reservoir, River, Sea, Spring, Strait, Stream

List Examples - Man-Made Bodies of Water: toilets, fish tanks, pet bowls, washing machines, hot tubs, bath tubs

**Aquatic Literacy:**

synonym to water competency

**Aquatic Programming:**

The Four Pillars of aquatic programming are:

- Swim Team (Competitive Community)
  - Therapy (Rehabilitation)
  - Learn-to-Swim
  - Fitness
- Source: Total Aquatic Programming; 4 Pillar Of The Sustainable Aquatic Facility, Chapter 3: Sustaining Business: The Four Aquatic Pillars

**Association of Health, Physical Education, Recreation, and Dance (AHPERD):**

This is a national organization of over 20,000 professionals that provides support and assistance to professionals involved in physical education, recreation, fitness, sports and coaching, health education, and dance. National Level: SHAPE America (Society of Health And Physical Educators)

**Barrier:**

A fence, wall, structure, or combination thereof, completely surrounding a pool, with a self-closing, self-latching gate or door to prevent unsupervised pool access. - US National Water Safety Action Plan, 2023 8/11/2023

**Blue Economy:**

An economy that comprises a range of economic sectors and related policies that together determine whether the use of water resources is sustainable from cradle to grave (Learn To Swim, job opportunities, recreation)- United Nations 8/11/2023

SOURCE: [https://wasserdreinull.de/en/knowledge/water/blue-economy/?gclid=Cj0KCQjwoK2mBhDzARIsADGbjepT-\\_wOuQuZ8yZQYvObMfHnxkHKzDc0c-DWxeVGFoTi2POZwM2284IaAjbEEALw\\_wcB](https://wasserdreinull.de/en/knowledge/water/blue-economy/?gclid=Cj0KCQjwoK2mBhDzARIsADGbjepT-_wOuQuZ8yZQYvObMfHnxkHKzDc0c-DWxeVGFoTi2POZwM2284IaAjbEEALw_wcB)

**Designated Water Watcher: (Water Guardian) \***

A DESIGNATED WATER WATCHER is a person that takes on the role of ensuring that all children and adolescents swimming or playing in, on, or around water are continually supervised, even if they know how to swim, to prevent unintentional drownings. <https://www.nps.gov/articles/waterwatcher.htm>

Water Safety USA recommends that an appropriate designated water watcher is someone who:

- is 16 years old or older (adults preferred), who is actively scanning/watching/supervising the water

- is alert and not under the influence of alcohol or drugs
  - has the skills, knowledge, and ability to recognize and rescue someone in distress  
OR **notify someone who can assist** ~~can immediately alert a capable adult nearby~~  
**others for assistance**
  - knows CPR or can alert someone nearby who knows CPR
  - has a working phone to dial 9-1-1
  - has a floating and/or reaching object that can be used in a rescue <https://www.nps.gov/articles/waterwatcher.htm> adapted by Commission
  - **Always be prepared to get wet**
- \* Water Guardian Foundation is in Westchester County, NY. They teach the term Water Guardian in their programming, as opposed to Designated Water Watcher.

### **Do we want to include strategies of HOW to be a Designated Water Watcher?**

Active supervision in aquatic environments should have the 3 C's:

- Close: implying staying within arm's reach of those at risk
- Constant: which requires undivided, alert attention without distractions
- Capable: emphasizing the need for supervisors to be competent in swimming, emergency rescue, and CPR.

- National Drowning Prevention Alliance 8/11/2023

### **Do we want to include strategies for HOW to transition children in and out of the water safely?**

- Child exits the pool prior to the caregiver.
  - Caregiver enters the pool prior to the child.
  - Demonstrating how to/what to do
  - Removing US Coast Guard approved flotation devices after exiting the pool facility
  - Having a safety sitting spot - where the child is to go once exit the pool
  - Conditioning the caregiver to treat the pool like they are on the street or road
- 8/25/2023

Designated Water Watcher Card:

[https://www.redcross.org/content/dam/redcross/get-help/water-safety/American\\_Red\\_Cross\\_Designate\\_a\\_Water\\_Watcher.pdf](https://www.redcross.org/content/dam/redcross/get-help/water-safety/American_Red_Cross_Designate_a_Water_Watcher.pdf) 7/14/2023

### **Disability:**

A disability can be described as any condition of the body or mind that makes it more difficult for the person with the condition to do certain activities and interact with the world around them. There are many types of disabilities, such as those that affect a person's: vision, movement, thinking, remembering, learning, communicating, hearing, and/or mental health. It is recommended that when referring to disability, language remains human-first, eg: a person with a disability rather than a disabled person. - Dr. Miriam Lynch 8/11/2023

### **Diversity:**

The practice or quality of including or involving people from different genders, sexual orientations, etc. - Dr Miriam Lynch 8/11/2023

### **Drowning:**

According to the World Health Organization, “Drowning is the process of experiencing respiratory impairment from submersion/immersion in liquid. Drowning outcomes are classified as health, morbidity, and no morbidity.” - [www.watersafetyusa.org](http://www.watersafetyusa.org)

**Drowning Chain of Survival:**

1. Prevent drowning
2. Recognize distress
3. Provide floatation
4. Remove from water
5. Provide care as needed

**Circle of Drowning Prevention - 5 layers in:**

- Barriers & Alarms
- Supervision
- Water Competency: learn swimming & water safety survival skills
- Life Jackets: use US Coast Guard Approved
- Emergency Preparation (swim in a guarded area) - NDPA & ARC

**Environmental Stewardship:**

The responsible use and protection of the natural environment, including aquatic environments, through active participation in conservation efforts and sustainable practices by individuals, small groups, nonprofit organizations, federal agencies, and other collective networks. 7/14/2023

**Equality:**

Is the provision of personalized resources needed for all individuals to reach common goals. In other words, the goals and expectations are the same for all people, but the support needed to achieve those goals depends on the students’ needs (Equity Education, 2019) - Dr. Miriam Lynch 8/11/2023

**Ethnicity:**

may be broadly defined as “large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background.” It is important to remember that race and ethnicity are not mutually exclusive categorizations and can overlap for certain communities. - Dr. Miriam Lynch. 8/11/2023

**Freestyle:**

Freestyle is not a stroke, but a category in swimming competitions. Freestyle means any stroke can be chosen. However, since front crawl is the fastest, this is typically chosen by competitive swimmers; freestyle has become synonymous with front crawl. - Australian Front Crawl - Brian Tobin 8/25/2023

**Foundational Swimming:**

The building blocks of swimming 8/25/2023

**Front Crawl Swim Stroke:**

Front crawl was first observed in Australia, swimmers used alternating arms/legs and it appeared that they were "crawling" through the water. Characteristics of the stroke

include alternate side breathing, alternating arm stroke reaching over head, using the flutter kick, and maintaining a horizontal position.

There is a population of swimmers who refer to this stroke as the freestyle. 8/25/2023

**Functional Swimming:**

Swimming for a specific purpose (swim team, lifeguarding, water polo, Synchronized swimming) 8/25/2023

**Gender:**

Gender has been most widely understood as the characteristics, attitudes, feelings, roles, and behaviors typically associated with one's sex. In reality, gender is much more complex and nuanced. Here are three important lenses to view gender through: biological sex, which refers to the physical body created by chromosomes, genes, hormones; gender identity, which describes one's internal sense of their gender; and gender expression, which describes the external appearance of one's gender identity - Dr. Miriam Lynch 8/11/2023

**Historically Excluded:**

The practice or quality of including or involving people from different social and ethnic backgrounds and of different genders, sexual orientations, etc. - Dr. Miriam Lynch. 8/11/2023

**Household Water Risks:**

Pet bowl, Bathtub, Fish tank, Sink, Toilet, Hot tub, Backyard temporary pools, Landscape ponds, Fountains, Bird baths, Washing machine, streams

**Inclusion:**

The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups. - Dr. Miriam Lynch 8/11/2023

**Isolation Fencing:**

Safety fencing with self-closing, self-latching gate that surrounds a pool completely. Contrasted with a barrier wherein a house wall with an opening that allows entry, such as a door, forms part of the barrier. - US National Water Safety Action Plan, 2023. 8/11/2023

**Lifeguard:**

A certified Lifeguard supervises people in and around any water for proper safe behavior, and is trained and able to recognize and perform rescue when necessary and start first aide or emergency lifesaving procedures until EMS or until first responders arrive.

A lifeguard is certified according to the Department of Health to support the safety of aquatic swimmers; certification and supervision level depends on water type, depth, and activity

10/6/2023

Role of Supervision Level III person is not a certified - do we need to add to definition  
Add to various levels of supervision

**Marginalization:**

To relegate to an unimportant or powerless position within a society or group - Dr. Miriam Lynch 8/11/2023

**Model Aquatic Health Code: (MAHC)**

The Model Aquatic Health Code (MAHC) is guidance based on the latest science and best practices to help ensure healthy and safe experiences in public pools, hot tubs, and splash pads (in places like apartment complexes, hotels, gyms, and waterparks). The MAHC is all-inclusive and addresses the cutting-edge design, construction, operation, and management needs of today's public aquatic facilities.

<https://www.cdc.gov/mahc/index.html>

**Natural Water:**

Body of untreated water sourced through the hydrologic cycle (rainfall, snowmelt, runoff, springs, etc.) and bounded primarily by geologic features rather than manufactured structures. Includes natural springs, cenotes, streams, rivers, lakes, oceans, and flooded areas as well as engineered enclosures such as canals, ponds, reservoirs, and quarries. Does not include waters in manufactured containers such as buckets, barrels, water troughs, swimming pools, spas, or bathtubs. US National Water Safety Action Plan, 2023. 8/11/2023

**Open Water:**

Traditional descriptor used

NW more recently

Something other than a human made facility

Coming from Swim Team

Rip currents, have a surf

**Personal Floatation Device (PFD):**

A U.S. Coast Guard-approved buoyant device designed for boater protection and categorized as commercial, recreational, or throwable. Includes wearable life jackets and throw-ables such as cushions and life ring buoys. Buoyancy levels of 50, 70, 100, or 150 Newtons have replaced previous designations of Types I through V. - US National Water Safety Action Plan, 2023. 8/11/2023

**Physical Literacy:**

The physical competence, motivation, self-efficacy, confidence, and the knowledge and understanding that individuals develop in order to remain physically active throughout their lives. (Dr. Clancy Seymour) -Whitehead, 2010 (Dr. Clancy Seymour)

**Progressive Swim Instructor: (NYS DOH)**

This term is only used by the NY State Department of Health Approved Camps, under Sub-Part 7-2 of the Sanitary Code. PSI's are used to determine if campers are eligible for the deep end area of the aquatic facility.

Definition from code:

The term is sort of defined in our [children's camp regulation](#) Section 7-2.5(f) 7-2.5(f) Progressive swimming instructor – As described in the camp's approved safety plan, a progressive swimming instructor must assess the swimming ability of each camper prior to allowing the child to participate in aquatic activities. A progressive swimming instructor must be either:

- (1) a Water Safety Instructor™ currently certified by the ARC; or
- (2) possess a current certificate issued by a certifying agency determined by the State Commissioner of Health to provide an adequate level of similar training.

The certificates determined by the State Commissioner of Health to provide an adequate level of similar training are posted here:

[Progressive Swimming Instructor Fact Sheet \(ny.gov\)](#)

### **Quality Learn-To-Swim Program:**

These are the characteristics of a Quality Learn-To-Swim Program:

<https://www.watersafetyusa.org/what-to-look-for-in-a-learn-to-swim-program.html> (is original source)

1. Is safety focused and insured
2. Is child focused
3. Is encouraging and nurturing
4. Is inclusive
5. Includes parents & caregivers
6. Demonstrates professionalism
7. Maintains quality
8. Taught by trained and/or certified instructors, who receive on-going staff development
9. Low student to instructor ratio
10. Developmentally appropriate: age appropriate & individually appropriate instructional approach. 7/14/2023

Curriculum may include some or all of the following areas:

-

[https://www.watersafetyusa.org/uploads/7/0/6/0/70608285/usnwsap\\_2023.pdf](https://www.watersafetyusa.org/uploads/7/0/6/0/70608285/usnwsap_2023.pdf)

<https://www.watersafetyusa.org/what-to-look-for-in-a-learn-to-swim-program.html>

Aligned with our Swim Instructor Definition

### **Race:**

may be defined as “a category of humankind that shares certain distinctive physical traits”. There is no scientific basis for race, but it has become broadly accepted social categorization especially within the United States. It is important to remember that

race and ethnicity are not mutually exclusive categorizations and can overlap for certain communities. - Dr. Miriam Lynch. 8/11/2023

**Religion:**

Religion can be explained as a set of beliefs concerning the cause, nature, and purpose of the universe, especially when considered as the creation of a superhuman agency or agencies, usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs. There are several religions and religious denominations around the world with varying customs that may affect the way people dress, what they eat, and what activities they do, how they marry and raise children, and much more. - Dr. Miriam Lynch. 8/11/2023

**Residential Pool:**

A swimming pool located on private property under control of the owner or renter and intended to be used solely by members of the household and invited guests. May apply to shared condo or apartment pools. The legal definition varies among jurisdictions. - US National Water Safety Action Plan, 2023. 8/11/2023

**Sexual Orientation:**

Sexual Orientation refers to a person's inherent or immutable enduring emotional, romantic, or sexual attraction to other people. It is focused on a person's relationships and is separate from gender identity, so some parts of the LGBTQ+ acronym (lesbian, gay, bisexual, transgender, and queer or questioning, and more) may not apply. The L, G, B, and Q are used to describe a person's sexual orientation, while the T refers to gender identity. - Dr. Miriam Lynch 8/11/2023

**Shallow Water or Shallow End (of water/pool):**

Any portion of a pool where the water depth ranges from 0 to 5 feet. - [lawinsider.com](http://lawinsider.com) 12/15/2023

What does it mean to be shallow? Shallow depends on how tall you are. Just because the pool is labeled with a shallow end and a deep end, doesn't mean that the shallow end is shallow for everyone. Remember most people drown in less than three feet of water.

**Swim Lesson:**

Water Safety lessons, including Learn to Swim, are a process by which individuals may learn skills and technique and knowledge to water safety knowledge.

to swim well enough to save their own life - to be water proficient. Goal of swim lessons is for people to learn to swim

On a path towards increased knowledge in it

**SAFETY**

n. a class or unit of instruction on how to move in water by movements of the limbs. <https://dictionary.vocabclass.com/word/swimming-lesson>

Instructional Strategies for aquatic education include skill based (in-water) and dry land education (all instruction that takes place outside of water classroom/deck instruction)

### **Swim Coach:**

a person coaching swimming, involved in the direction, instruction, and training of a swim team or swimmer. Person should also complete agency specific course work and accreditation 8/25/2023

### **Swim Instructor:**

is an individual who is trained and qualified to teach individuals of various ages and skill levels how to swim and improve their swimming abilities. Swim instructors are responsible for designing and implementing swimming lessons and activities that are tailored to the needs and abilities of their students. They focus on teaching effective and efficient swimming techniques, water safety skills, water safety knowledge, and building confidence **in, on, and around** the water. 8/25/2023

Dry side/land education? Does this definition address this instructional strategy?

### **SWIMMING POOL (TRADITIONAL):**

A traditional swimming pool means a water tight structure of concrete, masonry, or other approved materials located either indoors or outdoors, used for bathing or swimming and filled with a filtered and disinfected water supply, together with buildings, appurtenances and equipment used in connection therewith. *USDOL Federal Child Labor Provisions Employment of Lifeguards*

### **WATER AMUSEMENT PARK:**

A water amusement park means a facility that not only encompasses the features of a traditional swimming pool, but also includes such additional attractions as wave pools, lazy rivers, activities areas and elevated water slides. *USDOL Federal Child Labor Provisions Employment of Lifeguards*

### **Water Safety Education: \***

Make existing water safety information and resources easily available and accessible to people of all ages, cultures, and abilities through a wide variety of access points, sources, local languages, and affordability, including scholarships and low-cost options where possible. (WS WC 17) Deliver water competency **proficiency** training that meets the needs and resources of specific communities. This includes, but is not limited to, training that considers language, culture, local bodies of water, socioeconomic factors, and disabilities, Instructional strategies can include dry land and in water activities

- National Water Safety Action Plan

\* known in the original law language as **Swimming Safety Program**

### **Swimmer:**

Is someone who is confident in deep water (over their head) as on land

- Bruce Wigo, International Swimming Hall of Fame Historian (From Dr. Bill Kent)

- **Is someone who can locomote efficiently and effectively in water greater than their height.**
- **who can use their locomote and can stay afloat.**
- **Navigate and propel way through the water**

### **Teaching Tools: = Swimming Aids**

Used specifically for instructional purposes, like bubbles, barbells, pull buoy, kick boards, fins, pool noodles, [teaching tables](#); does not guarantee floatation 8/25/2023

### **Water Comfort Level:**

This is the degree to which an individual feels at ease in the water. It can range from fear and discomfort to a high level of ease and ability to perform various aquatic activities.

**Direction:** does the swimmer have the ability to change direction

**Rhythmic breathing:** is the swimmer barely putting face in or swimming

**Over:** have the ability to roll over: back to front, front to back

**Prone = Front:** what does their front floating?

**Supine = Back:** what does their back floating?

- American Red Cross Adapted Aquatics book, (Marrick's mnemonic)

### **Water Competency (Pool versus Natural Water):**

Water competency refers to the ability to independently move through the water from point A to point B while being able to take breaths as needed. This competency may vary based on the environment.

What is the source of this definition?

Being able to anticipate, avoid, and survive common drowning situations, as well as being able to recognize and provide assistance to those in need. Includes water safety awareness, basic swimming skills, and helping others (rescue skills).

- US National Water Safety Action Plan 2023

Water Competency is developmental and situational

Three Components of Water Competency: water smarts, water skills, rescue skills (Dr. Langendorfer)

### **○ Rescue Skills:**

Out of water (Reach, Throw, Row) and in-water rescue skills. - US National Water Safety Action Plan, 2023; component of Water Competency

○ **Water Skills:**

Component of water competency

○ **Water Smarts:**

Component of water competency

How is the term rescue skills defined in the Water Competency article?

**Water Proficiency:**

Mentioned in Aquatic Learning Standard 1; Water proficient is having the necessary skills, knowledge, and confidence to safely and effectively navigate and interact with aquatic environments. 8/25/2023

**From Stallman, Moran, Quan, & Langendorfer (2017): Swimming Skills To Water Competency**

Table 1. Proposed water competencies related to drowning prevention

Water Competencies			
1	Safe entry competence a) Entry into water b) Surface and level off	9	Clothed water competence
2	Breath control competence Integrated and effective breathing	10	Open water competence
3	Stationary surface competence a) Buoyancy control: floating b) Treading water	11	Knowledge of local hazards competence
4	Water orientation competence a) Roll from front to back, back to front b) Turn, L & R, on front & back	12	Coping with risk competence - awareness, assessment, avoidance
5	Propulsion competence a) Swim on front b) Swim on back and/or side	13	Assess personal competence
6	Underwater competence a) Surface dive b) Underwater swimming	14	Rescue competence a) Recognize a drowning person b) Assist a drowning person safely
7	Safe exit competence	15	Water safety competence a) Attitudes b) Values
8	Personal flotation device (PFD/lifejacket) competence		

## COMMISSIONERS DEFINITIONS OF WORDS IN THE LAW

**Incentivized:** In this context, incentivized refers to methods and strategies used to encourage or motivate individuals towards a particular behavior or activity. This can include encouragement in the form of positive reinforcement, feedback, or other non-tangible benefits.

Greg Slade (Assemblywoman Amato's Chief of Staff) clarified that the word was intended to refer to encouraging rather than a tangible, physical benefit. - minutes 4/21/2023

~~**Underserved:** This term refers to communities or populations that have limited access to resources or services, including aquatic programs and swim instruction. This can be due to racial or socio-economic disparities, geographic location, or other factors.~~

BRIAN STORMING - : In NY, one way that has been used to quantify the socio-economic threshold is to look at households with no more than 200% of the Federal Poverty Guidelines. How would we recognize in populations and in individuals? Free & reduced lunch? Proof of financial assistance?

Public assistance budget letter, EBT card, SSI - Award letter, W-2 or paystub

"Underserved populations" shall mean those who have experienced injustices and disadvantages as a result of their race, ethnicity, sexual orientation, gender identity, gender expression, disability status, age, immigration status, and/or socioeconomic status, among others as determined by the commissioner of health. Public Health 240 (NY SENATE)

Lack of access, lack of resources

**Under Resourced:**

## **NYS TEMPORARY COMMISSION TO PREVENT CHILDHOOD DROWNING RECOMMENDATIONS**

- If it inflates, then it deflates.
  
- State Parks: there is a loophole with school groups; other groups are regulated by various agencies when they go to a state park. School groups are not; State Parks requires large groups to bring own lifeguards. 8/11/2023

## **Department of Health**

### **Camp Safety Plan Template: Swimming pg 3-4**

Prior to allowing campers to enter water that is chest deep or greater, they must have his or her swimming ability assessed and be categorized as a “swimmer.” Only someone who is certified as a Progressive Swimming Instructor, as specified in Subpart 7-2 of the SSC, may assess/classify a camper as a “swimmer.” No swimming ability assessment is required to designate a camper as a “non-swimmer” and restrict the camper to water that is less than chest deep.

The Progressive Swimming Instructor should evaluate bather swimming ability using standards and criteria established by the provider that certified the [Progressive Swimming Instructor](#). **Consideration should be given to the aquatic environment (size, pool, open water, water temperature, currents, depth, water clarity, etc.) that the camp will be utilizing.**

2. How, when and by whom will the swimming ability of campers be assessed?
  - No swimming ability assessment will be conducted. All campers are considered non-swimmers and restricted to water less than chest deep.
  
  - Prior to participating in any swimming activity, a progressive swimming instructor will assess the swimming abilities of all campers and categorize him/her as either a non-swimmer or swimmer. A record of each camper’s swimming evaluation including the camper’s full name, date of test and their assessed ability will be maintained at the camp.

Campers will be assessed in shallow water to determine if he/she has basic swimming skills to qualify for the deep-water assessment. Assessment criteria for “swimmers” will minimally consist of the following in sequence with no breaks (Check one of the following):

<input type="checkbox"/>	<ol style="list-style-type: none"> <li>1. Feet first entry into water greater than chest deep and completely submerge</li> <li>2. Tread water for 1 minute</li> <li>3. Maintain position on back 1 minute</li> <li>4. Swim 40 yards continuously using any stroke or a combination of strokes.</li> </ol> <p style="color: magenta; margin: 0;"><b>Dog paddling is not an acceptable stroke.</b></p> <ol style="list-style-type: none"> <li>5. Rotate 360 degrees and orient to the exit.</li> <li>6. Exit from the water.</li> </ol>

<input type="checkbox"/>	<p>Based on the Progressive Swimming Instructor's certification and standards from the certifying provider (e.g. Am Cross (ARC), YMCA, Boy Scouts, etc.), and aquatic environment (size, pool, open water, currents, depth, etc.) s assessment criteria that will be utilized and the course provider they are based on below.</p> <p>Assessment Criteria:</p> <p><u>Enter text here.</u></p> <p>Provider (e.g. ARC, YMCA, Boy Scouts, etc.):</p> <p><u>Enter text here.</u></p>
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- Additional assessment procedures for when the aquatic area is divided into more areas than swimmer and non-swimmer.

Enter text here. Water Safety Recommendations

## Water Safety

**Active Adult Supervision:** Designated Water Watcher (Water Guardian)

**Barriers:** 4-sided fencing with self-locking gate; if the one side of the house is the fourth wall of the fence, then add an additional layer of fencing around the pool

**Clothing:** Bright swim clothing (red, hot pink, lime green, orange, fluorescent yellow)

**Drains** (know how to turn off the pool pump in case something/someone gets sucked into the drain)

**Education:** CPR and Swim Lessons

**Floatation Aids:** PFD's, lifejackets

**Groups:** use the buddy system

**H2O (water) Environments:** understand the water environment you are swimming in

**Intoxication:** watch out for intoxication due to alcohol and medications

**Just because it's shallow for you, doesn't mean it's shallow for others. (Depth)**

Synthesized from Karen Cohn's presentation, Reginald Chatman's research presented at the Columbia University Injury Prevention Symposium, and Marrick McDonald

## **LINKS FROM 8/11/2023 MEETING**

Pool Safely Water Watcher and portable pool resources  
<https://www.poolsafely.gov/educational-materials-catalog/>

Red Cross Whale Tales  
<https://www.redcross.org/take-a-class/teach-water-safety/whale-tales-resources>

Red Cross Water Safety  
<https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/water-safety.html>

Swimming Activity Book  
<https://www.statelineymca.org/Portals/0/Documents/aquatics/WaterSafetyactivitypages%2015.pdf>

MPF  
<https://michaelphelpsfoundation.org/water-safety/>

ZAC Foundation Water Watcher page  
<https://thezacfoundation.org/kids-water-safety/designate-water-watchers/>

Safe-T-Swim, and Rees Specht Foundation Splash message  
<https://www.enddrowningnow.org/wp-content/uploads/2020/04/RSW-Splash-Acronym-scaled.jpg>

Drennen's Dream Water Watcher and resources  
<https://drennensdreams.org/services/water-watcher-cards/>

Water Safety USA Swim Area Safety  
[https://www.watersafetyusa.org/uploads/7/0/6/0/70608285/swim\\_area\\_safety\\_illustrated\\_v5.pdf](https://www.watersafetyusa.org/uploads/7/0/6/0/70608285/swim_area_safety_illustrated_v5.pdf)

Water Safety USA What to Look for in a Learn-to-swim Program  
<https://www.watersafetyusa.org/what-to-look-for-in-a-learn-to-swim-program.html>

Safekids Links for Swimming and Boating Safety  
<https://www.safekids.org/other-resource/useful-links-swimming-and-boating-safety>

Swim Strong Foundation  
<https://www.swimstrongfoundation.org/know-before-you-go/>

Designated Water Watcher Card:  
[https://www.redcross.org/content/dam/redcross/get-help/water-safety/American\\_Red\\_Cross\\_Designate\\_a\\_Water\\_Watcher.pdf](https://www.redcross.org/content/dam/redcross/get-help/water-safety/American_Red_Cross_Designate_a_Water_Watcher.pdf)

<https://yonigottesman.com/pool-video/>

Total Aquatic Programming  
<https://totalaquatic.llc/>

<https://www.watersafetyusa.org/nwsap.html>

NYS Department of Health Camp Regulations

<https://www.health.ny.gov/environmental/outdoors/camps/>

NYS Department of Health Pool, Beach, Recreational Aquatic Spray Grounds Regulations

<https://www.health.ny.gov/environmental/outdoors/swimming/>

*Rockaways Roundtable: New York City Aquatic Culture?*  
<https://www.communitywellness.nyc/initiatives/rockaway-roundtable-nyc-aquatic-culture>

*'You Are the Difference Between Life and Death in the Ocean'*  
<https://hellgatenyc.com/you-are-the-difference-between-life-and-death-in-the-ocean>

*Opinion: Despite Obstacles, New York City On Cusp of Aquatics Renaissance*  
<https://www.swimmingworldmagazine.com/news/opinion-despite-obstacles-new-york-city-on-cusp-of-aquatics-renaissance/>

*Too Many New Yorkers Can't Swim. It's Time to Change That.*  
<https://www.nytimes.com/2022/07/24/opinion/new-york-city-swimming-pools.html>

*Why American Stopped Building Pools*  
<https://www.cnn.com/2023/07/22/business/public-pools-extreme-heat/index.html>

*Impact of drowning nationally*  
<https://www.nytimes.com/2023/07/08/health/children-drowning-deaths.html>

*NYC Council takes up bills to expand pool access citywide*  
<https://gothamist.com/news/council-takes-up-bills-to-expand-pool-access>

<https://mailchi.mp/730e0ee2f70e/swim-lessons-better-times-for-nyc-aquatics?e=b92ec0eb61>

<https://safeboatingcampaign.com/life-jackets/>

## **NEW YORK STATE TEMPORARY COMMISSION TO PREVENT CHILDHOOD DROWNING**

### **Goals of Commission:**

The commission shall:

(a) Determine an appropriate age and/or stage of childhood development when children can properly begin water safety and swimming instructions and develop statewide standards for such instruction;

(b) Investigate and evaluate the feasibility and effectiveness of programs which incentivize parents and guardians to enroll children in water safety and swimming instruction;

(c) Develop a comprehensive plan for public-private partnerships between the state and community centers, nonprofit organizations, recreational facilities, swimming instructors, and other relevant stakeholders and expanding existing state resources such as parks and pools to provide access to free swimming instruction, and determine the feasibility of such programs;

(d) Develop an implementation plan to ensure its swimming safety programs are available in underserved communities; and

(e) Develop a comprehensive plan for a public awareness campaign to ensure parents and guardians receive information on the importance of children receiving basic water safety and swimming instruction.

## **NYS TEMPORARY COMMISSION TO PREVENT CHILDHOOD DROWNING**

**9:30 AM TO 11:30 AM**

**2024**

January 26

February 9

~~February 23~~

March 8

~~March 22~~

~~April 5~~

April 19

May 3

May 17

May 31

June 14

June 28

July 12

July 26

August 9

August 23

September 6

September 20

October 4

October 18

November 1

November 15

~~November 29~~ (The day after

Thanksgiving)

December 6

December 20 - DUE DATE OF REPORT

Dates approved by Commission:

8/11/2023, revised 1/12/2024