

**NYS TEMPORARY COMMISSION TO PREVENT CHILDHOOD DROWNING
FRIDAY, January 12, 2024
9:30-11:30 AM**

Minutes

- **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:

Commissioners Present

- **Marrick McDonald**
- **Heidi Reiss**
- **Kathryn Colglazier**
- **Kevin Clark**
- **Casper Lasiter**
- **Gwen McNamara**
- **Mike Switalski**
- **Brian Tobin**

Commissioners Absent

Kaitlin Krause did not count towards quorum as she was not in a public location in the state of New York. There were no votes taken that were a determining factor in the final report due at the end of this commission.

OTHER ATTENDEES:

- **Rich Alden**
- **Michael Bauer**
- **Shanna Blanchard**
- **LuAnn Boone-Isherwood**
- **Annie Cooper**
- **Joel Freema**
- **Jennifer Hogan**
- **Dr. Steven Lagendorfer**
- **Bobby Leeson?**
- **Tim Shay**
- **Caitlin Smith**
- **Booby Hazen**
- **Matt Ferraguto**

Approval of Minutes from previous meeting

Motion: Mike Switalski
Seconded: Brian Tobin

Motion carried.

Guest Speaker: Dr. Langendorfer, World Conference: Drowning Prevention, Perth, Australia

Dr. Langendorfer shared the conference where the theme was “Shaping global strategy. Mobilize for local action.” Which applies to the efforts the NYS Commission is undertaking.

700 delegates with as many as eight different topics occurring concurrently. One topic was National coalitions, prevention and equity were among the topics presented. Climate impacts and coastal safety were additional included topics.

Australia presents a National Drowning report that is completed at the end of the year, different than the US due to different systems. Can share the drowning report with the commission. The star of the conference was Bangladesh in their efforts to work to prevent drowning, which they are susceptible to due to low land levels as well as poverty levels.

19k drown in Bangladesh, five times more than in the US. 40 out of 50 are children on a daily basis especially during the monsoon season. During the day when children may not be as well supervised with childcare.

Key takeaways

- Research does not support the idea of survival swimming skills for children under two years old. Water safety education is still relevant but as part of a complete layer of protection strategy with barriers, supervision, and age-appropriate lessons.
- Change the expectation as to what drowning looks like. Drowning is often silent and does not typically occur with people waving their hands and calling for help.
- Water Smart as part of the legs of a stool, this includes developing rescue skills, water smart, and developing water skills.
- International Drowning Research Alliance www.IDRA.world

Questions: Mike Switalski- Climate impact and equity. Before every presentation, there was a land acknowledgment before every presentation. Dr. Langendorfer will go back in his notes to review.

Gwen- does the international conversation regarding survival swim lessons below two years of age as inefficient change the US conversation? – Answer- the research is demonstrating that it needs to be part of a larger emphasis on barriers and supervision with skills focus being between four and five. With faster skills developing between ages six and seven. Swimming skills should be separated from swimming movement.

Heidi- With drowning rates being the highest for children 1-4, there should be education and readiness at the younger ages. It is still important to ensure we are still having conversations about water safety and skills for those younger children. Dr. Langendorfer, in is important to focus on education, it is not about how fast that they can learn to swim, but the expectation that swim lessons by themselves at the early ages cannot guarantee water safety. It is a longer process, but equally beneficial. It is about setting the expectations as to what can be achieved.

Annie- Agreed that we education should occur at the younger ages, but on the international scale, there are not always the same opportunities that are available to those in the US.

Guest Speaker: Matt Farragut, Senior Executive & Communications & Media,
YMCA
of Greater NY

The Art and Science of a Statewide Public Awareness Campaign.

oCase study from North Carolina

♣Once we have a plan and strategy, where do we go from there?

•How would we know if we are successful- and that the

tactics we are using, will move the needed?

•Learn from other states.

•Ask parents AND children.

•Test messaging

Then ensure there is a multi-channel approach to target their audiences.

Released Commercial <https://www.youtube.com/watch?v=VOaI82Gqhnw>

Targets- draft RFP for the state to help them understand what we believe the process should be. Helps to keep the work grounded in research.

Short and long term objectives. And break plan into phases.

On an RFO

Background information

Prevalence of drowning

Project overview

Short and long term goals
Establish of budget range
Build in enough time
How respondents will be evaluated

Marrick: how much research was needed? State gave one slide of deaths and rates, but the learnings from other state was done to prepare for the RFP.

Recommendations

Establish specific metrics
Art of simplicity – we need to be rooted in the research and achieve the goal, the campaign needs to be focused and not specific to what we believe, but what the data shows.

Mike -

Revised Meeting Dates:

January 12

~~January 26~~

February 9 - Water Safety Coalition; Goal A Draft; Goal B Draft

~~February 23~~

March 8 - Goal C Draft; Goal D Draft

~~March 22~~

~~April 5~~ – (week after Easter)

April 19 - Goal E Draft

Motion: Mike Switalski

Second: Heidi Reiss

Motion Carried

Discussion: Where are we on each Goal?

Marrick reordered the attachments to follow where we are heading as a final commission report will look like.

Goal A-1 & A-2: Age & Standards – Marrick

Adding a boating safety component as well as a flooding swimming action steps to our initiatives and ice safety.

Goal B: Feasibility & Effectiveness - Brian, Heidi

Compiled some data that is included and looking to add some recommendations.

Goal C: Partnerships - Gwen, Kate

Kate and Gwen shared their latest draft for this goal, breaking the comprehensive plan into three key segments that will interconnect to contribute to the aquatic ecosystem.

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; other suggestions for words to be added to the list.

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 or 3/19: State Injury Meeting: Marrick & Kate presenting

3/14/2024: Virtual Vermont Water Safety Symposium: Marrick & Kate presenting

11/20-11/24/2024: NYS AHPERD Conference @Turning Stone, Verona, NY

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

Respectfully submitted,
Gwen McNamara,
Commission Secretary

Speaker's Bio

Matt Ferraguto

Senior Executive, Communications & Media
YMCA of Greater New York

Matt Ferraguto has 25 years of experience in strategic communications, across the nonprofit, political, government, and private sectors. Since 2021, Matt has served as Senior Executive, Communications & Media, for the YMCA of Greater New York, leading media relations, internal communications, and external communications for the association and its 24 branches.

Prior to joining the Y, Matt was a partner at a full-service strategic communications agency in Raleigh, NC, where he served as account lead on crisis communications, reputation management, and brand building engagements for more than 70 clients over the span of 10 years. During his agency service, he helped to develop a statewide campaign to reduce the incidence of underage drinking.

Matt previously served as National Director of Communications for Reach Out and Read – coordinating activities of 30 regional leaders and 4,600 program locations nationwide – as Press Secretary for Congressman Stephen F. Lynch (MA-08), and as Deputy Press Secretary for Senator Edward M. Kennedy (D-MA).

Matt earned his Bachelor's degree in Public Policy Studies from Duke University and has more than 20 years of service on nonprofit boards.

COMMISSION REPORT DRAFT OUTLINE

Abstract

Table of Contents

Introduction Letter

Bill/Law

Goal A

- Goal A1

- Goal A2

Goal B

Goal C

Goal D

Goal E

Glossary: Water Safety Glossary

Recommendations: SUMMARY SHEET of Recommendations

- Regulations: OPWDD, SED, DOH, OCFS, DEC

- Funding

Recommendation for Future Commissions: Topics not within
commissions goals for further research

- Capital investments, Facilities

Summary of Report References

Commissions' Bio

Contributors' Bios

Speakers' Bios

GOAL A:

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)

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

These are based off of the NYS Physical Education Standards, 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 200 instructors throughout NY State).

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.

Goal A

- Goal A1
- Goal A2
- Water competency (proficiency)
 - Additional Water Competencies for NYS: Boating Safety, Flooding Safety, Ice Safety
- Instructional strategies: in classroom, in water, dry side/land (on pool deck, beach, dock)
 - List of aquatic skills & aquatic safety topics
 - swim instructor certification - don't need one to teach in this state
 - Content concerns - Standardized content
 - Physical education majors - need aquatics experience for licensing in this state - recommendation
 - Sample curriculum ideas
 - Differences with LTS programs - help inform parents of choices
 - Law called for standards, not the rest of SLIE
 - Types of Instructor Certifications
 - Professional Organizations:
 - AHPERD & Council of Administrators
 - SAANY's (School Administrator Association of New York State)
 - NYS Athletic Administrators Association
 - New York State Association of School Business Officials
 - NYS Recreation & Park Society
 - NYS School Boards Association
 - NYS Rural School Boards Association
 - NYS Council of School Superintendents
 - Adapted Aquatics
 - How to run a learn to swim program (best practices)
 - Barriers:
 - School Business Official: how to have an aquatics program outside of a Community/ Adult Education program
 - School Board Policy: not allowing for-profit organizations to use facilities

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.

After initial discussions, it was determined that there are not a lot of water safety programs that incentivize participation; mostly because it is not needed. Many programs have waiting lists due to demand. So we wanted to see how prevalent swim lessons/water safety programs are in the state, and what it may take to increase capacity. In addition to polling every aquatic facility registered with the New York State health department, we scheduled listening sessions with aquatic professionals, organized according to the state's economic development regions. We did ask about incentives for signing up for aquatic safety classes, and it was apparent that most programs do not have a problem with enrollment. Rather, the issue is whether or not ENOUGH programs are offered, and in a manner that is convenient for caregivers to get their children involved. The listening sessions gave us an opportunity to better understand the challenges that aquatic programs face to provide water safety/swim lesson programs in their community. We found that the majority are interested in providing more water safety and swim lessons, but face obstacles which we have broken into categories:

Parent/Guardians:

1. Lack of knowledge: many may not be aware of the importance of water safety instruction for children, or the need to be aware of potential hazards. Also, the importance of watching children around the water at all times.
2. Financial barriers; some cannot afford water safety/swim instruction.
3. Scheduling: lessons may not be offered at times that are conducive to their schedule.
4. Facility location: transportation can be an issue.
5. Projecting own fears onto their children- 50% of the population does not know how to swim, if a parent can not swim they may be afraid to allow their child near the water.

Children (participants):

1. Lack of knowledge: young children do not understand the potential dangers of water. As they get older and obtain more independence, they may engage in risk taking behaviors that put them at risk.
2. People with disabilities: traditional swim instruction/water safety lessons pose additional challenges for some (noise, activity).

Facilities:

1. Aging infrastructure: Some facilities are in need of infrastructure work due to their age. There have been several closures of pools on college campuses throughout the state due to the cost of repairs. These facilities could be community resources.
2. Facility availability: Many pools are tightly scheduled, with little/no open times that are convenient for parents with young children.
3. Location: some communities do not have an aquatic facility nearby. This includes some urban areas, where people may not have their own mode of transportation.
4. Hotel pools: some hotels ARE allowing for instruction; however, some will not (may be county interpretation of state law, and/or policy of the organization).
5. Pools in schools: perceived lack of administrative support for learn to swim programs. Some are P.E. class opt in (not required), some programs in the schools that were present before the pandemic have not gotten back to where they were. Difficulty accessing the school pool by outside user groups.
6. Rental/Operating costs: rental fees- some programs do not bring in enough revenue to cover the cost (i.e. swim lessons require a low teacher:student ratio, lifeguards, and someone to organize/ supervise).
7. Outdoor facilities are weather dependent.

Personnel:

1. Difficulty finding/hiring certified instructors: it is a challenge to find, hire, and retain qualified instructors.
2. Difficulty finding/hiring certified lifeguards: it is a challenge to find, hire, and retain qualified lifeguards.

3. Difficulty in getting potential candidates certified as lifeguards: barriers include the cost of the class, time commitment, limited availability of certification courses.
4. Difficulty in getting potential candidates certified as instructors: barriers include the cost of the class, time commitment, limited availability of certification courses. Having to pay for a course before taking it (not knowing if the participant will pass).
8. Pay scale: there is not a significant increase in pay in comparison to other jobs that are low/ minimum wage (despite the necessary training for certification, and the “first responder” status of lifeguards).
9. Amount of time for administrative staff to organize/supervise lessons; takes time away from organizing/supervising other programs for the host organization.
10. Difficulty in finding Water Safety Instructor Trainers.
11. Difficulty to become a Water Safety Instructor Trainer (have to travel to a multi-day course, not many offered in New York State. There are issues with the ability for state institutions to host an American Red Cross instructor academy).
12. Difficulty in staff retention; leaving for other better paying jobs, leaving at the end of the season (i.e. college students returning to school), leaving part-time work during the summer for full-time summer employment.
13. High school students can not lifeguard during a school day (New York State law?)

:

1. Lack of an appropriate facility, “rainy day” lesson: many organizations do teach water safety as part of their swim lessons. Some teach as a stand-alone (water safety “day”). However, 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.

Version: 1/10/2024

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 there 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

Regulation Intercession Investigation

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:

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 systemic 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-_wOuQuZ8yZyQYvObMfHnxkHKzDc0c-DWxeVGFoTi2POZwM2284laAjbEEALw_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](#) 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

Drowning Chain of Survival:

1. Prevent drowning
2. Recognize distress
3. Provide flotation
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 aid 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/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 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 **R**hythmic

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

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):

- 1. Feet first entry into water greater than chest deep and completely submerge
 2. Tread water for 1 minute
 3. Maintain position on back 1 minute
 4. Swim 40 yards continuously using any stroke or a combination of strokes.
 - Dog paddling is not an acceptable stroke.**
 5. Rotate 360 degrees and orient to the exit.
 6. Exit from the water.

- Based on the Progressive Swimming Instructor’s certification and standards from the certifying provider (e.g. American Red Cross (ARC), YMCA, Boy Scouts, etc.), and aquatic environment (size, pool, open water, currents, depth, etc.) specify the assessment criteria that will be utilized and the course provider they are based on below.

Assessment

Criteria:

Provider (e.g. ARC, YMCA, Boy Scouts, etc.):

- 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://w.poolsafely.gov/educational-materials-catalog/>

Red Cross WHALES Tales

<https://w.redcross.org/take-a-class/teach-water-safety/whale-tales-resources>

Red Cross Water Safety

<https://w.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/water-safety.html>

Swimming Activity Book <https://w.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://w.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://w.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://w.watersafetyusa.org/what-to-look-for-in-a-learn-to-swim-program.html>

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

Swim Strong Foundation <https://w.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://yonigottesman.com/pool-video/>

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

<https://w.watersafetyusa.org/nwsap.html> NYS Department of Health Camp Regulations <https://w.health.ny.gov/environmental/outdoors/camps/> NYS Department of Health Pool, Beach, Recreational Aquatic

Spray Grounds Regulations

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

Rockaways Roundtable: New York City Aquatic Culture? <https://w.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://w.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://w.nytimes.com/2022/07/24/opinion/new-york-city-swimming-pools.html>

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

Impact of drowning nationally <https://w.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

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