GUIDELINES FOR
EDUCATIONAL
PROGRAMS
UNDER
SAIL

AMERICAN SAIL TRAINING ASSOCIATION
DISCLAIMER
ASTA GUIDELINES FOR EDUCATIONAL PROGRAMS UNDER SAIL

The purpose of these guidelines is to educate vessel operators, curriculum developers, instructors and program administrators regarding practices and procedures followed generally within the sail training industry. That purpose is furthered to the extent that the guidelines provide a basis for program self-evaluation, program development and improvement.

It should be recognized that each part of every guideline may not be applicable to all vessels or programs. Further, it is not the intention of the American Sail Training Association to attempt to include every practice or procedure that might be desirable for or implemented by a vessel/program since conditions, vessels, and the goals or objectives of all sail training vessels/programs are not identical or uniform.

In developing and encouraging the use of these guidelines in program self-evaluation, the American Sail Training Association does not imply endorsement. Nor does the ASTA undertake to verify the continuous adherence by those vessels/programs and operators/instructors to every guideline. Nor does the ASTA warrant, guarantee or insure that compliance with these guidelines will prevent any or all injury or loss that may be caused by or associated with any person's use of vessels, facilities, equipment, or other items or activities that are the subject of these guidelines; nor does the ASTA assume any responsibility or liability for any such injury or loss.

Further, the ASTA hereby expressly disclaims any responsibility, liability or duty to sail training vessels/programs, personnel, operators and to trainees/students and their families, for any such liability arising out of injury or loss to any person by the failure of such vessels/programs, operators, or personnel to adhere to these guidelines.

Like the Prudential Rule in the navigation rules of the road, the vessel operator is responsible for using good judgment in the prudent application of these guidelines.
# AMERICAN SAIL TRAINING ASSOCIATION
GUIDELINES FOR EDUCATIONAL PROGRAMS UNDER SAIL

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I. Introduction

Purpose

In 1982, the Sailing School Vessels Act was signed into law. By 1986, the United States Coast Guard completed the final rules and regulations for Sailing School Vessels.

The purpose of this resource is to outline essential criteria for all those organizations and individuals involved and interested in operating Sailing School Vessels and/or offering educational programs under sail. The book may be used as a guideline for those organizations and individuals interested in starting a successful sail training program as well as by those existing entities who wish to evaluate their programs against proven criteria.

QUESTION: Who wrote this booklet?

ANSWER: The information and criteria contained in this book was compiled by an association of organizations and individuals who form the American Sail Training Association and the Sailing School Vessels Council.

QUESTION: Who can I consult in my effort to start up or evaluate my program?

ANSWER: The American Sail Training Association can connect people with consultants in program development, technical advice, financial and risk management.

Consultants will assist by helping organizations to:

- assess the quality of their present program
- identify the quality of their present program
- encourage internal efforts/strategies to improve programs
- foster continuing evaluation to monitor quality programs
- outline the essential steps and start-up procedures

QUESTION: How much does it cost and who do I call?

ANSWER: Shipboard observations and on-site consultation is available; inquire about travel expense and fees.

Call ASTA at (401) 846-1775; Box 1459, Newport, RI 02840
II. Definitions and Eligibility

QUESTION: Do I have to operate a certified Sailing School Vessel to offer sail training?

ANSWER: No. These guidelines apply generally to all education under sail. Sail training may be conducted aboard a Sailing School Vessel, passenger-carrying, research or other vessels. Program aboard private yachts, military, state, and foreign vessels will also benefit from these guidelines. The important consideration on vessels is that they must operate under applicable U.S. Coast Guard regulations and other appropriate safety standards.

QUESTION: What is a Sailing School Vessel?

ANSWER: According to 46 CFR, Part 169.107(v), a Sailing School Vessel means:
- a vessel less than 500 gross tons
- carrying six or more individuals who are sailing school students or sailing school instructor's
- principally equipped for sail
- operated by an educational organization that satisfies the requirements of Section 501(C)(3) of the Internal Revenue Code of 1954
- operated exclusively for the purposes of sailing instruction

QUESTION: What is "sailing instruction?"

ANSWER: According to 46 CFR, Part 169.107(f) instruction means teaching, research and practical experience in operating vessels propelled primarily by sail and may include any subject related to that operation and the sea, including seamanship, navigation, oceanography, other nautical and marine sciences and maritime history and literature.

When in conjunction with a subject referred to above, instruction in mathematics and language arts to students having learning disabilities is included.

QUESTION: How does sail training fit in the educational context?

ANSWER: Like all education, both formal and informal, academic and experiential, sail training involves the development of knowledge, skills and attitudes. Sail training is a specialized progression from sea experience which is part of marine education then environmental and general education.

QUESTION: What is a marine education?

ANSWER: Marine education encompasses making known the world of water. "Marine and aquatic education is that part of the total education process which enables people to develop a sensitivity to and a general understanding of the role of the seas and fresh water in human affairs and the impact of society on the marine and aquatic environment". From A Statement on the Need for Marine and Aquatic Education, Goodwin and Schaad, Sea Grant, 1978.
QUESTION: What is sea experience?

ANSWER: Sea experience describes marine education that takes place on the water, particularly opportunities to study and/or work aboard vessels under power or sail. It usually involves a shipboard encounter with the marine or aquatic environment.

QUESTION: What is Sail Training?

ANSWER: Sail training describes challenging and adventuresome programs conducted on ships under sail, often for character-building purposes -- developing leadership, teamwork, self-reliance and responsibility. Thus, sail training combines a focus on the development of better shipmates with the sailing school objective of training better sailors. Both include participating as part of a sailing crew such as lookout, steering, navigation, communications, log keeping and sail and line handling -- developing technical skills in safety and seamanship applied with an appreciation for the natural forces of wind and water. Sail training usually takes place aboard vessels large enough to accommodate six or more students, with group-living challenges concentrated by the confined space and a simple, sometimes spartan setting. Ship operation and daily maintenance are part of the demanding routine, often involving the preservation of historic skills and crafts -- developing a sense of stewardship for maritime heritage and for the water environment.

QUESTION: What does "you don't have to be big to be tall" mean?

ANSWER: "Tall Ships" have been adopted by the Sail Training Association, describing the vessels that take part in sail training races, crew exchanges, and port visits. A 30-foot waterline is generally the required length to participate in STA events. Sail Training can take place on any size vessel that carries "students" and an "instructor," however, informal.

"Tall Ship" -- In his poem "Sea Fever", John Masefield asks for "a tall ship and a star to steer her by", meaning a large sailing vessel with masts and rigging that tower into the sky. Tall ships have also been called "cathedrals of the sea" and "man's greatest handiwork", serving as endless sources of inspiration and awe, stirring images of both romantic splendor and monumental fear. Their beauty springs from an inherent contradiction of complex science and simple artistry: when close-by, their design presents an elegant tour de force of physics and engineering, in the distance, their silhouette forms a fluid masterpiece of rhythm and grace. In port, a person is overwhelmed by the immense scale of a tall ship, yet both are dwarfed in the seas beyond the horizon.

QUESTION: What about academic credit for sail training?

ANSWER: Several programs qualify and grant credit through educational institutions. Academic credit can be granted only by educational institutions licensed or chartered to do so by the Federal or State governments. ASTA guidelines provide a basis for developing creditable status for recognition by schools and institutions.
QUESTION: What are the educational elements that distinguish sail training?

ANSWER: To be "sail training", the experience must include some measure of each of these nine key elements, interactions, and outcomes below. Without a well-planned educational program, the experience can be a haphazard happening with random results. What makes the difference is an organization that directs its efforts and resources toward the purposeful combination of the elements and interactions to achieve desired outcomes.

**SAIL TRAINING PROGRAM MATRIX**

![Sail Training Program Matrix Diagram]

**SAIL TRAINING MATRIX**

- Elements - (Curriculum)  
  - Students  
  - Ships  
  - Sea

- Interactions - (Instruction)  
  - Shipboard Living  
  - Sailing  
  - Sea Experience

- Outcomes - (Goals)  
  - Shipmates  
  - Sailors  
  - Stewards

QUESTION: What about individuality and adventure?

ANSWER: Above all, these guidelines are meant to encourage excellence, not sameness, and to foster adventure and challenge aboard every sail training vessel.

Although every sail training program has the nine key aspects from the matrix in common, differing emphases and varying linkages distinguish each one. To some extent, each
reflects a distinctive focus, specialty, and setting, such as youth adventure, whale research or preservation aboard a historic vessel. Regardless of the differences, the same educational and management criteria apply.

ASTA educational criteria define "quality program" in terms of worthy goals, sound curriculum and effective instruction. Management guidelines define "responsible administration" and require that every aspect of the educational program be well-managed.

Guidelines and standards provide further definition and indicators of effectiveness are detailed under each of the four criteria. Together they provide the framework development, evaluation and review.
THE CRITERIA

Background

Collective experience has proven that the successful educational program under sail comes from these essential components:

1) A seaworthy sailing vessel (as determined by USCG standards in combination with organizational standards set by the operating personnel).

2) Operating under competent command and crew (as determined by USCG standards and demonstrated experience at sea).

3) Working with qualified and responsive instructors (as determined by an appropriate blend of demonstrated ability, student evaluations, experience and academic credentials.)

4) Offering a sound educational program (one which meets the organization's goals and is in keeping with the capabilities of the ship and the students).

5) Managed responsibly under a clear statement of purpose.

A basic assumption of these guidelines is that those interested in its contents either own, operate or have chartered a vessel and seek to develop an appropriate program for the purpose of providing sail training or "sailing instruction."

Those who are concerned about the seaworthiness of the vessel should consult the advice available through the ASTA Technical Committee and the United States Coast Guard. Given this assumption, the remainder of the book outlines in greater detail four significant criteria which are referenced in the essential components of the successful educational program under sail.

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CRITERION I: GOALS

The foundation of a successful sail training program is the organization's Mission Statement. The Mission Statement is a broad statement of organizational purpose and direction, describing why an organization exists.

Objectives allow organizations to monitor progress in regard to reaching goals and achieving the mission. The following are examples of mission statements used by existing organizations:

AMERICAN SAIL TRAINING ASSOCIATION:
"The mission of the American Sailing Training Association is to foster opportunities for people from all walks of life to experience seafaring abroad a sailing vessel so that they may enhance the quality of their own lives and develop deeper appreciation for others, for our water environment, for our maritime heritage and for their interrelationship with the wider world."

THE SEA EDUCATION ASSOCIATION:
"The Sea Education Association is a nonprofit educational institution dedicated to fostering a knowledge, understanding and appreciation of the oceans by providing challenging and enriching academic programs that offer the opportunity to live, work and study at sea."

S.A.I.L., INC.:
"Sail Adventures in Learning, Inc., is a private, nonprofit 501(c)(3) corporation dedicated to providing sea-going experiences in sailing ships."

Guidelines for Developing Program Goals

Although the shipboard setting is an uncommon "classroom", sail training holds to the common purpose of all education: to develop knowledge, skills, and attitudes. Sail training enhances general education, fosters marine education, and reinforces learning from the sea experience. Specifically, sail training programs support these overall goals:

- to develop safe seamanship skills (sailors).
- to increase self-knowledge, cooperation and responsibility (shipmates).
- to increase knowledge and appreciation of maritime heritage and mankind's interrelationship with the water environment (stewardship).

In sail training, the ends and the means are inextricably bound together and require participation in:

- instruction and practical experience in sailing.
- the interdependence of shipboard living.
- on-the-water experience with the world of water.
CRITERION 1: Goals act to focus the program and attract the resources of the organization toward fulfilling the purposes of sail training: better shipmates and sailors with a sense of stewardship.

GOAL GUIDELINES AND INDICATORS OF EFFECTIVENESS

In whatever ways they may differ, worthy goals:

1.1 -- clearly express the purposeful interaction of elements that make sail training unique (students, sailing, the sea).

1.2 -- address the development of knowledge, skills, and attitudes about self, others and the world.

1.3 -- apply to the future, whether the learnings are to be transferred to shoreside living, used in water-related careers or enjoyed in recreational pursuits.

1.4 -- are broad enough to challenge and inspire.

1.5 -- are flexible enough to offer a range of satisfaction and reward.

GOALS DOCUMENTATION

Organizational constitution, by-laws, statement of purpose, policy papers, brochures, manuals, promotional materials, articles, etc.
CRITERION II: SOUND CURRICULUM

Guidelines For Developing Sound Curriculum

The measure of the quality of any curriculum is based on a combination of sound program content and supportive materials. A sail training curriculum addresses an uncommon mixture of "coursework" and shipboard living, relating the elements of students, the ship, and the sea to the organization's goals.

The distinctive core of the curriculum must be "sailing instruction" defined in the Sailing School Vessels Act of 1982 as "teaching, research, and practical experience in the operation of vessels propelled primarily by sail and may include any subjects related thereto and to the sea, including but not limited to seamanship, navigation, oceanography, other nautical and marine sciences, and maritime history and literature".

Above all, safety must be the pervasive priority in both planning and delivery of the curriculum. At every level, students must learn to master the appropriate responses to shipboard emergencies. Every aspect of the curriculum must reinforce everyone's ongoing responsibility for ensuring safety and preventing accidents.

The subject of character-building may be part of a sail training curriculum. Content and materials focusing on developing leadership, teamwork and self-reliance add to the fullness of any education and are particularly relevant to the sea experience.
Impact On Personal Growth and Development

A common theme which links all organizations, ships and individuals involved with sail training is the issue of appropriate recognition of the growth and development of the students. In moments of quiet reflection, even the most crusty sailors recognize the impact of experiencing life from the perspective of the high seas aboard a vessel under sail. Life's priorities seem clearer and one develops a certain humble respect for one's place in the world and an appreciation for the cooperative effort toward achieving shared goals.

The individual and group dynamics which occur aboard a sailing ship at sea are ever present and indeed complex. Daily changes in wind, weather, sea state, tack and angle of heel effect these dynamics on a regular basis. Cramped living spaces promote personal growth through extended periods of forced patience and cooperation.

Some organizations choose to address the human issues in structured formal and informal talks, discussions or seminars. By surfacing the issues of group dynamics and individual growth, programs hope to strengthen internal changes that have begun as the new perspective grows during the experience at sea. Other organizations let human dynamics grow and take shape on their own and leave the student to discover the new perspective is his/her own way in his/her own time.

An organization must look to its mission, goals and objectives in the decision to spotlight the human development or leave it in the hidden agenda. Instructors must recognize the sea helps to surface a range of issues in those who spend time before the mast. Failure to do so suggests lack of experience and/or an insensitivity to the student (learner's) point of view.
CRITERION II: A sound sail training curriculum furthers both sailing and character building goals with well-planned content and materials that are appropriate to the needs and interests of the students and to the particular characteristics of each vessel and the waters being sailed.

CURRICULUM GUIDELINES AND INDICATORS OF EFFECTIVENESS

II.1 -- Both the content and materials must be suitable for the students and the setting, considering the variations in these essential elements:

1.1 -- students (experiences, abilities, limitations, ages, sizes, numbers, needs, interests, etc.).

1.2 -- ships (size, rig, accommodations, history, special features, draft, range, time under sail, power, etc.).

1.3 -- seas (waters, environmental conditions - weather, wind, waves, natural habitats, harbors and ports of call, climate).

II.2 -- Flexibility of content and materials is desirable including being prepared to educate through special opportunities such as harbor festivals, races, companion ships, international exchanges, and semi-predictable happenings - such as sighting a whale, weathering a storm, maneuvering in a crowded channel, being seasick, taking part in search and rescue, etc.

II.3 -- A sound curriculum is strengthened by relevant content that:

3.1 -- ensures health, safety, and security, and reinforces legal requirements for drills and pre-underway training including the "handling of sails, emergency procedures, nautical terms, location and use of life-saving and firefighting equipment, and the general layout of the vessel". (Refer to CFR 46 169.833 (b) (9), and 169.855).

3.2 -- balances responsibilities and opportunities for:

(a) watchstanding
(b) sail and line handling
(c) ship's maintenance
(d) group-living tasks
(e) off-watch learning

3.3 -- defines clear learning objectives for both course-work and character-building.

3.4 -- fosters both individual competence and group cooperation.
3.5 -- emphasizes understanding the "how's and why's" to reinforce the consequences of individual actions.

3.6 -- provides for measurable evaluation and recognition.

3.7 -- offers a variety of activities to accommodate different interests, abilities, and learning styles.

3.8 -- provides a progression of activities to satisfy beginners and to challenge advancement.

II.4 -- Materials and equipment support the curriculum. Educational resources are:

4.1 -- continually updated or maintained in safe and serviceable condition (as appropriate, care and maintenance are to be part of each student’s routine).

4.2 -- made available in sufficient quantity and/or for enough time for meaningful use or mastery.

4.3 -- suitable for the age, size, and ability of students (such as reading level, complexity of operation, scale).

4.4 -- stored securely yet appropriately accessible for student use.

4.5 -- supplied with a variety of parts, tools, and other materials for repair and/or improvising. (See Administration Standard IV.6 Note that although some materials and equipment are required to be part of the vessel's inventory, duplicates or additional supplies may be needed for student use).
CURRICULUM DOCUMENTATION

Course catalogs, outlines, descriptions, syllabi including:

- objectives
- prerequisites, if any
- time (length of classes/sessions
- evaluative criteria
- completion requirements
- credits, certification, if any
- special topics, featured activities

References, texts, tapes, operating manuals, watch and duty assignments, emergency procedure checklists.
Instruction sheets, student workbooks, logs, sail plan, rigging diagram, pin diagram, equipment list (pre-boarding and onboard).

Maintenance and storage procedures, inventories of instructional equipment and educational materials.

List of charts and nautical publications carried. (Refer to SSV 169.809).

Station bill (sample). (Refer to SSV 169.813).
CRITERION III: EFFECTIVE INSTRUCTION

Guidelines for Developing Effective Instruction

Effective instructors influence the quality of the students' interactions -- with their shipmates, with the ship, and with the sea. Balancing the demands of the ship with the educational objectives, instructors should be qualified mariners and responsive teachers.

The commanding reality of the "school of the sea" requires that the captain and instructors work cooperatively together, with the captain's responsibility for safety as a priority for all. The captain also sets the climate for learning, with key support from instructors. One instructor needs to be designated as the onboard manager of the educational program. Working with the captain, this Instructor-Coordinator ensures that each student takes the opportunity to complete the sail training curriculum.

The Instructor-Coordinator's success is determined by his or her skills in organizing, delegating, teaching, evaluating and recording educational progress. Although these skills apply to good teachers anywhere, seagoing instructors must make special adaptations to be successful under sail. They recognize that aboard ship, where space is confined and a group is isolated; thinking, feeling, living and working are rarely more concentrated.

Effective instructors capitalize on the special potential of the shipboard setting using methods to intensify learning and influence students, often for a lifetime.

At times, on board instructors fill other roles as well -- ship's officers, crew, deckhands, guests, scientists, students, etc. When ship demands and weather conditions allow, officers and crew should consider teaching as part of their duties, not as something extra. Above all, as role models, effective instructors need personal qualities that communicate their belief in the value and importance of sail training and contribute to student motivation and success.

CRITERION III: Effective education under sail depends on qualified instructors who deliver the curriculum using methods that motivate students and capitalize on shipboard living, sailing, and the sea experience to realize the educational goals of the program.

INSTRUCTION GUIDELINES AND INDICATORS OF EFFECTIVENESS

III.1 -- To ensure effective instruction it is necessary to manage the teaching/learning process. The Instructor-Coordinator (or others as assigned) need(s) to:
1.1 -- coordinate teaching assignments and monitor their successful completion.

1.2 -- orient, coach and supervise instructors when necessary and as appropriate.

1.3 -- provide instructional support to the Captain for:

(a) required safety drills (169.833)
(b) lookout (169.847)
(c) roving patrol (169.821)
(d) wearing of PFD's (169.813, 169.833 (b) (9)
(e) harnesses (169.723 and 169.825)
(f) emergency stations (169.813 and 817, etc.)

1.4 -- monitor the health and well-being of the students.

(a) review health information forms, noting medications, treatment procedures, dietary restrictions, known allergic reactions, and physical limitations.
(b) help students to prevent injury and illness (sea-sickness, sunburn, hypothermia).
(c) note behavior when mustering on and off watches, at meals, etc.

1.5 -- classify and assign students by skill and ability levels.

(a) consider physical and learning disabilities as well as talents.
(b) support special groups and self-initiated learning, (offering special interest sessions, regrouping by age, ability or experience for events, classes, or shoreside leave.

1.6 -- arrange for the Welcome Aboard.

(a) assign accommodations, gear stowage, and watch sections.

(b) define rules and expectations, including drugs/alcohol, smoking, student personal space/time, "off-limits" space/time/behavior.

(c) provide orientation to ship routine and responsibilities such as conserving water and electricity, using the head, food preparation, service and cleanup, being on time, etc. (Refer to 169.856, 169.255, 169.257, etc.).

1.7 -- coordinate reading, lecture, drills, practical experience (watches, sail and line handling, ship maintenance, galley, serving and clean-up duties), and other activities to achieve the objectives in the curriculum considering individual and group needs, and taking advantage of varying conditions and spontaneous learning opportunities.
1.8 -- maximize student participation in the program, providing opportunities for planning, scheduling classes, rotation of watch duties, additional activities, "free" time, port calls and regular input on how things are going.

1.9 -- make materials and resources available for student use.

III.2 -- Effective instructors use teaching methods that promise successful achievement. They:

2.1 -- base their objectives on analysis of the content to be taught, the abilities of the students, and the requirements for safe ship operations.

2.2 -- make their objectives clear to students for each learning opportunity.

2.3 -- deliver the content in a logical sequence matched with a progression of methods, developing from basic awareness through active mastery. They use reading, lecture, demonstration, supervised drill, practical experience, responsibility for supervising others and teaching as appropriate.

2.4 -- are responsive to environmental conditions and student readiness.

2.5 -- use methods that balance the development of individual competence and foster group cooperation.

2.6 -- emphasize participatory methods in realistic situations, explaining the reasons for and the consequences of actions (more than "Don't touch that"...). They help students to relate concepts to specifics.

2.7 -- provide multi-sensory stimuli to broaden perceptions, focus attention on details and reinforce retention (giving written and spoken directions; using diagrams, pictures and actual examples; encouraging visual observation, active listening, touching, even smelling and tasting).

2.8 -- pace their presentations to allow time for different rates of learning, providing feedback and practice as appropriate.

2.9 -- are well-grounded in their teaching knowledge of instructional aids such as a plankton net, depth sounder, sextant. They demonstrate and insist on proper care and use of materials and equipment.

2.10 - present content and use methods in enough depth and breadth to be satisfying to beginners and challenging to advanced students. They provide enough repetition in the basics not be boring and enough variety to be interesting yet not confusing.
2.11 -- use methods designed to encourage different ways of evaluating performance and/or reinforcing progress (use informal feedback, observation, testing, demonstration, practical experience and use, written logs, competition, incentives and recognition).

2.12 -- see that every watch/work detail is monitored for needs for additional instruction, or provided with supervision or instructional help. They routinely involve student assistants or have a report-back system -- formal or informal.

2.13 -- explain the methods of evaluation as well as the requirements for completion or advancement, previewing sample grades, ratings, and/or descriptive comments, evaluation forms, criteria for recognitions, etc.

2.14 -- are open to ongoing improvement themselves, measuring results with the original objectives. They seek input from evaluation forms, student and parent comments, peer and supervisory reviews.

2.15 -- show systematic evidence of keeping current in both subject matter and teaching abilities, subscribing to relevant periodicals, keeping active contacts and memberships in related fields and organizations.

**INSTRUCTION DOCUMENTATION**

Course outlines, instructors' guides, notes, sample lesson plans, typical session/class/daily schedules for in port and at sea (however formal or informal).

Lectures, descriptions of drills, demonstrations, games, activities.

Evaluation tools, forms, tests, skill sheets, activity checklists, (such as the ASTA Syllabus and Log), rating scales, performance goals, descriptive comment samples.

Requirements for completion or advancement, certifications, licenses, credits from academic institutions, inventives, recognitions, etc.

Summary of instructors' qualifications, instructors' resumes, job applications, references, recommendations showing general education, specialized training, experiences both in subject areas and in teaching.

Listings of instructors' credentials, licenses, and certifications relevant to sailing and/or education, including small-craft safety, swimming, lifesaving, first-aid, CPR Coast Guard license(s) and other outstanding and specified qualifications.
CRITERION IV: RESPONSIBLE ADMINISTRATION

Guidelines for Developing a Responsible Administration

To apply sound management principles to sail training requires combining the skills of a school administrator, travel consultant, event coordinator, property manager, community organizer, promoter and adventurer... and adapting them to the challenging setting of a sailing ship at sea! Unusual costs and risks are inherent in sail training: shoreside support is remote from the floating classroom, weather conditions are variable and beyond control, staffing for ship operation and program delivery requires highly specialized knowledge and planning, and vessels themselves draw constant attention.

Still, although the school of the sea demands unusually responsible administration, there is no better showcase for a well-managed organization. Success depends on the administration of policies, procedures and practices defined by:

Ethical communication: Above all, credibility depends on clear and open communication among all concerned. The exchange of information is managed with integrity.

Careful planning: A responsible administration formulates worthy goals and sees that a sound curriculum is developed to support them. The focus on risk management is important, with standards for financial stability and for health, safety and security.

Sensible organization: Sensible organization directs resources and personnel so they achieve maximum success in reaching the program goals. When accountabilities and responsibilities are clear, the deliver of program can be effective and efficient.

Conscientious implementation: Carrying out the goals requires staffing and directing the operations (instruction) with students who are suited to the program. Recruiting and hiring qualified instructors is only the first step, with quality further insured by staff development and ongoing resource improvement.

Responsible control and evaluation: Responsible control involves record-keeping, supervision and evaluation, and periodic review of all aspects of the sail training program.

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CRITERION IV: Responsible administration requires that every aspect of an endorsable program be ethically communicated, planned carefully, organized sensibly, implemented conscientiously and controlled responsibly.

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ADMINSISTRATION GUIDELINES

IV.1 -- The organization has an effective management/planning process, including:

1.1 -- a framework of bylaws for guidance

1.2 -- educational goals formulated and adopted based on the characteristics of students, the vessel(s) and the waters being sailed.

1.3 -- an operational plan including objectives, tasks, responsibilities, time and budgetary allocations.

1.4 -- systematic review of program and finances.

1.5 -- evaluation of organizational performance at the end of each session or annually, as appropriate.

IV.2 -- The organization manages communications effectively and ethically.

2.1 -- The exchange and interpretation of information is clear, accurate, timely, and consistent for:

(a) all audiences, considering internal and external needs and concerns.

(b) all materials, informational and promotional. (169.857 (a) (b) (c).

2.2 -- There is an effective crisis communications plan (169.807 Notice of Casualty).

(a) A responsible spokesperson is designated, with backups both for aboard ship and ashore.

(b) Shipboard and shoreside information includes:
   - vessel information
   - the tentative itinerary and program plan
   - a complete list of program personnel, students, and their emergency contacts
   - ways to contact the shipboard spokesperson in an emergency (radio call sign, frequencies, monitoring schedule)
   - ways to contact shoreside spokesperson in an emergency (day and night phone, and backup contact numbers)

(c) Parents and/or emergency contacts of program personnel and students are provided information about how to reach the shoreside spokesperson and/or the student in an emergency.
2.3 -- Student enrollment is based on open recruitment and fair selection practices.

2.4 -- Students (and parents) are provided with information describing what they can expect and what is expected of them, including, as appropriate: (169.857)

(a) details on the special nature of risks involved in sail training.

(b) the duration of cruise/program, underway time overnight and typical schedule.

(c) the waters and the range offshore (distance from a harbor of safe refuge).

(d) routes and possible ports of call.

(e) verification of vessel seaworthiness.

(f) verification of vessel operators' qualifications.

(g) expenses and requirements for special gear or clothing.

(h) payment/scholarship and refund policies and procedures.

(i) pre-requisites for enrollment/participation.

(j) educational program offerings/credits.

(k) letter to school officials/employers for "excused absence".

(l) follow-up services; ways to advance or return; possible referrals or certifications.

(m) typical shipboard duties and opportunities.

(n) tips for successful and comfortable shipboard group living, with clear limits for behavior aboard ship and ashore.

2.5 -- Required student application/enrollment information includes:

(a) health history and/or physician's statement form.

(b) permission/release forms, signed by student (and a responsible adult if a minor student) confirming understanding and acceptance of the special nature of risks involved in sail training.
(c) emergency information form including student name, address, and age; name, address, phone of responsible adult and/or emergency contact; evidence of insurance.

(d) program placement information form including age, interests and abilities, education and experience background, goals.

2.6 -- Pre-trip orientation and preparation includes:

(a) clothing and equipment list and packing instructions.

(b) travel and boarding directions, with times and location for embarking and debarking.

(c) ship familiarization including sail plan; rigging, line and pin diagrams; basic nomenclature; typical commands and routines.

IV.3 -- The organization manages risks with standards designed with concern for the health, safety, and security of the participants.

3.1 -- Health and safety standards comply with applicable local, state and federal regulations.

3.2 -- Health and safety standards include consideration of:

(a) the number of students and their ages, attitudes and abilities.

(b) the size, rig, and condition of the ship.

(c) the basic curriculum and special activities that may be difficult or dangerous.

(d) the waters and the weather conditions.

(e) the time available for instruction, length of the session, etc.

(f) the number of staff and their qualifications and experience.

3.3 -- Health and safety standards define requirements for:

(a) staff licensing and certification (i.e., vessel operation, first aid, CPR, lifesaving, teaching).

(b) supervision (staff/student ratios) (169.205 (a) (3)).

(c) drills and level of student preparation for emergencies and for activities involving unusual risk (see also 3.4-a-j below).
(d) care, use, and storage of equipment (i.e., PFD’s, safety harnesses, first-aid kit).

(e) staff training on laws and liabilities; what to do in a crisis or in case of negligence; responsibilities to and for students (i.e., when and how to dismiss a student, send them home or put them ashore; what to do if a student is injured, lost, missing, runaway, etc.).

3.4 -- Safety standards address emergency procedures and accident prevention (reinforcing applicable regulations) including:

(a) man overboard

(b) fire

(c) rough weather

(d) reduced visibility

(e) abandon ship

(f) going aloft (refer to 169.825)

(g) working the foredeck/foresails

(h) swimming

(i) smallcraft/lifeboat handling

(j) hazardous rig and equipment handling

(k) operating machinery

3.5 -- Health standards address sanitary practices and prevention and treatment of illness.

(a) food preparation and storage

(b) clean water

(c) waste disposal

(d) dishwashing procedures

(e) dispensing and storing medications
(f) abuse of alcohol and drugs

(g) prohibition of illegal substances

(h) protective shelter and clothing

(i) scheduling work and rest

(j) preventing/providing treatment for illness or injury (especially sunburn, hypothermia, seasickness).

(l) hygiene

3.6 -- A health history and/or physician's statement is available for all students and program personnel, as required.

(a) prepared and signed by the adult or by an adult responsible for a minor student.

(b) includes a record of conditions requiring special consideration, medical treatment, immunizations, known allergies, dietary restrictions, other.

IV.4 -- Personnel policies and practices attract, develop and retain qualified staff (especially instructors).

4.1 -- Responsibilities, accountabilities and authority are made clear through written:

(a) organizational chart showing reporting lines for administrative personnel, policy-makers, program instructors, support personnel, and links with the Captain and ship personnel.

(b) personnel policies including remuneration, time-off, "absence from work," shore leave, medical exam/health history, insurance, liabilities, conditions of severance, performance evaluation, personal conduct, special condition of service. (Applicable to both paid and volunteer staff).

(c) agreements/contracts with staff, including compensation and benefits, if any, term of service/employment, reference to job description and personnel policies.

(d) job descriptions, especially for the Instructor - Coordinator.

(e) personnel services for systematic recruiting, selection, orientation, supervision, continuing development and performance evaluation.
(f) communication with the Captain describing the program goals, staffing and instructional supports needed/provided for mutual understanding and benefit.

(g) guidelines for the Instructor-Coordinator to meet with the Captain (then for both to meet with ship and program staff prior to student boarding time) to reinforce mutual understanding of areas of authority and to gain program support.

4.2 -- Qualified instructors are recruited, selected, trained and assigned on an equal opportunity basis considering:

(a) knowledge and experience appropriate for sail training (not necessarily represented by formal credentials).

(b) the ability to impart that knowledge in the shipboard setting showing they are:

- flexible and persistent, with high expectations for themselves and others.
- fun, approaching sail training with enthusiasm and a sense of awe and wonder.
- empathetic, responding with concern for the group and individuals.
- fair, with respect for differences and trust in others.
- tough, with understanding of uncompromising leadership in matters of safety.

4.3 -- Incentives for excellence are given for outstanding instruction, success rates and/or accomplishments of students. They include awarding recognitions, and providing opportunities for educational development and/or professional advancement.

IV.5 -- The organization's financial resources are adequate and stable.

5.1 -- Records show that financial support is maintaining quality program and all students are completing full instruction.

5.2 -- Auditable records show income equal to or exceeding expenses for at least two years and/or a realistic projection of solvency after one year of operation for a new organization. (Annual audits are most desirable).

5.3 -- Careful financial plans, accounting procedures, and records protect the organization and its assets from financial risk, including:

(a) written agreements (charters, contracts) for use of non-owned ships.

(b) legal counsel available to review contracts, insurance, procedures, forms, practices.
(c) insurance coverage, considering liability, health, and accident. (169.218 (b) (4)). Also, hull, host liquor liability, directors insurance.

(d) a budget, stating projected income and expenditures.
(e) a tuition payment procedure, schedule, and refund policy.

(f) a plan for the acquisition, development, maintenance, and replacement of property, facilities, and equipment to support the program.

(g) records of inspection, ownership, leases and other property documents.

(h) inventories of equipment (for maintenance and insurance).

IV.6 -- The organization provides ship(s), instructional space, equipment, and resources to support the effective delivery of the educational program.

6.1 -- All vessels, facilities, and equipment are:

(a) safe, secure, and seaworthy (169.222).

(b) in compliance with local, state, and federal regulation with evidence of current inspection by appropriate authorities.

6.2 -- Program resources are well-maintained and checked prior to use including:

(a) student lists, emergency information, health forms, releases, permissions.

(b) inventory of equipment and supplies for scientific and weather observation, navigation, marlinspike seamanship, nautical crafts, etc. (as appropriate for the curriculum). (169.809).

(c) reference materials and bibliography.

(d) curriculum guide, course outlines, lesson/activity plans, study handouts.

(e) visual aids, models, games, samples.

(f) forms for scheduling watches, duties, classes, etc.

(g) evaluation forms and tests.

(h) recognitions/certificates of completion, advancement, participation.

(i) student/group log book (unofficial program record). (169.807, 169.841).

(j) first aid kit, (169.725).
IV.7 — The organization maintains quality control through the systematic review of goals, curriculum, and instruction.

7.1 — Input is sought from individuals, groups, and representatives of those involved (students, instructors, curriculum developers, employees, volunteers, ship people, etc.).

7.2 — Methods of evaluating the curriculum and instruction include:

(a) personal observations.

(b) supervisor reports or reports from Captain, officers or peers.

(c) self-evaluation by instructors.

(d) student reports and evaluations.

(e) letters from parents, anecdotal information.

(f) evaluation by subordinates, ship’s personnel.

(g) interviews, questionnaires, open-ended suggestions from concerned people.

(h) meetings with staff.

(i) accreditation review for school, college or university.

7.3 — If an outside or parent organization sets the standards or determines all or part of the curriculum, the relationship should be clearly defined, along with links with local and national organizations with resources and supports. If an advisory committee or board gives advice, it is important to keep a list of members and their credentials, to cite examples of input, and to give evidence of resultant changes.

7.4 — By keeping adequate and accurate records in good order and under safe-keeping, the organization monitors the effectiveness of the program. The following educational records are important:

(a) information on each student and all program staff (see also Program Guideline IV. 2.5; 3.5; 4.1. c.). (Refer to 169.807 (d).)

(b) attendance/enrollment/completion records including the number starting, the number dropping, the number completing each session (especially if academic credit is granted).
(c) if not in the ship’s log, health records in a bound volume, noted daily, on numbered pages, with no lines skipped, in ink, and dated and signed by the person making the entry. (Refer to 169.807, 169.841).

(d) confidential records of performance reviews, problem situations, dismissals, and crises.

(e) evaluations, organizational minutes, annual reports, and accreditation reviews, as appropriate.

IV.8 -- The organization fulfills its responsibilities to the national and international sail training movement by:

8.1 -- functioning according to these endorsement standards.

8.2 -- maintaining membership in ASTA, participating in activities and business of the national organization.

8.3 -- making reports as requested.

8.4 -- conducting self-evaluation and review.

8.5 -- using review findings as a basis for improvement.

8.6 -- monitoring and taking appropriate action on legislative and regulatory actions which affect the delivery of sail training programs.
ADMINISTRATION DOCUMENTATION

Bylaws, organizational policy statements.

Operational plan.

Promotional information: brochures, flyers, articles, video/film, etc.

Communications plan including chain of command, emergency contact numbers, procedures, itinerary, program description, policy statements (for the media).

Program information on routes, risks, schedules, vessels, operators, courses, services, instructors, etc.

Sample enrollment forms, application, health forms, emergency information, releases, clothing and equipment list, travel and boarding directions.

Ship familiarization information - sail plan, rig and line diagram, nomenclature, routines.

Health and safety standards.

Personnel policies, organizational chart, agreements, contracts, job description, guidelines for Captains and Instructor-Coordinators, evaluation forms.

Financial statements, budget, auditable records (annual audit preferred), tuition payment procedure and refund policy.

Inventory, maintenance plan.

Certificates, licenses, leases, charters, records of inspection.

Sample program forms, watch schedules, station bill, duty lists, evaluation forms, tests.

Evaluation reports, letters of commendation, accreditation review, organizational minutes, management reports, outline of attendance records, completion statistics.
SELF-EVALUATION

Given the contents of this book, existing organizations have a framework for evaluating themselves against the criteria within this book. Start up organization will have a focus to establish the essential components of a successful educational program under sail.

Self-Evaluation is an effective way to measure performance. Internal analysis and thorough evaluation should yield valuable insights leading to program improvement.

A Self-Evaluation profile is contained within this book. Used in conjunction with consulting services provided by ASTA, organizations will be better able to identify areas of concern and improvements necessary for an organization to achieve its mission with a quality program.

SELF-EVALUATION -- PROGRAM ANALYSIS

Analyzing the program is the most critical part of Self-Evaluation. This is when the process comes together and when all the objectivity, nondefensiveness, and analytical skills of the Self-Evaluation Team are called into play.

The Self-Evaluation Profile is provided as a rating and planning tool, helping to recognize strengths and identify weaknesses in need of improvement.

Overall, ratings should reflect the collective, honest judgment of the team. The descriptive phrases equated with each rating are:

6 Always, maximum, or yes  
5 Almost always or to a high degree  
4 More than half the time, moderate  
3 Less than half the time, little  
2 Occasionally, barely, minimal  
1 Never, none, or no

By rating each indicator, the team can determine how well the organization is meeting that standard. The goal is not to add up a "perfect score," but to recognize the areas of high quality and to develop plans to improve other aspects of the program.
SELF-EVALUATION REPORT

The Self-Evaluation Report should reflect that "change comes when people see things differently together," reinforcing Self-Evaluation as the most critical step in a review process. Improvements are made by individuals inside the organization, especially those who have gained insights on quality through participation in evaluating the program. Students are bound to benefit from the integration of shipboard and shoreside efforts backed by an organizational commitment to quality.

The Self-Evaluation Report should be kept simple and direct, with four parts:

1. Description of the program and this particular self-evaluation process. Summarize the ways in which eligibility requirements are met (students, subject, instructors and instruction, financial status and vessel(s). Describe how the Self-Evaluation was conducted, the positions/people involved, time frame, etc.

2. Self-Evaluation Profile and Ratings -- a copy of the Profile with consensus ratings circled. Comments on notable ratings should be summarized (particularly if on the low (1-2) side).

3. A preview/plan for improvements in progress or projected (based on the "notable" ratings).

4. Documentation should be limited to key supports, not necessarily every form of paper being generated.

If an ASTA review is desired, a copy of the Self-Evaluation Report (including documentation) should be sent to the ASTA Review Coordinator. Observer(s) must be allowed time to become familiar with the Self-Evaluation Report before arranging the shipboard visit and on-site consultation, as appropriate.
PROGRAM RELATED REGULATIONS


PERSONNEL/STUDENTS

169.107 - Definitions

(f) "Guests" means an individual on board a sailing school vessel who is not a member of the ship's company and has not contributed any consideration, either directly or indirectly, for carriage on the vessel. Guests are not considered passengers for the purpose of these regulations.

(h) "Instructor" means any person who is aboard a sailing school vessel for the purpose of providing sailing instruction and is not an officer, operator, or member of the crew required by regulation to be aboard the vessel, and has not paid any consideration, either directly or indirectly for his or her carriage on the vessel.

(k) "Master" means the senior licensed individual having command of the vessel.

(o) "Passenger" means any person carried on board a vessel other than:

1. The owner or his representative;
2. The master and bona fide members of the crew who are engaged in the business of the vessel and paid for their services;
3. Any employee of the owner of the vessel engaged in the business of the owner, except when the vessel is operating under a bareboat charter;
4. Any employee of the bareboat charterer of the vessel engaged in the business of the bareboat charterer;
5. Any guest; or
6. Any sailing school instructor or sailing school student.

(u) "Sailing School Student" means any person who is aboard a sailing school vessel for the purpose of receiving sailing instruction.

(w) "Ship's Company" means the officers and crew of a sailing school vessel, sailing school students, and sailing school instructors.

175.10-28 - Carrying "Passengers for hire" means carrying any person for a valuable consideration, whether directly or indirectly flowing to the owner, charterer, agent, or any other person interested in the vessel.
169.203 - Description.

The certificate of inspection issued to the vessel describes.... the minimum manning requirements.... the maximum number of sailing school students and instructors and the maximum number of persons which may be carried.

169.213 - Permit to carry excursion party.

(a) A vessel may be permitted to engage in a temporary excursion operation with a greater number of persons.... where it can be undertaken with safety.

(e) The permit states upon its face the conditions under which it is issued, a reminder about the prohibition against carrying passengers, the number of persons the vessel may carry, the crew required....

169.205 - How to obtain or renew.

(a) (3) Information concerning the program's age and physical qualifications for students and instructors and the ratio of students to instructors.

**INSTRUCTION**

169.107(t) "Sailing Instruction" means teaching, research and practical experience in operating vessels propelled primarily by sail, and may include:

(1) Any subject related to that operation and the sea, including seamanship, navigation, oceanography, other nautical and marine sciences, and maritime history and literature; and

(2) When in conjunction with a subject referred to in paragraph (t) (1) of the paragraph, instruction in mathematics and language arts skills to sailing school students having learning disabilities.

169.213 - Permit to carry excursion party.

(c) The OCMI will reevaluate the vessel's sailing instruction program to ensure that the permit fits within the scope of the training program and that the vessel continues to meet the definition of a sailing school vessel.

Note the following introductory comments on this section:

"Prior to issuing an excursion permit the OCMI will ensure that the vessel meets all applicable regulations and that a bona fide sailing instruction program is being conducted. It is not intended that this section will allow an operator to conduct a frivolous, cursory or unprofessional program even for a day".
169.218 - Procedures for Designating SSV’s.

(b) (2) A specific operating plan stating precisely the intended course of instruction for sailing school students.

169.856 - Pre-underway training.

Prior to getting underway the master shall ensure that each sailing school student and sailing school instructor, who has not previously been instructed, is instructed in the handling of sails, emergency procedures, nautical terms, location and use of lifesaving and firefighting equipment, and the general layout of the vessel.

Both the curriculum and instruction need to reinforce safe practices, especially related to the following equipment/facility regulations:

169.255 - Sanitary inspection.

At each inspection for certification and reinspection quarters, toilet and washing spaces, galleys, serving pantries, lockers, etc., are examined to determine that they are serviceable and in a sanitary condition.

169.257 - Unsafe practices.

(a) At each inspection for certification, reinspection, and at every other vessel inspection all observed unsafe practices and hazardous situations must be corrected.

(b) At each inspection for certification and at every other vessel inspection the bilges and other spaces are examined to see that there is no accumulation of oil or other matter which might create a fire hazard.

169.321 - Motion picture projectors may only use acetate or slow burning films. Nitrocellulose film is prohibited.

169.686 - Electrical heating and cooking equipment.

(a) .... Each heater must be so constructed and installed as to prevent the hanging of towels, clothing, etc., on the heater....

(e) Grill.... means must be provided to collect grease or fat to prevent spillage or wiring on the deck.

(f) Where necessary for safety of personnel, grab rails must be provided.... and with sea rails with suitable barriers to resist accidental movement of cooking pots.
169.703 - Cooking and heating.

(a) Cooking and heating equipment must be suitable for marine use.... (ABYC or NFPA standards apply).
(b) The use of gasoline for cooking, heating, or lighting is prohibited on all vessels.

169.723 - Safety belts.

Each vessel must carry a harness type safety belt conforming to Offshore Racing Council (ORC) standards for each person on watch or required to work the vessel in heavy weather.

169.825 - Wearing of safety belts.

The master of each vessel shall ensure that each person wears an approved safety harness when aloft or working topside in heavy weather.

169.725 - First aid kit.

Each vessel must carry an approved first aid kit, constructed and fitted in accordance with Subpart 160.041 of this chapter.

169.813 - Station bills.

(a) A station bill (muster list) shall be prepared and signed by the master of the vessel. The master shall ensure that the bill is posted in conspicuous locations throughout the vessel, particularly in the living spaces, before the vessel sails.

(b) The station bill must be set forth the special duties and duty station of each member of the ship’s company for the various emergencies. The duties must, as far as possible, be comparable with the regular work of the individual. The duties must include at least the following and any other duties necessary for the proper handling of a particular emergency:

1. The closing of airports, watertight doors, scuppers, sanitary and other discharges which lead through the vessel’ hull below the margin line, etc., the stopping of fans and ventilating systems, and the operating of all safety equipment.
2. The preparing and launching of lifeboats and liferafts.
3. The extinguishing of fire.
4. The mustering of guests, if carried, including the following:
   (i) Warning the guests.
   (ii) Seeing that they are dressed and have put on their personal flotation devices in a proper manner.
   (iii) Assembling the guests and directing them to the appointed stations.
   (iv) Keeping order in the passageways and stairways and generally controlling the movement of the guests.
   (v) Seeing that a supply of blankets is taken to the lifeboats.
169.815 - Emergency signals.

(a) The station bill must set forth the various signals used for calling the ship's company to their stations and for giving instructions while at sea. The station bill must be easily accessible to the watch when on station.

(b) On vessels of 100 gross tons and over, the following signals shall be used:

1. The first alarm signal must be a continuous bell signal for a period of not less than 10 seconds. The second alarm signal is a ringing of the general alarm bell for not less than 10 seconds.

2. For dismissal from fire alarm stations, the general alarm bell must be rung at least three times supplemented by three short blasts of the ship's whistle.

3. For dismissal from boat stations, the general alarm bell must be rung six short blasts, followed by one long blast of the ship's whistle.

4. For dismissal from any other station, three short blasts of the ship's whistle shall be given.

(c) Where whistle signals are used for calling the ship's company, they shall be supplemented by a signal on the general alarm bell.

169.817 - Master to instruct ship's company. The master shall conduct drills and give instructions as necessary to ensure that all persons are familiar with their duties as specified in the station bill.

169.819 - Manning of lifeboats and liferafts.

(a) The provisions of this section shall apply to all vessels equipped with lifeboats and/or liferafts.

(b) The master shall place a licensed deck officer, an able seaman, or a commissioned officer in command of each lifeboat and liferaft. Each lifeboat of more than 25 persons shall have an additional person in charge.

(c) The person in charge of each lifeboat or liferaft shall see that all persons are familiar with their duties.

169.821 - Patrol person.

(a) The master shall designate a member of the ship's company to be the patrol person, whenever the vessel is away from port.

(b) The patrol person shall frequently visit all areas to ensure the vessel's safety.

169.826 - Steering, communications, and control.

The master shall test the vessel's steering gear, signaling whistle, engine control, and communications equipment prior to setting under way.
169.815 - Emergency signals.

(a) The station bill must set forth the various signals used for calling the ship's company to their stations and for giving instructions while at their stations.
(b) On vessels of 100 gross tons and over the following signals must be used:
   (1) The first alarm signal must be a continuous blast of the vessel's whistle for a period of not less than 10 seconds supplemented by the continuous ringing of the general alarm bells for not less than 10 seconds.
   (2) For dismissal from fire alarm stations, the general alarm must be sounded three times supplemented by three short blasts of the vessel's whistle.
   (3) The signal for boat stations or boat drill must be a succession of more than six short blasts, followed by one long blast, of the vessel's whistle supplemented by a comparable signal on the general alarm bells.
   (4) For dismissal from boat stations, there must be three short blasts of the whistle.
(c) Where whistle signals are used for handling the lifeboats, they must be as follows:
   (1) To lower lifeboats, one short blast.
   (2) To stop lowering the lifeboats, two short blasts.

169.817 - Master to instruct ship's company. The master shall conduct drills and give instructions as necessary to insure that all hands are familiar with their duties as specified in the station bill.

169.819 - Manning of lifeboats and liferafts.

(a) The provisions of this section shall apply to all vessels equipped with lifeboats and/or liferafts.
(b) The master shall place a licensed deck officer, an able seaman, or a certificated lifeboatman in command of each lifeboat or liferaft. Each lifeboat or liferaft with a prescribed complement of 25 or more persons must have one additional certificated lifeboatman.
(c) The person in charge of each lifeboat or liferaft shall have a list of its assigned occupants, and shall see that the persons under his orders are acquainted with their duties.

169.821 - Patrol person.

(a) The master shall designate a member of the ship's company to be a roving patrol person, whenever the vessel is operational.
(b) The roving patrol person shall frequently visit all areas to ensure that safe conditions are being maintained.

169.826 - Steering, communications and control.

The master shall test the vessel's steering gear, signaling whistle, engine controls, and communications equipment prior to getting underway.
169.827 - Hatches and other openings.

The master is responsible for seeing that all hatches, openings in the hull, and watertight doors are properly closed tight.

169.833 - Fire and boat drills.

(a) When the vessel is operating, the master shall conduct a fire and boat drill each week. The scheduling of drills is at the discretion of the master except that at least one fire and boat drill must be held within 24 hours of leaving a port if more that 25 percent of the ship’s company have been replaced at that port.

(b) The fire and boat drill must be conducted as if an actual emergency existed. All persons on board including guests shall report to their respective stations and be prepared to perform the duties specified in the station bill.
   (1) Fire pumps must be started and a sufficient number of outlets used to ascertain that the system is in proper working order.
   (2) All rescue and safety equipment must be brought from the emergency equipment lockers and the persons designated must demonstrate their ability to use the equipment.
   (3) All watertight doors which are in use while the vessel is underway must be operated.
   (4) Weather permitting, lifeboat covers and strongbacks must be removed, plugs or caps put in place, boat ladders secured in position, painters led forward and tended, and other life saving equipment prepared for use. The motor and hand-propelling gear of each lifeboat, where fitted, must be operated for at least 5 minutes.
   (5) In port, every lifeboat must be swung out, if practicable. The unobstructed lifeboats must be lowered to the water and the ship’s company must be exercised in the use of the oars or other means of propulsion. Although all lifeboats may not be used in a particular drill, care must be taken that all lifeboats are given occasional use to ascertain that all lowering equipment is in proper order and the crew properly trained. The master shall ensure that each lifeboat is lowered to the water at least once every 3 months.
   (6) When the vessel is underway, and weather permitting, all lifeboats must be swung out to ascertain that the gear is in proper order.
   (7) The person in charge of each lifeboat and liferaft shall have a list of its crew and shall ensure that the persons under his or her command are acquainted with their duties.
   (8) Lifeboat equipment must be examined at least once a month to ensure that it is complete.
   (9) The master shall ensure that all persons on board fully participate in these drills and that they have been instructed in the proper method of donning and adjusting the personal flotation devices and exposure suits used and informed of the stowage location of these devices.
(c) The master shall have an entry made in the vessel’s official logbook relative to each fire and boat drill setting forth the date and hour, length of time of the drill, numbers on the lifeboats swung out and numbers on those lowered, the length of time that motor and hand-propelled lifeboats are operated, the number of lengths of hose used, together with a statement as to the condition of all fire and lifesaving equipment, watertight door mechanisms, valves, etc. An entry must also be made to report the monthly examination of the lifeboat equipment. If in any week the required fire and boat drills are not held or only partial drills are held, an entry must be made stating the circumstances and extent of the drills held.

(d) A copy of these requirements must be framed under glass or other transparent material and posted in a conspicuous place aboard the vessel.

169.847 - Lookouts.

Nothing in this part exonerates any master of officer of the watch from the consequences of any neglect to keep a proper lookout.

Training in the use of required equipment (above) should be part of the curriculum. Although the vessel is required to carry its own charts and nautical publications, the organization should supply copies for student use, as appropriate:

169.809 - Charts and nautical publications.

As appropriate for the intended voyage, all vessels must carry adequate and up-to-date:

(a) Charts;
(b) Sailing directions;
(c) Coast pilots;
(d) Light lists;
(e) Notices to mariners;
(f) Tide tables; and
(g) Current tables.

ORGANIZATION

169.107

(c) "Qualified Organization" means an educational organization. State, or political subdivision of a State that owns or demise charters, and operates a sailing school vessel for the purpose of providing sailing instructions. The educational organization must satisfy the requirements of section 501 (c) (3) of the Internal Revenue Code of 1954 and must be exempt from tax under section 501 (a) of such Code, as now or hereafter amended.
169.218 - Procedures for designating SSVs

(b) (3) A copy of the Internal Revenue Service designation as a nonprofit, tax-exempt, organization under sections 501 (a) and 501 (c)(3) of the Internal Revenue Code.

(4) An affidavit certifying that the owner or charterer has financial resources to meet any liability incurred for death or injury to sailing school students or sailing school instructors on voyages aboard the vessel, in an amount not less than $50,000 for each student and instructor.

Although the vessel’s owner, master, or person in charge is required to give notice of casualty to the nearest Coast Guard Marine Safety or Marine Inspection Office, the organization should take special note of any occurrences that interfere with the completion of instruction, including:

169.807 - Notice of Casualty

(a) (1) Groundings;
(2) Loss of propulsion or steering;
(3) Loss of seaworthiness (fire, flooding, etc.);
(4) Loss of life;
(5) Injury causing a person to remain incapacitated for a period in excess of 72 hours;
(6) Property damage over $25,000.
(b) The notice must include the name and official number of the vessel involved, the name of the vessel’s owner or agent, nature, location and circumstances of the casualty, nature and extent of injury to persons, and the damage to property.
(c) In addition to the notice required, the person in charge of the vessel shall report in writing or in person, as soon as possible to the Officer in Charge, Marine Inspection at the port in which the casualty occurred or nearest the port of first arrival. Casualties must be reported on Form CG-2692.
(d) The owner, agent, master, or other person in charge of any vessel involved in a marine casualty shall retain for three years the voyage records of the vessel such as both rough and smooth deck and engine room logs, navigation charts, navigation work books, compass deviation cards, gyrocompass records, record of draft, aids to mariners, radiograms sent and received, the radio log, and crew, sailing school student, instructor, and guest lists. The owner, agent, master, or other officer in charge, shall make these records available to a duly authorized Coast Guard officer of employee for examination upon request.

Again, although the "official" log is the responsibility of the master, program records may be equally important especially as they relate to "sailing instruction" and "drills".
169.841 - Logbook entries

(a) Each vessel subject to the inspection provisions of this subchapter must have an official logbook.
(b) The master shall place all entries required by law or regulation in the logbook.
(c) A Coast Guard from "Official Logbook" may be utilized or the owner may utilize his own format for an official logbook. The logs must be kept available for review by the Coast Guard for a period of one year after the date to which the records refer or for the period of validity of the vessel's current certificate of inspection, whichever is longer.
(d) All tests, drills, inspections and notifications required in this subchapter must be entered in the official logbook.
(e) Prior to getting underway the master shall enter in the logbook the name of each sailing school student, sailing school instructor, and guest onboard, and the fact that each person was notified of the applicable safety standards for sailing school vessels as required by 169.857 of this chapter.

Also, communications related to program need to reinforce SSV requirements:

169.857 - Disclosure of safety standards

(a) This section applies to all sailing school vessels and all promotional literature or advertisements offering passage or soliciting sailing school students or instructors for voyages on sailing school vessels.
(b) Each item of promotional literature or advertisement that offers passage or solicits students or instructors of voyages onboard a sailing school vessel must contain the following information:
   (1) The name of the vessel;
   (2) The country or registry;
   (3) A statement detailing the role and responsibility of a sailing school student or instructor; and
   (4) A statement that the vessel is inspected and certificated as a sailing school vessel and is not required to meet the same safety standards required of a passenger vessel on a comparable route.
(c) Before getting underway the master shall ensure that each sailing school student, sailing school instructor, and guests, who has not previously been notified, is notified of the specialized nature of sailing school vessels and that the applicable safety requirements for these vessels are not the same as those applied to passenger vessels.
VESSELS

169.107 - Definition (Subchapter R - Nautical Schools)

(v) "Sailing School Vessel" means a vessel of less than 500 gross tons, carrying six or more individuals who are sailing school students or sailing school instructors, principally equipped for propulsion by sail even if the vessel has an auxiliary means of propulsion, and owned or demise chartered and operated by a qualified organization during such times as the vessel is operated exclusively for the purposes of sailing instruction.

188.10-53 - Oceanographic Research Vessel. (Subchapter U) .... means a vessel employed exclusively in one or more of the following:
(a) oceanographic instruction;
(b) limnologic instruction;
(c) Oceanographic research; or
(d) limnologic research

Depending on the vessel size and the number of passengers carried, passenger vessels come under Subchapter C - Uninspected Vessels, Subchapter T - Small Passenger Vessels under 100 gross tons or Subchapter H - Passenger Vessels. (See 169.107 (e) for definition of "passenger," etc. under "Personnel" in these program related regulations).

169.103(c) A vessel which engages in trade or commerce or carries one or more passengers, cannot operate under a certificate of inspection as a sailing school vessel, but must meet the rules and regulations governing the service in which it is engaged.

169.119 - Vessel status.

For the purpose of 46 U.S.C. 11101, 46 App. U.S.C. 291 and 46 App. U.S.C. 863 a sailing school vessel is not deemed a merchant vessel or a vessel engaged in trade or commerce. This means that SSV’s are not subject to the Jones Act requirement to be U.S.-built.
Any "appropriately qualified: vessel's "Seaworthiness" is defined by the following items:

169.222 - Scope of inspection for certification.
   Items normally included in an Inspection for Certification are:
   (a) Structure.
   (b) Watertight integrity.
   (c) Pressure vessels and appurtenances.
   (d) Piping.
   (e) Auxiliary machinery.
   (f) Steering apparatus.
   (g) Electrical installations.
   (h) Lifesaving appliances.
   (i) Navigation equipment.
   (j) Fire detecting and extinguishing systems.
   (k) Pollution prevention equipment.
   (l) Sanitary conditions.
   (m) Fire hazards.
   (n) Verification of valid certificates issued by the Federal Communications Commission.
   (o) Lights and signals required by navigation rules.
   (p) Bilge and ballast systems.
   (q) Rigging, yards, masts, spars and sails.

The inspection of these items is NOT within the purpose of ASTA. Inspection of vessels and operator licensing is under the U.S. Coast Guard.

Foreign Note: When sail training programs are conducted aboard foreign vessels, although the SSV regulations may not apply, the organization may want to consider these program guidelines if:

169.103(a) - Applicability.

   (1) A vessel of a foreign nation signatory to the International Convention for the Safety of Life at Sea and which has on board a current valid Safety Certificate; or
   (2) A vessel of a foreign nation having inspection laws approximately those of the United States together with reciprocal arrangements with the United States and which has on board a current valid certificate of inspection issued by its government.
WATER/Routes

169.107 - Definitions.

(e) "Exposed Waters" means waters more than 37 kilometers (20 nautical miles) from the mouth of a harbor of safe refuge, or other waters the Officer in Charge, Marine Inspection determines to present special hazards due to weather or other circumstances.

(n) "Partially Protected Waters" means:

(1) Waters within 37 kilometers (20 nautical miles) of a harbor of safe refuge, unless determined by the OCMI to be exposed waters;

and

(2) Those portions of rivers, harbors, lakes, etc., which the OCMI determines not be sheltered.

(p) "Protected Waters" means sheltered waters presenting no special hazards such as most rivers, harbors, lakes, etc.

169.209 - Routes permitted.

(a) The area of operation for each vessel is designated by the Officer in Charge, Marine Inspection and recorded on its Certificate of Inspection. Each area of operation is described on the Certificate of Inspection under the major headings "exposed Waters", as "partially protected waters", or "protected waters", as applicable. Further limitations imposed or extensions granted are described by reference to bodies of waters, geographical points, distances from land, depths of channel, seasonal limitations, etc.

(b) Operation of vessels on routes of lesser severity than those specifically described or designated on the Certificate of Inspection are permitted, unless expressly prohibited on the Certificate of Inspection. The general order of severity is: exposed, partially protected and protected waters. Although these definitions and routes apply to SSV's, there is no limit on the waters or routes used related to Program Endorsement. Of course, the content and student preparation level needs to match the severity, whether it's a small ship on a small inland lake or a tall ship on the big ocean.

169.213 - Permit to carry excursion party.

(a) A vessel may be permitted to engage in a temporary excursion operation with a greater number of persons an/or on a more extended route than permitted by its Certificate of Inspection when in the opinion of the Officer in Charge, Marine Inspection, the operation can be undertaken with safety. A "Permit to Carry Excursion Party" Form GG-949, is a prerequisite of such an operation.

(e) "The permit states.... the route for which the permit is granted..."
PRIMARY RESOURCES AND REFERENCES

* American Camping Association (Bradford Woods, Martinsville, IN 46151)
  -- Standards: Camp Standards with Interpretations for the Accreditation of Organized Camps

* American Sail Training Association (Box 1459, Newport, RI 02840)
  -- Sail Training Ships and Programs Directory
  -- Syllabus and Logbook

* Council for NonCollegiate Continuing Education (6 No. 6th St., Richmond, VA 23219)
  -- The Accreditation Plan -- Organization, Policies, and Procedures
  -- Standards for Accreditation
  -- Guidelines for Analytic Self-Evaluation

* Girl Scouts of USA (830 Third Avenue, New York, NY 10022)
  -- Girl Scout Council Self-Evaluation
  -- Safety-Wise: Safety and Security Guidelines, Activity Checkpoints, Program Standards, Camping Standards
  -- Crisis Management

* National Association of State Boating Law Administrators (c/o Dept. of Natural Resources, Boat and Water Safety Section, Box 46, Centennial Building, St. Paul, MN 55155)
  -- NASBLA Education Standards

* Royal Yachting Association (Victoria Way, Woking, Surrey, Gu21 1EQ, England
  -- Cruising Proficiency (Sail) Syllabus and Logbook
  -- Practical Cruising Courses at RYA Recognized Schools

* Sea Education Association, Inc. (P.O. Box 6, Church Street, Woods Hole, MA 02543
  -- Sea Semester

* Sail Training Association and American Sail Training Association (see above)
  -- Racing and Sailing Rules, including Seaworthiness, Safety Precautions and Equipment Regulations

* U.S. Coast Guard
  -- Sailing School Vessel Regulations - 46 CFR Parts 169, 170, 171, and 173
