Disclaimer

The Aquatic Safety Plan Guide & Template for Aquatic Facilities is provided only as an information service by The Canadian Red Cross Society (hereinafter the “Society”) in order for the Society to further its humanitarian mission to “improve the lives of vulnerable people by mobilizing the power of humanity in Canada and around the world.” The Aquatic Safety Plan Guide & Template for Aquatic Facilities is current only as of 2017.

The Aquatic Safety Plan Guide & Template for Aquatic Facilities is a risk mitigation tool based on federal and provincial/territorial legislation, guidelines, and expectations around the planning needed to manage the risks associated with aquatic-related safety incidents, and the training needed to respond appropriately to these incidents if they occur.

The Aquatic Safety Plan Template for Aquatic Facilities is a risk preparedness strategy that helps to promote safety. The Template is meant to be adapted by the Recipient for their particular context. Use of the Template does not guarantee the prevention of aquatic-related safety incidents or replace other strategies for promoting aquatic safety.

Users of the Aquatic Safety Plan Guide & Template for Aquatic Facilities should consult with a qualified lawyer and/or their local health department if they need clarification on their own legislative requirements.
The Goal of Canadian Red Cross Swimming & Water Safety

The goal of Canadian Red Cross Swimming & Water Safety is to improve the quality of life by giving people the skills to make safe choices, increase physical fitness, prevent injuries, and act in emergency and rescue situations.

The Fundamental Principles of the Red Cross

**Humanity:** We serve people, but not systems.
**Impartiality:** We care for the victims and the aggressors alike.
**Neutrality:** We take initiatives, but never take sides.
**Independence:** We bow to needs, but not rulers.
**Voluntary Service:** We work around the clock, but never for personal gain.
**Unity:** We have many talents, but a single idea.
**Universality:** We respect nations, but our work knows no bounds.

Acknowledgements

Since 1946, Canadian Red Cross Swimming & Water Safety programs have continuously evolved. Each program revision is built on the great work completed in the previous revision. The Canadian Red Cross would like to acknowledge everyone who has worked on the Swimming & Water Safety programs and products over the years.

The Canadian Red Cross wishes to thank the many volunteers who have contributed their invaluable knowledge, time, and dedication to the current revision: the Swimming & Water Safety Technical Advisory Group, the Assistant Lifeguard Instructor Technical Advisory Group, Swimming & Water Safety Program Representatives, Lifeguard Instructor Trainers, Training Partners, the City of Spruce Grove, the City of Leduc, the City of Prince George, and the City of St. John's. Their tireless work during the development process has resulted in new programs and products of which Canadian Red Cross volunteers and staff can be very proud.

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The Canadian Red Cross Society (CRCS) has made reasonable efforts to ensure the contents of this publication are accurate and reflect the latest in available scientific research on the topic as of the date published. The information contained in this publication may change as new scientific research becomes available.

*This publication is available in English and in French.*

ISBN: 978-1-55104-728-7
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# Definitions

<table>
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<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aquatic Instructor – Specialist</strong></td>
<td>A staff member tasked with teaching swimming lessons or leadership courses in an aquatic environment. These may include private or group lessons, lifeguard clubs, sport groups, lifeguard and/or assistant lifeguard courses, or any other aquatic program that needs specialized instruction.</td>
</tr>
<tr>
<td><strong>Aquatic Leader</strong></td>
<td>Though titles vary between facilities and jurisdictions, in this document “Aquatic Leader” refers to the most senior person in the organization who is specifically responsible for the aquatic facility and its staff. Other common titles for this role include: Coordinator, Supervisor, Manager, and Director.</td>
</tr>
<tr>
<td><strong>Aquatic Safety Plan (ASP)</strong></td>
<td>A customized plan to ensure and enhance the health and safety of facility patrons and staff. It identifies and ensures that the protocols are well documented, and provides a clear tool to create collective understanding of the facility’s health and safety practices.</td>
</tr>
<tr>
<td><strong>Aquatic safety team</strong></td>
<td>A network of people working in the facility and in the emergency medical services (EMS) system that prevent, prepare for, respond to, and assist in an emergency at an aquatic facility. The team is composed of lifeguards, other facility staff, and local EMS personnel.</td>
</tr>
<tr>
<td><strong>Emergency Response Plan (ERP)</strong></td>
<td>A plan developed to deal with major emergencies. The plan should include measures to provide safety of patrons, staff, and facilities. The plan should include a list of all possible emergencies, required actions, written procedures, the staff responsible, and the resources available.</td>
</tr>
<tr>
<td><strong>Head lifeguard</strong></td>
<td>Though titles vary between facilities and jurisdictions, in this document “Head Lifeguard” refers to the most senior person scheduled who is responsible for the aquatic facility and its staff when the Aquatic Leader is absent. Other common titles for this role include: Deck Supervisor and Aquatic Shift Leader.</td>
</tr>
<tr>
<td><strong>Lifeguard</strong></td>
<td>A person with a recognized Canadian Lifeguard Certification who is assigned to protect life and promote safety in a supervised aquatic environment.</td>
</tr>
<tr>
<td><strong>Lifeguard team</strong></td>
<td>A team that is formed when two or more lifeguards are on duty at a facility at the same time.</td>
</tr>
<tr>
<td><strong>Programmer</strong></td>
<td>An individual who specifically works with various aspects of aquatic program development including but not limited to: research, planning, organization, implementation, and evaluation of aquatic programs and staff.</td>
</tr>
</tbody>
</table>
Policy and Procedure Manual (P&P Manual)  
A manual that outlines the various organizational philosophies, standards, and guidelines used to achieve day-to-day and long-term objectives.

Special features  
Extra features that can be in a facility in addition to a pool or diving tank. Special features may include waterslides, lazy rivers, rope swings, sprays and fountains, wave actions, climbing walls, toddler pools, etc.

Swimming Instructor  
Responsible for planning, coordinating, and teaching learn-to-swim and water safety courses.

Training Partner  
Red Cross Training Partners may be large or small businesses, community or municipal organizations, corporations, or other organizations that have an agreement with the Red Cross to conduct training with Red Cross certified Instructors and/or Trainers.
Introduction to the *Aquatic Safety Plan Guide & Template for Aquatic Facilities*

The Canadian Red Cross (CRC) has developed the *Aquatic Safety Plan Guide & Template for Aquatic Facilities* to help guide you through the process of objectively reviewing and/or developing your risk management system to make your facility safer for the people who use it.

Since the CRC is a national organization, all the information in this Guide and Template is provided based on general information and guidelines. The Guide and Template have been developed to ensure that they cover general provincial/territorial legislation and regulations. However, because each province/territory has its own legislation and regulations, it is recommended that Aquatic Leaders ensure they understand all of the legislation and regulations applicable to their particular facility and staff.

The *Aquatic Safety Plan Guide & Template for Aquatic Facilities* is based on the assumption that the facility is designed and constructed in accordance with provincial/territorial and federal building, fire, and electrical codes, as well as other applicable codes or policies. The Guide and the Template also assume that the Aquatic Leader is operating the facility in accordance with federal and provincial/territorial swimming pool regulations, legislation, and standards.

It is important to also note that there are aquatic industry standards in each province/territory. An *industry standard* is a generally accepted requirement that is followed by the members of an industry. If there is an industry standard in your area, your facility can be held accountable to that standard.

The operation of an aquatic facility can pose a variety of inherent safety risks and issues. As the Aquatic Leader, you are responsible to provide a safe and low-risk environment for patrons, employees, and members of the aquatic safety team. The risks associated with an aquatic facility can include, but are not limited to, the following:

- Injuries to patrons and members of the aquatic safety team
- Loss of facility assets
- Legal action against the facility and its staff

Minimizing and eliminating risk begins with injury prevention. As the Aquatic Leader, you must understand how the actions and behaviours of aquatic staff play a critical role in the overall injury prevention plan at the facility. You must also understand the role that you play in supporting your staff in this effort.
Policy and Procedure Manual (P&P Manual) or Aquatic Safety Plan (ASP)
Each province/territory and facility will have its own language for job positions, job titles, and document titles. It is important to note that in some provinces/territories, a Policies & Procedures Manual (P&P Manual) is the same as an Aquatic Safety Plan (ASP). If your province/territory requires an Aquatic Safety Plan, be sure to include “Aquatic Safety Plan” in your document’s official title. In addition, ensure you include all of the information in your Aquatic Safety Plan that is required for federal and provincial/territorial legislation, regulations, and standards.

The goal of the Aquatic Safety Plan Guide & Template for Aquatic Facilities is to assist indoor/outdoor swimming pool facility owners, operators, and staff to identify facility-specific hazards and to understand staff roles, responsibilities, and standard operating procedures to ensure safe and effective pool operation. The aquatic facility’s completed, customized Aquatic Safety Plan should be made readily available to aquatic facility employees to ensure that each employee understands and complies with the Aquatic Safety Plan. Each staff member should be trained on the Aquatic Safety Plan.

How to use the Aquatic Safety Plan Guide & Template for Aquatic Facilities
The Guide portion of this tool prompts the Aquatic Leader to address each section in the Template portion. The Aquatic Safety Plan Guide & Template for Aquatic Facilities offers resources and examples that could be used or modified to support a facility in establishing its own Aquatic Safety Plan. The CRC reviews legislation annually to ensure that relevant and current information is included in the Aquatic Safety Plan Guide & Template for Aquatic Facilities.

The Aquatic Safety Plan Guide & Template for Aquatic Facilities provides general information, some of which might not be applicable to your facility. If there is a section that isn’t relevant to your facility, you can customize the Template by simply deleting the irrelevant portion.

Resources
Each province/territory has additional legislation and/or regulations on the safe operation of indoor/outdoor aquatic facilities. Your province/territory will determine where to obtain these resources which can include, but are not limited to, the following:

- Federal, provincial, or territorial recreation associations
- Your provincial/territorial public health act, pool standards, regulations, etc.
- Aquatic Leader courses
- Local health authorities
- Building codes
- Fire regulations
- Parks bylaws
- Training Partner and/or Affiliate resources
Waterfront
Due to the different challenges associated with operating a waterfront, the CRC is in the process of creating a separate resource to meet these requirements. Please refer to the *Aquatic Safety Plan Guide & Template for Waterfront Operations which will be released in 2018.*
Risk Management

Aquatic Facilities
During the last two decades in Canada, the design and construction of aquatic facilities has changed significantly. Therefore, as an Aquatic Leader, your duties require you to adapt your procedures to address new safety concerns that may have resulted from facility design changes.

Aquatic facility staff are required to supervise larger facilities with more features, more distractions, and multiple pool systems. These new design features have created an environment in which it can be increasingly challenging for lifeguards, Instructors, and the Aquatic Leader to maintain safety.

In addition to the obvious potential hazards inherent in an aquatic environment, various additional risks are associated with water activities. To reduce the potential for injury, aquatic centres must include risk management steps in their facilities’ operating procedures.

Risk Management
Risk management involves identifying and evaluating dangerous conditions or behaviours that can cause injuries at your facility, and using strategies to minimize or eliminate them. Understanding basic risk management concepts will help you to fully comprehend the risks at your facility and develop a plan for reducing these risks. As the Aquatic Leader, you should work with your aquatic safety team, senior management, the organization’s risk manager, legal department, and an insurance professional to develop your aquatic facility’s risk management plan.

Generally, the term “risk management” describes the responsibilities and efforts of the entire staff to:

- Prevent injuries to patrons and staff.
- Protect facility assets (including revenue) against losses.
- Minimize legal liability.

Understanding the Legalities
By working with your management team and applying basic risk management principles, risks can be minimized or eliminated at the aquatic facility. A typical risk management process has the following components:

1. Identify the risks.
2. Evaluate the risks.
3. Select methods to address the risks.
4. Implement risk management procedures.
5. Monitor and review the risks.
1 Identify the Risks

Begin by surveying your facility. As you check your facility, talk with your staff members about what risks they believe are present. Assess all of the possible emergency situations that can occur and the potential risks associated with these emergencies. Consider the following risk factors:

- Any equipment being used in the facility, such as rescue tubes, backboards/extraction boards with head immobilization devices, oxygen, automated external defibrillators (AEDs), personal protective equipment, rescue equipment, lesson equipment, etc.
- Any additional structures in the pool area, such as diving boards, diving towers, play structures, lifeguard stations, ladders, steps, removable bulkheads, moveable floors, pool lifts, lane ropes, and other design features
- The environment in or around the facility
- The conditions in and around the facility, such as pool decks, change room floors, doors, and sidewalks
- The types of communication used in the facility, such as signs, telephones, radios, alarms, whistle signals, and hand signals
- When the facility would need to be evacuated during emergencies such as gas leaks, fires, storms, floods, power surges/failures, bomb threats, or chemical spills
- When rescues would need to be performed
- How initial care for all possible emergencies will be provided in the facility
- How crowd control will be managed for patrons and bystanders
- What risks might exist during times when the facility is closed, such as security, trespassing, and building access for staff

The risk identification process must also include all staff working at the facility and patrons using the facility. Remember to include the following:

- All staff such as management, volunteers, front desk admission staff, concession attendants, custodial staff, and security personnel
- The different types of patrons using the facility
- Other individuals using the facility, such as program support groups, spectators, day camps, school groups, swim teams, etc.

Familiarize yourself with the provincial/territorial legislation and regulations, aquatic industry standards, and any other applicable guidelines that apply to your facility. Document the process that you use to identify risks. Keep in mind that risk identification is not a one-time process. At your facility, it should be an ongoing practice that is conducted at regularly-scheduled intervals and documented each and every time.
2 Evaluate the Risks

Some risks have the potential to lead to serious physical or financial loss. Others can seem less serious but are more likely to occur (e.g., patrons falling and injuring themselves). You can evaluate the likelihood and severity of risks in several ways. Evaluate the facility’s previous records and incident reports, and analyze past emergencies. Review how your team responded and the results of its actions. This information can help you develop a better picture of the risks of certain aquatic activities and facility structures or areas.

3 Select Methods to Address the Risks

Once you have identified and evaluated risks, you need to decide what to do about them. You may decide to accept the risk, reduce the risk, or transfer the risk to another party.

Accepting Risk

Management often accepts that risks can and will occur frequently. An example would be a child running and then falling on the deck, despite the posted signs and consistently enforced rules prohibiting running.

Reducing Risk

Risk reduction is a primary part of risk management. You need to regularly examine facility policies and procedures and evaluate your facility’s operation to reduce the occurrence and extent of incidents and injuries.

Some of these policies and procedures should include, but are not limited to, the following:

- Screening and selecting qualified staff
- Competence of staff and consistency of staff training for the areas and activities they supervise
- Employment guidelines and job descriptions
- Workplace injury prevention and illness prevention programs
- Screening of patrons in activities by knowledge, skill, ability, and/or age
- Waivers, informed consent forms, medical information forms, and contracts
- Facility and equipment inspections, maintenance checklists, and records
- Federal, provincial, or territorial laws, local bylaws and codes, and other standards of care
- Warning signs
- Records and reports
Transferring Risk

Transferring a risk means moving financial and other liability risks from one organization to another. This is done when risks cannot be completely eliminated and if they have expensive consequences even when they are reduced. Examples of transferring risk include the following:

- Insurance for property damage
- Liability insurance in case of negligence by any facility staff member
- Accident insurance for patrons’ medical expenses following incidents occurring on the premises
- Workers’ compensation for staff medical expenses

Risks can also be transferred through a contract with a professional organization to provide specific services. For example, a facility might contract with a local diving shop for certified Instructors to teach SCUBA courses at the facility. Many of the risks associated with a course in SCUBA diving could therefore be transferred from the facility to the dive shop through specific legal terms in the contract that make the diving shop responsible for liability claims resulting from taking the course.

Waivers and statements of informed consent can transfer risk back to the participant who signed them. Well-crafted waivers are part of many risk management plans. Waivers are typically used for facility memberships, program participation, group use, or off-site programs. All waivers, statements of informed consent, and contracts are legal documents that should be prepared or approved by your facility’s legal department.

4 Implement Risk Management Procedures

A key component of risk management process involves developing and implementing operational procedures that will help management and staff make changes to eliminate, minimize, or transfer risks in your facility. Such procedures may include the following:

- Practising Emergency Response Plans through in-service training
- Documenting all staff qualifications
- Documenting all staff training opportunities
- Documenting incidents at the facility
- Regularly and consistently evaluating, assessing, and correcting all staff in their job duties
- Continually evaluating the results of emergency responses
- Compiling the manufacturers’ safety and maintenance information on all equipment and incorporating that information into your operational procedures and Policies & Procedures Manual/Aquatic Safety Plan

5 Monitor and Review the Risks

Risk reduction is a primary part of risk management. You need to regularly examine facility policies and procedures, and re-evaluate your facility’s operation to reduce the occurrence and extent of incidents and injuries.
Legal Considerations

Aquatic Leaders and staff are often concerned about the possibility of a lawsuit as the result of an incident. A lawsuit is a legal procedure designed to settle a dispute or seek relief. If your facility has experienced an incident involving death or injury, your facility and its staff may be named as defendants in a lawsuit. However, an understanding of the legal principles involved in your responsibilities can help you avoid liability.

Because of their job definition, lifeguards have a legal responsibility to act when an emergency occurs at their facility. The public expects lifeguards to help keep patrons safe by preventing incidents and injuries and by recognizing and responding to people in need.

As an Aquatic Leader, your responsibilities include providing regular in-service training by a qualified Instructor or trainer for your lifeguards and aquatic team, as well as identifying and correcting deficiencies in facility standards and procedures. If these responsibilities are not fulfilled, you may be exposing your facility’s inadequacies and increasing the risk that people may get injured.

Some steps that you should take to fulfill your responsibilities include the following:

- Maintaining records of all staff training events and the staff’s performance
- Keeping copies of all staff certifications on file at your facility
- Conducting and documenting training for the use of all equipment specific to your facility
- Providing a Policies & Procedures Manual or Aquatic Safety Plan to staff, and posting a sign-off sheet for staff to ensure that they understand their roles and responsibilities listed in the Policies & Procedures Manual and/or Aquatic Safety Plan
- Conducting and documenting training for Emergency Response Plans, including but not limited to simulated responses to:
  - Patrons in distress in the water, on the deck, or in change rooms
  - First aid emergencies (minor and major)
  - Water rescues
  - Chemical spills
  - Gas leaks
  - Facility evacuations
  - Customer service issues
- Conducting and documenting training in policies and procedures for special groups using your facility (e.g., swim teams, SCUBA lessons, dive teams, summer camps, adapted aquatics, and school groups)

The public will expect a certain standard of care from the lifeguards who look out for their well-being at aquatic facilities. This standard of care is based on training guidelines developed through lifeguard training organizations, provincial/territorial legislation and regulations, and/or industry standards. The standard of care requires lifeguards to properly communicate information and warnings in order to educate the public, prevent injuries, recognize a person in need of care, rescue a person in need of assistance, and provide first aid according to their level of training or their province/territory’s level of training.
As an Aquatic Leader, you are responsible for meeting the standards of care for your profession. Even when responsibilities are performed exactly as trained, a person who is injured in your facility could file a lawsuit to challenge whether you and your aquatic safety team performed the duties correctly. In such cases, a court might compare what you did or did not do with the current standard of care. By recognizing risks, and establishing practices to deal with them, you will be providing the public with a professional aquatic safety team that is acting in the best interests of patron safety.

**Negligence**

In a lawsuit, a court might determine whether you or the staff have been negligent by not following the required standards of care during an incident. The court may ask whether a reasonably prudent person, using current professional practices, would have acted in the same manner under the same circumstances—an industry standard. This applies not only to the actions of the lifeguard/aquatic team, but also to the actions of the individuals who supervise the team. This standard of care may include assessing whether or not:

- Adequate supervision is present.
- Aquatic Leaders are aware of, and in the process of rectifying, a dangerous condition.
- Rules and clear warnings have been posted or have been drawn to the attention of patrons.
- All staff have received proper training and certification.
- Policies and procedures are in place, trained, understood, and enforced.

**Negligence** is defined as:

- **Failing to do what a reasonable and prudent person would do in the same or similar circumstances**, or
- **Doing something that a reasonable, prudent person would not have done in the same or similar circumstances.**

Negligence includes failing to provide care, providing care beyond the scope of practice or level of training, providing inappropriate care, and failing to control or stop any behaviours that could result in a person being injured or that could cause further harm or injury.

In general, there are four components that must be present for anyone to be guilty of negligence:

1. The person had a duty to avoid reasonably foreseeable harm.
2. The person’s actions or inactions were a breach of duty (infraction or violation of a law, obligation, or standard).
3. The breach was the cause of harm.
4. Damage (harm) to another resulted.

The Aquatic Leader has a duty to the public to provide trained and qualified staff according to your provincial/territorial requirements.
In addition, you have a duty to oversee staff and ensure that they have been informed of their responsibilities, that they carry out their duties in a professional manner, and that they follow policies, procedures, codes, laws, and standards.

You must also clearly communicate all expectations and job duties to the aquatic safety team.

If you fail in any of these duties, you have committed a breach of duty. Neglecting this duty can cause an injury or improper care to be provided, resulting in harm.

**Confidentiality**

Anytime staff care for an ill or injured person, they might learn information about the person, such as medical conditions, physical problems, and medications being taken. The person’s right to privacy is protected by keeping information about the person confidential. Other staff, patrons, insurance investigators, or lawyers may ask questions. Your aquatic safety team should discuss the person or the care provided only with EMS personnel directly involved in the person’s care, with facility management, or with the facility’s legal counsel if required. Become familiar with the applicable privacy legislation in your province/territory. Sharing personal information with individuals not directly associated with a person’s medical care may constitute a breach of a person’s privacy.

**Records and Reports**

Records and reports are essential for protecting your facility as well as possibly preventing a lawsuit. Staff should complete all necessary records and reports in a timely fashion. Accuracy in record keeping is essential for effective risk management. A fundamental principle in risk management is: if it is not written down, then a record does not exist. The absence of records makes it difficult to prove details about a situation or incident after one has occurred. Being able to access and provide previous documentation of all training and risk management efforts is very important in the event you must prove you have met your responsibilities and legal requirements. Additional information on records and reports is available in the following section on Documentation.
Documentation

Refer to Appendix for Sample Documents.

While operating an aquatic facility, proper documentation is an important part of due diligence to reduce your risk of incidents. Some documentation is required by law, and other documentation is recommended as an internal practice.

Records and reports can have many different purposes which include, but are not limited to, the following:

- To provide information for decisions about equipment maintenance and replacement
- To provide information for operating schedules and staff schedules
- To document staff training throughout the year
- To document procedural changes
- To document facility improvements
- To research the causes and prevention of injuries and fatalities
- To provide a basis for budget recommendations and future expenditures, along with their justifications
- To comply with provincial/territorial legislation and regulations requiring specific sanitation and maintenance records
- To document incidents and injuries in order to comply with the law, inform facility risk management programs, and support or defend possible legal actions
- To identify areas within the risk management program which require changes and/or improvements

Each facility has its own forms and a requirement for a set number of copies of each form. Although reporting systems differ, the content of the forms is usually similar. As the Aquatic Leader, you must be able to explain the forms, guide others in the use of the forms, and provide training on how to complete the forms, as well as ensure they are properly filled out.

Documents that all facilities should have include, but are not limited to, the following:

- Incident/Accident Report
- First Aid Report
- Refusal of Treatment Report (contact the facility/organization’s legal department for this report)
- Customer Service Report
- Near Miss Report
- Water Rescue Report
- Suspected abuse of a patron
- Media response
- Health and safety checklists
- Facility daily report
- Statistical reports (number of swimmers during swims and operational hours)
• Change room and other amenity checks
• Water tests sheets, chemical addition information, pool closures, water quality
• Request for service/work orders
• OH&S Inspection Reports
• Any other documents required by federal, provincial/territorial, or local regulations

As the Aquatic Leader you are also responsible for completing and maintaining other facility documentation, which may include, but is not limited to, the following:
• Pre-employment forms
• Copies of current certifications
• Orientation records
• In-service training records
• Staff evaluation forms
• Incident report forms
• Facility checklists
• Maintenance records and checklists
• Water test records
• Occupational Health and Safety (OH&S) forms
• Purchasing records
• Other documents relevant to the operating of the facility

Aquatic staff must complete records and reports accurately and thoroughly. All records and reports must be signed, dated, filed, and kept in accordance with your provincial/territorial regulations, your facility’s record-keeping policies, and the requirements of the law. The CRC recommends contacting your organization’s legal department for more information in regards to what is considered a document, a report, and a record; the difference between electronic versus paper records; and the length of time to keep the records on file.

As the Aquatic Leader you should review all reports, especially incident reports, and take immediate action to correct any hazardous conditions. You might also need to forward copies of certain reports to other departments for review and for record-keeping purposes.

Safety Checks

To help reduce the risk of a hazardous situation at the facility, staff should perform and record routine facility safety checks. The facility safety checks should be done on all pools, deck space, amenities on deck and in the water, change rooms, and public areas. A safety check also is used to ensure all equipment and special features are safe for patrons and staff use, and that rescue and first aid equipment is ready in the event of an emergency.

The facility’s safety checklist is the guide for performing a safety check. At a minimum, the facility’s checklist must be based on provincial/territorial legislation. However, the list can be expanded to include the following:
• Communication equipment
• First aid equipment
• Safety and rescue equipment
• Maintenance equipment
• Pool areas
• Change rooms
• Recreational equipment and special features (toys, waterslide, climbing rope, climbing wall, dive blocks, diving boards, etc.)
How to Build a Team

Teamwork is a shared sense of spirit in a group of individuals, working together toward a common goal. Being part of a successful team that achieves its goals can often enable staff to strongly identify with one another and experience a sense of pride in their work. However, a group of people working together is not automatically a team.

As the Aquatic Leader, you are responsible for helping your staff become a successful team by creating, developing, and maintaining a sense of teamwork among the group. If you were previously an employee with a team that you are now supervising, you should not expect to have the same relationship with that team that you once had. However, you should not set yourself apart from team members, and you should always consider and refer to the team as “our team” rather than “my team.”

Through knowledge and respect, a leader supports the team and seeks to advance both the team and every individual within it.

Interacting With Your Team

Creating a team environment begins with your interaction with, and attitude towards, the staff. Wherever appropriate in your daily routine, use the following techniques to help strengthen your team and improve your leadership skills as you interact with others:

- Check things out for yourself. Regularly schedule specific time for working on deck with the team.
- Observe your facility and team in action and help out with unpopular tasks.
- Have regular meetings. Do not underestimate the power of communicating. There is no such thing as communicating too often. Your team will benefit from your knowledge and experience, and you will benefit from the team’s feedback and observations. Regular meetings are a great way for sharing these observations.
- In-service training, lifeguard competitions, Instructor theme days, etc., are good ways to build the team. Activities that bring the group together will help build team relationships.
- Have your staff evaluate you. You gain insight into how your team views you as a leader when you have team members fill out evaluations that assess your leadership qualities and effectiveness.
- Participate in staff orientations and in-service training. These sessions provide you and your staff with an opportunity to get to know each other, and your participation sends the message that you care about training.
- Be available and approachable. Talk with the staff and be present as much as possible. The more accessible you are, the more comfortable the staff will be in approaching you with a problem or issue.
- Treat everyone fairly and do not show favouritism. While speaking to one or more members of the team, never criticize or demean team members who are not present.
Delegating
Delegating tasks does not mean getting others to do things that you find boring or unpleasant. Instead, delegation helps you multiply your efforts by dividing your duties. Through delegation, the team can accomplish common goals, and everyone can share in the rewards and recognition that result. In addition, delegation can give individual team members the opportunity to learn new skills and be successful.

Coaching
As an Aquatic Leader, you are expected to help individual team members improve their performance. By observing the leadership principles of coaching, you can resolve performance problems in a positive manner. Coaching is a process by which an Aquatic Leader provides staff with information about what they are doing well, areas or behaviours they could improve, and steps for making those improvements.

Ultimately, coaching is getting staff to suggest and find their own paths to improvement whenever possible.

Your ability to be an effective coach is an important skill. To effectively coach your staff, you must be able to clearly describe both the behaviours you observe and the behaviours you would like to see. This challenges you as an Aquatic Leader to be concrete and descriptive, leaving no room for misunderstanding with the team member.

The aquatic team is entitled to receive feedback that is both positive and corrective. If an employee is not measuring up to the expected, agreed-upon performance level, they need to be informed about it. Meet with the staff member as soon as possible. For example, if a lifeguard’s patron surveillance is ineffective, and if they are creating an unsafe environment, you will need to correct the situation immediately.

If problematic performance and/or behaviour continue after your discussion, follow your facility’s disciplinary procedures. Speak with your supervisor or your facility’s human resources department about further corrective actions that may be needed.

Conducting Performance Evaluations
Refer to Appendix for Sample Documents.

A written performance evaluation is usually completed on a quarterly or annual basis, or at the end of a season. It should serve as a review of the staff member’s overall performance over that period and should include the results of any on-site evaluations. Written performance evaluations should recognize what the staff member does well and assess areas where improvement is needed.
These evaluations should be used to determine the additional training that your staff will require to perform their jobs effectively. Evaluations can also be conducted by an independent, qualified third party.

Staff are evaluated on the basis of specific criteria, such as the following:

- Knowledge of all job responsibilities
- Participation in orientations, in-service training, and staff meetings
- Co-operation and attitude:
  - Ability to work with the supervisors, Aquatic Leader, and other staff members
  - Acceptance of authority and responsibilities
  - Being a team player
- Attendance and reporting to work on time
- Contribution to team goals
- Dependability
- Judgement (ability to decide how to act in emergencies, good problem solving skills, knowledge about when to consult a higher authority)
- Patron relations
- Initiative (ability to act on their own as needed)
- Appearance (cleanliness and proper uniform)
- Overall work performance
- Knowledge in OH&S
- Emergency Response Plan preparedness
- Lifeguarding skills:
  - Fitness skills
  - Rescue skills
  - First aid
  - Scanning and surveillance
  - Rotations
  - Patron issues
  - Rule enforcement
  - Communication skills
  - Teamwork
- Instructor skills:
  - Patron issues
  - Rule enforcement
  - Communication skills
  - Teamwork
  - Lesson Planning
  - Teaching and using progressions and appropriate teaching skills and activities
  - Safety Supervision of classes, modeling appropriate behaviour, proper formations, proper use of equipment, and use of an aid
  - Evaluation of lessons
An evaluation form is used to document a staff member’s job performance. A copy of this blank form should be included in your facility’s Policies & Procedures Manual/Aquatic Safety Plan. It should be specific enough to inform the staff member what job performance is expected. When completed, review the form with each employee, forward copies to your human resources department (or other process as outlined by your organization), and provide a copy to the staff member.

While evaluating skills, be sure to provide the staff with feedback on their performance. Focus on the skill, not the person performing it, so that staff do not perceive the feedback as negative. Be sensitive to the situation. Providing skills-based feedback while in presence of others can be a good learning experience for team members; however, personal corrections that are meant for specific employees should be discussed in private. Following is an example of a method of providing corrective feedback:

1. Describe what you observed. Tell them what was done correctly. Then, describe any areas for improvement. Do not overwhelm the staff member with a long list of problems. Start with what will result in the most improvement.
2. Make suggestions for improvement.
3. Allow time for questions or clarification.
4. Give an opportunity to practise correctly, set goals for improvements, and make sure that you complete a follow-up with the employee.

Using Problem Solving and Decision Making Skills
Problem solving and decision making skills are critical for all members of the team. Because of your leadership role, the team will bring problems to you and expect them to be resolved. You can improve your problem-solving skills and make informed decisions by practising a decision making model. The following “Four Steps to Decision Making” model can be a useful tool for helping staff to understand what is involved in a decision and how to make informed decisions:

1. Identify the problem.
2. Identify possible solutions for the problem. Never assume there is only one way to solve a problem. If applicable, brainstorm with your aquatic team to develop possible solutions.
3. Name pros and cons for each possible solution. Evaluate the alternatives. Which will work best? Do you have resources for each solution?
4. Decide which solution is best. Select the preferred solution. Implement the solution. Be sure to communicate clearly with everyone involved when the solution involves a change in policy or procedure.

After any decision is made, perform a follow-up evaluation. Wait long enough to give the solution a chance to work, and then determine whether the problem has been solved without creating new problems. If the solution is not working as well as you had hoped, re-evaluate the problem—you might need to try an alternative solution.
Motivating Your Team

Motivating your team is an important aspect of effective leadership. By setting the tone and leading by example, you create an effective atmosphere where motivation can take place. In addition, you can take steps to inspire and motivate with the following practices:

- Show enthusiasm for your job and for the team
- Develop goals
- Promote positive communication
- Provide ongoing feedback
- Provide ongoing coaching, mentoring, and training practices
- Recognize and reward positive behaviours and performance

Developing Goals

Team members work together more effectively when they share a common goal. By establishing goals, you provide the staff with the focus and direction they need. To develop goals, do the following:

- Know the overall vision and mission of your facility or organization, and communicate it to the team.
- Ask the staff how they can contribute to the vision/mission.
- Discuss which values each individual team member views as important.
- Create an environment in which every team member feels “safe” to contribute to the discussion.
- Make sure that the goals you and the entire team develop are challenging, obtainable, and consistent with the facility’s vision/mission statement.
- Make sure that the goals are meaningful to the group.

Each goal that you and the team establish should be a SMART goal:

- **S** Specific (one idea, not different ideas presented together)
- **M** Measurable (progress can be evaluated)
- **A** Attainable (challenging, but achievable)
- **R** Relevant (compatible with the Aquatic Leader’s goals and the facility’s mission)
- **T** Time-oriented (can be achieved within a defined period, before a proposed deadline)

Once the team has agreed on the goals, you need to provide the necessary resources and support to help the team accomplish these goals.
Communication

Effective communication is an important skill that enables the team to better understand and connect. It allows the team to build respect and trust and resolve differences, and it fosters environments where problem solving, caring, and creative ideas can thrive. Always keep in mind that you are the role model for how to behave and react during different situations.

As an Aquatic Leader, it is important to ensure that there is effective communication to support the team's work. Consider the different layers of communication that occur within your facility.

- Learn and use the names of new staff immediately. Not using a person’s name can give the impression that you are impersonal or not interested in the growth, development, progress, or success of the individual.
- While communicating with members of your team, be concise and definite with what you say. Get right to the point instead of indirectly talking around the subject.
- Respect the feelings and ideas of the person with whom you are speaking.
- Work to keep the communication moving in both directions instead of one person doing all the talking.
- Remember to actively listen. Sometimes, you need to pause to give the other person time to clarify their thoughts and find the words to express them.
- Be specific when requesting tasks to be completed or procedures to follow.
- Ask questions to maintain the focus. If someone is communicating vaguely, ask questions to help that person focus specifically on the topic.
- Repeat the statement back to the person to verify your understanding.
- Always discuss sensitive issues, confidential information, or personal information in private.
- Have staff complete self-evaluations, so they can make self-improvements as needed.
- Don’t take sides or jump to conclusions until you have all of the information. Once you have the facts, you will be in a better position to support the staff and work on solutions. Be sure to summarize your collective agreement, solutions, and timelines.
- Take the time to provide complete and correct information.
- Encourage comments and provide feedback.
- Be open for questions.
- Be decisive.

Ongoing Feedback

Formal and informal coaching sessions should take place every few weeks. They can last from five to 60 minutes and may cover:

- Progress made toward objectives and developmental goals
- Recognition for a job well done
- Correction or additional direction if the objectives are not being met
- Acknowledgment of progress toward objectives that were changed or eliminated
- Requests for additional support, training, resources, etc.
Ongoing Coaching, Mentoring, and Training Practices
Create a year-round process to encourage a positive environment in which your staff can accomplish their goals. Here are some guidelines to follow when you establish your staff performance communication process:

- Make it easy to understand, communicate, and administer.
- Provide a professional approach to staffing.
- Make sure that staff know their work is acknowledged and valued.
- Provide a non-threatening environment based on respect.
- Time your evaluation and feedback appropriately.
- Assess an action plan based on the needs of the individual.
- Provide the opportunity for staff to review all policies.

Partnering new staff with more experienced staff can be rewarding as well as an important experience for both employees. Scheduling new staff on a mentoring shift is an integral part of new employees’ orientations. Some of the benefits of mentorship include the following:

- It provides the new employee with a resource person while they are becoming accustomed to policies and procedures, administrative duties, and expectations.
- It provides more senior staff with opportunities for growth and leadership development plus a sense of being valued and trusted by supervisors and the Aquatic Leader.
- It helps new employees to understand, and be welcomed into, the facility culture.
- It assists Aquatic Leaders in orienting/developing new employees.

Mentoring provides new staff with the opportunity to focus on learning from an experienced employee and helps them expand their knowledge. Mentoring also demonstrates and promotes a sense of accountability. Through this process, staff members develop personal values and goals that coincide with facility values and goals.

Discipline and Documentation
Discipline should begin with acknowledgement of the situation and be followed by a process of discussion, documentation, and consequences. The process and the expected outcomes should be clearly communicated to staff upon hiring and reiterated if discipline is required. Each situation requiring progressive discipline must be assessed on a case-by-case basis to ensure that the appropriate disciplinary action is taken. Considerations should include the seriousness of the issue that requires corrective action and whether previous disciplinary measures have been taken.

The sequence of steps in the progressive disciplinary process could include:

1. Verbal warning
2. Written warning
3. Disciplinary suspension
4. Termination
Documentation is important when disciplining staff. Be sure to check your facility’s policies or human resource policies and include this information in your Policies & Procedures Manual so that all staff are aware of the process.
Section 1 – General Facility Information

Complete “Section 1 – General Facility Information” of the CRC Aquatic Safety Plan Template for Aquatic Facilities in order to build your facility’s customized Aquatic Safety Plan.

Aquatic Safety Plan Information

The Aquatic Safety Plan Template for Aquatic Facilities will prompt you to record when your facility’s Aquatic Safety Plan was created, who created it, where the Aquatic Safety Plan is located on site, who reviewed the plan, and when it was submitted and approved by the required health authority, if applicable.

Annual Review of the Aquatic Safety Plan

The CRC recommends reviewing your Aquatic Safety Plan annually to ensure that it includes all correct and current facility procedures and aligns with federal and provincial/territorial legislation and regulations.

If it is not possible to review the Aquatic Safety Plan on an annual basis, then CRC suggests reviewing it when there are changes at the facility, e.g., when new equipment is brought in, when there is a management changeover, when an audit occurs, etc.

Another possible time is during facility shutdown, when time and staff can be dedicated to the task of reviewing the Aquatic Safety Plan.

The Aquatic Leader can delegate the task to other team members with specific information on how to review, update, and make changes to the Aquatic Safety Plan. The Aquatic Safety Plan should be considered a living document that will require changes and additions at regular intervals.

The Aquatic Safety Plan should include a section indicating the date of the last review and the last update.
Facility Information

Refer to Appendix for Sample Documents.

The Aquatic Safety Plan Template for Aquatic Facilities will prompt you to capture useful key information about your facility. Suggested information to capture may include, but is not limited to, the following:

- Facility name
- Facility owner
- Facility location: physical address, mailing address, and phone number
- Date facility opened
- Map of the aquatic centre
- Type of facility (e.g., indoor, outdoor, non-profit, private, school, or university)
- Operating season(s) (e.g., year-round operation)
- Aquatic centre amenities (e.g., the number and/or types of bodies of water in the facility, water features, types of change rooms, aquatic centre viewing areas, etc.)
- Facility amenities (ice rinks, soccer pitches, fitness centre, walking track, child-minding areas, children’s playroom, etc.)
- Include a map of the facility if different than the map of the aquatic centre
- Muster points/meeting areas

Feature Operations

List any feature at the aquatic centre that is not listed above. Examples may include the waterslide, rope swing, climbing wall, diving board/towers, play features, bulkhead, moving floor, and the respective operation procedures. Include safety rules, emergency shut-offs, and other considerations for each feature.

Operating Permit

All aquatic facilities must have a valid operating permit issued by the health authority in the facility’s province/territory. The operating permit must be posted in a prominent place on the premises. All requirements in the operating permit set out by the health authority must be complied with. It is important to note the dates on the operating permit and to add this information to the Aquatic Safety Plan Template.

Renovations to Facility

If there have been any renovations, upgrades, or other changes to the facility, it should be noted in the Aquatic Safety Plan Template.
Patron/Bather Load

Refer to Appendix for Sample Documents.

The *patron load* refers to the number of people in the entire facility at any given time, which could include the change rooms and other areas. The *bather load* refers to the number of people using the swimming area and pool(s). Many provinces/territories have specific legislation and regulations about patron/bather loads. The patron/bather load should be posted in the facility and should be consistent with provincial/territorial legislation and regulations.

You should create a method to regulate how many patrons/bathers are in your facility to keep the number within your allowed patron/bather load. You can keep track of the number of patrons/bathers by periodically taking a head count. At some facilities, the front desk admission staff will keep track of the number of patrons that are entering and exiting the facility, and will stop admitting people when the facility reaches its maximum capacity.

Example of a chart regarding bather load:

<table>
<thead>
<tr>
<th>Maximum Bather Load</th>
<th>Facility Amenity</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Hot tub/Whirlpool</td>
</tr>
<tr>
<td>50</td>
<td>Tot pool</td>
</tr>
<tr>
<td>115</td>
<td>Leisure pool</td>
</tr>
<tr>
<td>125</td>
<td>Wave pool</td>
</tr>
<tr>
<td>10</td>
<td>Sauna/Steam room</td>
</tr>
</tbody>
</table>
Section 2 – General Staff Information

Complete “Section 2 – General Staff Information” of the CRC Aquatic Safety Plan Template for Aquatic Facilities in order to build your facility’s customized Aquatic Safety Plan.

Mission Statement and/or Vision Statement

Refer to Appendix for Sample Documents.

A mission statement is a statement of the core purpose of the organization. It describes an organization’s purpose by answering the questions, “What business are we in?” and “What is the purpose of our business?”

A vision statement provides strategic direction and describes goals that the organization wants to achieve in the future.

All organizations should have a mission statement and a vision statement. If you are unsure of your organization’s mission and vision statements, check with your human resource department or other applicable department. If the organization doesn’t have a mission or vision statement, consider creating them with your staff.

Code of Conduct for Staff

Refer to Appendix for Sample Documents.

A Code of Conduct for staff is a set of guidelines intended to support the staff regarding an organization’s expectations of employee behaviour towards co-workers, supervisors, and patrons. A code of conduct should be designed with the organization’s mission and vision statements and its values.

Some facilities have had the staff create the Code of Conduct to deepen their ownership of the organization’s expectations. Once the Code of Conduct has been created, it is approved by all staff and by the management team for use. The Code of Conduct can be reviewed on an annual basis to ensure that it continues to meet the goals of the team.

In the Red Cross Swimming & Water Safety National Program Standards there is more information regarding the Standard of Behaviour for Certification, the standard of by which their behaviours is measured.
Position of Trust

A position of trust refers to any position of authority in which there is an opportunity for power to be misused. Include in your Aquatic Safety Plan any policies or statements that refer to appropriate Instructor/lifeguard behaviour while they are working with the public. For example, all staff will act in accordance to the “Red Cross Instructor/Lifeguard Standards of Behaviour”, as per the Red Cross Swimming & Water Safety National Program Standards.

Organizational Chart (Org Chart)

Refer to Appendix for Sample Documents.

An organizational chart (org chart) illustrates how an organization’s structure is designed. It shows staff the reporting structure, allows employees to understand how they fit into the organization, and indicates the lines of communication for staff.

Job Descriptions

Refer to Appendix for Sample Documents.

A job description is a tool that details the duties, tasks, responsibilities, and functions of a particular job position. It outlines the purpose of the position, where it fits into the mission of the organization, the details of how work is to be accomplished, and the requirements necessary to do the particular job. It also provides information as to whom an employee’s position reports to within an organization, as well as other specific information including working conditions, minimum qualifications, whether there are supervisor responsibilities within the role, and other essential duties.

Ultimately, a job description provides a basis for performance reviews and it helps staff understand their role within the organization. It is important to keep job descriptions current and review them periodically to ensure they are meeting the needs of the aquatic centre and the organization.

Job Description Checklist

The main components of a position description include, but are not limited to, the following:

- Position title
- Department and/or program
- Direct supervisor
- Job summary
- Major responsibilities
- Qualifications, education, and experience necessary to perform the job satisfactorily
- Indication as to whether the employee supervises other employees
• Indication of the employee’s level of decision making or accountability for each task
• The tools, equipment, and machines that the employee would be responsible for operating, safekeeping, and/or maintaining
• Relationships with other employees, volunteers, management, and other internal and external contacts
• Financial responsibilities
• Working conditions
• Minimum age as per a province/territory’s legislation and regulation requirements
• Certifications required as per a province/territory’s legislation and regulation requirements

New Hire Orientation

Refer to Appendix for Sample Documents.

The new hire orientation is your first opportunity to provide guidance to a new team member. This session should occur prior to the first shift.

Be sure to provide the following information to your employee before the orientation session:
• Purpose of the orientation
• Start date, time, and duration
• Any specifics regarding the orientation (parking, dry land and/or wet training, training location, whom to ask for at the front admission desk, etc.)
• Any special needs (whether they should bring a meal or if there is food available on-site, whether to bring a swimsuit and towel, deck shoes, whistle, instructing supplies, etc.)
• A reminder to bring copies of their certifications if they have not already done so

Before conducting an orientation, consider how long it will take to cover the material. Be sure to set up a location conducive to learning, and plan time for questions, discussion, breaks, and a tour of the facility. To prepare for the orientation, organize the appropriate forms, equipment, and supplies, which may include, but are not limited to, the following:
• Staff Policies & Procedures Manual or Aquatic Safety Plan
• Orientation checklist
• Review of job description
• Hours of work, overtime, paid leave versus unpaid leave, benefits, etc.
• Uniform requirements
• Appropriate employment forms (check with your human resources department or other applicable resource to ensure you have all the forms required for new staff members)
As the Aquatic Leader, either you or a designated team member will be responsible for orienting the staff so that they understand their responsibilities and your expectations. The orientation should include the following elements, but you may have additional items to add:

- A personal welcome: New hires should be made to feel comfortable. Introduce them to each other and to the other management or staff present. Let them know that you will help them adjust to the facility and job.
- Training checklists and training shifts scheduled.
- A tour of the facility, to view and discuss the following:
  - Hazardous areas.
  - Location of safety equipment, telephone, first aid kits, lesson supplies, public supplies, and chemical and electrical control rooms.
- A review of lifeguarding information, including the following:
  - Lifeguards’ areas of responsibility.
  - Lifeguards’ office and break area.
  - Dress code (uniform).
  - Sun protection (sunscreen, sunglasses, hats, umbrellas, etc.).
  - Correct posture while working in the lifeguard station.
  - How to perform an appropriate rotation.
  - How to operate equipment (lane lines, water features, rescue equipment, etc.).
  - Opening and closing the facility.
  - Hand and whistle signals.
  - Facility-specific training.
- A review of instructional information, including the following:
  - Class locations.
  - Instructor supplies and equipment.
  - Hand and whistle signals.
  - Dress code (uniform).
  - Sun protection (sunscreen, sunglasses, hats, umbrellas, etc.).
- Scheduling, including the following:
  - Posting of schedules.
  - Meals and other breaks.
  - Time off procedures.
  - Call-in procedures.
  - Substitution procedures.
  - Time sheets.
- In-service training schedules and certification renewal opportunities.
- Building security policies.
- Methods of staff evaluation, corrective action, and disciplinary steps.
- Review of job descriptions and responsibilities so that staff have a clear understanding of what is expected of them.
- Other training programs (e.g., WHMIS).
- A review of the facility’s reporting organizational structure.
- Discussion of maintenance procedures (e.g., water chemistry and analysis) and related safety protocols (e.g., proper handling of chemicals), if applicable to the job description.
- Guidelines for daily pool activities and the supervision required for each (swim lessons, fitness classes, diving lessons, etc.).
- Guidelines for special pool activities and supervision needed for each (e.g., large groups, day camps, parties, etc.).

New hires should leave the orientation session with a clear understanding of what is expected of them. Follow up with your new staff to ensure that all of their questions have been answered.

**Staff Qualifications**

A facility’s Aquatic Safety Plan must meet the minimum requirements of its province/territory’s legislation and regulations to ensure that standards are being met. Please refer to the legislation and regulations in your province/territory so your facility has met all mandatory certifications, training, and minimum staff requirements during operation.

Depending on what the facility specifically offers, some facilities may require qualifications over and above the provincial/territorial minimum requirements. For example, a facility may require their lifeguards to be certified in Oxygen Administration because they have oxygen in their first aid kits and because administering oxygen is part of the facility’s Emergency Response Plan. While creating the Aquatic Safety Plan, make sure that you indicate all the necessary facility-specific certification requirements (e.g., Oxygen Administration, WHMIS, etc.).

Some facilities may require staff to become recertified before their certification expiry date. Make sure that you have included information on recertification in your Aquatic Safety Plan Template.

**Assistant Lifeguard Definition and Qualifications**

One example of an assistant lifeguard definition could be: “A person who is responsible to assist a lifeguard to supervise patron safety.”

Examples of the qualifications that are accepted as assistant lifeguard certifications could include, but are not limited to, the following:

- Assistant lifeguard certification accepted (as per facility, and provincially/territorially recognized organization or provincial/territorial standards)
- First Aid, CPR Level C/AED certification accepted (as per facility, and provincially/territorially recognized organization or provincial/territorial standards)
- Other specified training certification that is required in order to be employed at the facility
Lifeguard Definition and Qualifications
One example of a lifeguard definition could be: “A person who is responsible for the safety and supervision of patrons in, on, and around the water at an aquatic facility, who is responsible for preventing and responding to emergencies.”

Examples of the qualifications that are accepted as lifeguard certifications could include, but are not limited to, the following:

- Lifeguard certification accepted (as per facility, and provincially/territorially recognized organization or provincial/territorial standards)
- First Aid, CPR Level C/AED certification accepted (as per facility, and provincially/territorially recognized organization or provincial/territorial standards)
- Other specified training certification that is required in order to be employed at the facility

Swimming Lesson Instructor Definition and Qualifications
One example of a swimming lesson Instructor definition could be: “A person who is responsible for conducting and developing session and lesson plans for swimming instruction for all levels and ages. They also ensure compliance with program and facility safety procedures and deal with patrons’ questions and concerns regarding swimming lessons.”

Examples of the qualifications that are accepted as swimming lesson Instructor certifications could include, but are not limited to, the following:

- Instructor certification accepted (as per facility, and provincially/territorially recognized organization or provincial/territorial standards)
- First Aid, CPR Level C/AED Certification accepted (as per facility, and provincially/territorially recognized organization or provincial/territorial standards)
- Assistant lifeguard or lifeguard certification accepted (as per the facility, and provincially/territorially recognized organization or provincial/territorial standards)
- Other specified training certification that is required in order to be employed at the facility

Specialized Aquatic Instructor Definition and Qualifications
One example of a Specialized Aquatic Instructor definition could be: “A person who is responsible for an Instructor-led program at the facility. An aquatic Instructor may also include but is not limited to Aquafit Instructors, SCUBA Instructors, Lifeguard Instructors, Aquatic Leadership Instructors, coaches, etc.”

Examples of the qualifications that are accepted as Specialized Aquatic Instructor certifications could include, but are not limited to, the following:

- Instructor certification accepted (as per facility, and provincially/territorially recognized organization or provincial/territorial standards)
- First Aid, CPR Level C/AED Certification accepted (as per facility, and provincially/territorially recognized organization or provincial/territorial standards)
- Assistant lifeguard or lifeguard certification accepted (as per the facility, and provincially/territorially recognized organization or provincial/territorial standards)
• Other specified training certification that is required in order to be employed at the facility

Supervisor Definition and Qualifications
A *supervisor* is a staff member who is responsible for assisting with training and leadership of the staff and acts as the “authority-on-duty” while the Aquatic Leader is not present at the facility. The supervisor is knowledgeable about the facility’s procedures, policies, and the Aquatic Safety Plan, and is responsible for the staff while on shift. The supervisor is also responsible for acting in an emergency, and has the ability to close the facility or an amenity (if required).

Please refer to your province/territory’s legislation and regulations to define your facility’s supervisor certification, training, and/or other requirements. Some examples of supervisor requirements include, but are not limited to, the following:

- Minimum age requirement
- Lifeguarding certification
- First aid certification
- Instructor certification
- Mechanical and operating certification

Other Staff Qualifications
Other training programs that could be required for employment could include, but are not limited to, the following:

- Injury Prevention program
- WorkSafe, OH&S, and Young Worker programs
- Violence in the Workplace
- WHMIS/Transportation of Dangerous Goods (TDG)
- Oxygen Administration
- Mental health
- Customer Service
- Specialized equipment training

Record Keeping for Staff Qualifications

Refer to Appendix for Sample Documents.

Staff certifications should be kept on file in accordance with the facility’s human resources policies and procedures, as well as the facility’s provincial/territorial legislation, regulations, and standards.
Uniforms
While on duty, the uniforms that staff members wear must be easily distinguishable from other facility patrons, swimmers, and non-emergency staff. As well, Lifeguards should be easily distinguishable from the Instructors or assistant lifeguards on the pool deck.

One of the best ways to make staff stand out is through recognition of the colours on the uniform they wear on duty, or the required equipment used while on duty.

Lifeguard Uniforms
The following are examples of a lifeguard’s uniform.

- Issued and approved uniforms may include the following elements:
  
  Please note that the International Lifesaving Federation recommends the colours red and yellow for lifeguard uniforms because they are highly visible.
  
  - Shirt
  - Tank top
  - Vest
  - Shorts
  - Approved warm clothing

- Appropriate, non-slip shoes
- Bathing suit
- Whistle
- Fanny pack containing small first aid items, gloves, and pocket mask
- Rescue tubes (or other reaching assist)
- Sun protection if required (e.g., a sunhat, polarized sunglasses, sunscreen, umbrella, or other protection to avoid sun exposure)

Assistant Lifeguard Uniforms
The following are examples of an assistant lifeguard’s uniform.

- Issued and approved uniforms may include the following elements:
  
  - Shirts
  - Tank tops
  - Vest
  - Shorts
  - Approved warm clothing

- Appropriate, non-slip shoes
- Bathing suit
- Whistle
- Fanny pack containing small first aid items, gloves, and pocket mask
- Rescue tubes (or other reaching assist)
- Sun protection if required (e.g., a sunhat, sunglasses, sunscreen, umbrella, or other protection to avoid sun exposure)
Instructor Uniforms
The following are examples of an Instructor’s uniform:
- Whistle
- Buoyant aids and reaching assists
- Bathing suit and shirt or rash guard for identification purposes
- UV protection if required (e.g., a sunhat, sunglasses, sunscreen, umbrella, or other protection to avoid sun exposure)

Other Staff Uniforms
The following are examples of other staff that might require uniforms:
- Front desk admission staff
- Custodial staff
- Maintenance employees
- Management
- Volunteers
Section 3 – Lifeguards

Complete “Section 3 – Lifeguards” of the CRC Aquatic Safety Plan Template for Aquatic Facilities in order to build your facility’s customized Aquatic Safety Plan.

Safety Supervision and Injury Prevention

A lifeguard’s primary responsibility is to ensure the patrons’ safety in, on, and around the water. This responsibility is performed by using effective surveillance and scanning, preventing incidents through rule enforcement, and ensuring coverage of the lifeguard’s zone of responsibility while on deck. Lifeguards can provide public education, and recognize patron behaviours or situations that might lead to an incident occurring at the facility.

Lifeguarding requirements may differ for every facility and province/territory. In your facility’s Aquatic Safety Plan, you must provide specific details on the components below:

- Describe the orientation and training required for lifeguards in your facility.
- Describe the opportunities for in-service and other training.
- Provide information on staffing levels and schedules for times when the facility is in use.
- Develop written lifeguarding procedures for your facility that staff are trained on.
- Describe the Emergency Response Plan procedures and training.
- List any site-specific training at the facility that the lifeguard will require.
- Include training and information on Aquatic Safety Plan procedures.
- List any additional training for lifeguards who supervise specialized programs or facility features.

For lifeguards who supervise specialized programs or facility features (e.g. waterslide, inflatables, climbing wall), additional training needs to be offered as determined by provincial/territorial legislation, manufacturer’s recommendations, or industry standards for your area.
RID Factor
At supervised swim areas, most drownings happen when neither lifeguards nor patrons have noticed that a person has slipped below the surface of the water. Except for unconscious drownings, drownings in areas where lifeguards are on duty usually result from one or more of three causes summarized by the RID Factor: Recognition, Intrusion, and Distraction.¹

- **Recognition** refers to the failure of the lifeguard to recognize the instinctive drowning response. Your lifeguards should learn to tell the difference between someone who is swimming or playing safely in the water and someone who needs to be rescued. Lifeguards should not expect the person or other swimmers to call for help. By conducting regular in-service training that reinforces a lifeguard’s patron surveillance and rescue skills, you can increase the lifeguards’ recognition skills.

- **Intrusion** refers to the intrusion of secondary duties on the lifeguard’s primary responsibility of patron surveillance. While lifeguards regularly have to perform other duties as part of their job (e.g., maintenance or administrative tasks), these duties must not be performed while lifeguards are responsible for patron surveillance.

  Never ask or require lifeguards to perform secondary responsibilities, such as maintenance tasks, while performing patron surveillance. A lifeguard cannot perform adequate surveillance duties while performing other tasks such as cleaning, conducting swim tests, or testing water. There should be another lifeguard scheduled to perform these additional activities.

- **Distraction** refers to the lifeguard’s distraction from patron surveillance duties, which may include talking with other lifeguards or friends. While lifeguards might think having a brief conversation is harmless, during this time, they might miss the 20–60-second struggle of a drowning person.

  Lifeguards must not have social conversations while conducting patron surveillance. Lifeguards on surveillance duty must not be allowed to read, talk on cellphones, send text messages, play games, or listen to individual music devices with headphones. Music can be played in the entire area but should not be loud enough to disrupt effective communication.

  If there are any issues with staff, make sure that you speak to them off deck so that it won’t create a distraction for them. However, if their behaviour is a major concern, correct the issue immediately.

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Lifeguard Positions and Rotation

Refer to Appendix for Sample Documents.

During shifts, the system used for rotating lifeguards should be clear and carried out professionally and safely at all times. In addition to helping ensure lifeguards take breaks, periodic rotations from one station to another help lifeguards stay alert and decrease fatigue.

Do not rotate all lifeguards simultaneously, since this can lead to breaks in the scanning of the pool and area. Lifeguards must not interrupt patron surveillance while rotating from one station to another. Each lifeguard conducting patron surveillance should remain at their position until they are relieved. The last lifeguard that is relieved goes off surveillance duty by completing the final rotation.

During the rotation, each lifeguard should carry their own rescue tube or other rescue equipment. If this is not possible, then the rescue tube/rescue equipment is passed from the lifeguard on duty to the relieving lifeguard during the rotation. Patron surveillance must always be maintained while the rescue tube/rescue equipment is removed and passed on to the relieving lifeguard.

When lifeguards rotate from station to station, or move to some other duty or break, they must move in a timely, efficient, and safe manner. Rotations should be easy to understand and follow. Rotations should take place on a regular schedule and follow a defined pattern that covers all stations.

To ensure adequate surveillance of patrons in the facility, each lifeguard position will have an area of responsibility for scanning. The lifeguard position and rotation will depend on the amount of lifeguards on deck and must be specific to the facility’s requirements. All positions and rotations should be listed in the Aquatic Safety Plan. In regards to locations and rotations, in order to ensure that facility requirements are met, training should be conducted for all staff.

While creating lifeguard positions, some factors to consider could include the following:

- Where will the lifeguard be positioned?
- Are there elevated stations?
- How high are the elevated stands?
- What blind spots are present in the facility and at each position?
- What are the high risk areas?
- How long will it take the lifeguard to scan their area of responsibility?
- What is the size and shape of the facility?
- What is the water depth?
- How many patrons are in the facility?
- How clear is the water?
- How big is the deck?
- What types of activities will be happening?
Lifeguard Stations
Patron surveillance might be performed in an elevated lifeguard chair, while stationary or roaming on the deck, or while in shallow water. The goal is to provide optimum coverage for the whole facility. A lifeguard must be in a position to recognize and respond to an emergency at all times.

Lifeguard stands should be located where lifeguards can observe patrons easily and react quickly to any situation in their area of responsibility. Lifeguard stands are for the use of lifeguards only. When not in use, the stands should be closed to the public for safety reasons. Aquatic Leaders should sit in the lifeguard stand or stand in the lifeguard positions during various times of day to better judge the placement and positioning of the lifeguard stations. This will help the Aquatic Leader ensure the placement allows the lifeguards to always have a clear view of their area of responsibility. Knowing what your lifeguards can and cannot see is extremely important. You need to establish a system of coverage that places the lifeguards where they can provide the best possible safety for the patrons.

Elevated Stations
Elevated lifeguard stations usually provide the most effective position for patron surveillance because they offer an excellent place for scanning the area of responsibility. This is particularly important at a facility where a single lifeguard is conducting patron surveillance. An elevated stand provides a much better view of patron activities than a ground-level lifeguard station.

The area under, around, and directly in front of the stand must be included in the scan. Lifeguards need to carefully watch the water area directly in front of and below the lifeguard stand because it is a potential blind spot. Not only is it difficult for lifeguards to watch patrons swimming underneath an elevated stand, but patrons might become injured if a lifeguard exits the stand quickly to perform a rescue. The area surrounding an elevated lifeguard stand must be kept clear at all times. Position movable stands close to the edge of the pool with enough room to climb up and down from the stand and to clearly see the edge and bottom of the water from a seated position.

Ground-Level Stations
In some facilities, lifeguards might be assigned to a walking patrol, a fixed location on the deck, or a position in the water near a play structure. In these positions, the view of the entire swimming area is limited, and patrons might be hidden from view by play structures or other patrons. The primary purpose of ground-level stations is for lifeguards to be close to patrons. In these positions they can easily make assists and enforce safety rules for patrons in the water and on the deck.

Lifeguards can be stationary and assigned to specific areas, or they can be required to roam around the area. Roaming lifeguards may be needed where many swimmers are concentrated, where water depth suddenly changes, or in the water, e.g., at the shallow-water end of a wave pool or the runout or catch pool at the end of a speed slide.
Other Stations

**Dispatch Station** – lifeguards working at this station are responsible to assess if the patron meets the ride/amenity rules and regulations, notify the patron of safety information, and tell the patron when it is safe to enter or proceed on the ride/amenity.

**Landing Zone Station** – lifeguards stationed at the bottom of a ride are responsible to help patrons exit the area safely, ensure the area is free of people and equipment, and notify the dispatching lifeguard when it is safe to send the next patron on the ride/amenity.

Scanning

Refer to Appendix for Sample Documents.

*Scanning* is the visual technique for watching patrons in the water and is an active process. Lifeguards must know the layout of the facility, understand the blind spots and high risk areas, and find a way to clearly see all areas.

A lifeguard’s head should be actively moving while scanning on deck. There is a variety of scanning patterns and all staff should be trained on scanning requirements. Scanning should be practised frequently to ensure that facility requirements are met. The scanning patterns accepted at the facility should be clearly stated in the Aquatic Safety Plan.

The following are guidelines for promoting effective scanning:

- Make sure that each lifeguard knows and understands the area that they are responsible for scanning, including pool deck areas, other lifeguards/assistant lifeguards, and Instructors.
- Make sure that the lifeguard is scanning the assigned area of responsibility. This includes scanning above and below the surface of the water and the bottom of the swimming area.
- Lifeguards should move their head and eyes and look directly at each area. Looking at the patrons helps lifeguards recognize when someone is in distress.
- Make sure that all assigned areas of responsibility overlap between lifeguards, and that the number of lifeguards on deck is sufficient to cover the entire area.
- Promote active postures while on deck as this helps keep the lifeguards alert.
- Identify conditions that affect visibility, such as glare from the sun or overhead lights, cloudy water, or shadows on the water that occur at different times of the day. You should also be aware of areas that cannot be seen or are difficult to see. The areas might be blocked by patrons clustered together or by a special feature. Water movement, such as fountains or bubbles, can also block the view under water. Adjust the position of the lifeguards accordingly, or add more lifeguards on deck.
- Reduce the effects of fatigue: rotate your lifeguards frequently by scheduling appropriate breaks. Heat and the sun are significant factors that lead to fatigue, so be sure to provide protection by supplying shaded areas at outdoor facilities and a cool place at indoor facilities.
• Reinforce the principle of distress recognition by conducting regular in-service training. Lifeguards must not wait for patrons or other lifeguards to indicate that someone is drowning. Often times, a drowning person may be surrounded by others who are unaware that a drowning is happening near them. Sometimes new lifeguards feel unsure of themselves and mistakenly wait for patrons or more experienced lifeguards to tell them that someone is in trouble.

• Make sure that lifeguards do not interrupt scanning an area of responsibility, unless they have to interrupt their scanning during an emergency or to educate someone about a hazardous activity. The facility’s Emergency Response Plan should address backup coverage for times when a lifeguard must make a rescue or provide care. If only one lifeguard is conducting patron surveillance and must educate someone about a hazardous activity, the lifeguard should do this while maintaining scanning and supervision. The lifeguard must get the patron’s attention, explain the hazard, and provide alternative actions that are permitted. Getting the patron’s attention should take only a few seconds, and it can be done while the lifeguard is still scanning. If the patron needs a detailed explanation, the lifeguard should call for backup.

• A patron may approach a lifeguard on surveillance duty to ask a question or to get help with a problem. Simple questions can be answered quickly while scanning continues. For more detailed questions, the lifeguard should continue to scan, and direct the patron to another staff member for assistance, or call for another lifeguard to assist with the surveillance.

Examples of Scanning Patterns
Examples of scanning patterns include, but are not limited to, the following:

• **Horizontal**: Scan from right to left and left to right.
• **Vertical**: Begin at the edge that is closest to you, then scan to the far edge of the area, and then scan back to the close edge.
• **Cluster**: Scan to each cluster of swimmers and focus for a moment before moving on to the next cluster.
• **Head counts**: Count the number of swimmers in your area.

Surveillance During Programming

Refer to Appendix for Sample Documents.

The programming at your facility affects not only the number of lifeguards on duty but also the training and preparation they receive. Program activities have special safety concerns that affect patron surveillance. When establishing surveillance strategies (e.g., the number of lifeguards on duty and their positioning) for program activities, consider these factors:

• **The activity** – Is the activity simple, such as a lap swim, or does it require more preparation, such as a swim meet? When analyzing the activity, you should also identify risks associated with it.
• **Participant characteristics** – The age, skill, swimming ability, fitness levels and medical conditions of the participants will help you determine whether additional assistance or extra precautions are needed to avoid or prevent injuries or incidents, such as having extra lifeguards on duty for a large group of non-swimmers.

• **Equipment used** – Participants might use a variety of equipment, such as flotation devices, training aids, and toys.

• **Additional support** – When accommodating special programming, you can require additional supervision on land and in the water. In such cases, additional staff members should assist in supervising participants. For example, if you are hosting a large number of children from a day camp, the counselors should be involved in actively watching and keeping track of the campers and not on a break.

**Instructional Programs**
Based on provincial/territory legislation and regulations, it might be required or recommended to have a lifeguard on deck, in addition to the Instructor, during swimming lessons and/or water exercise classes. Participant safety is the joint responsibility of both the Instructor and the lifeguard. Follow these guidelines:

- Different precautions might be needed, depending on the ages and abilities of participants.
- Lifeguards should note how tall participants are and the water depth where they are practicing.
- Lifeguards should make sure non-swimmers do not enter water without their Instructor.
- Lifeguards should make sure infants and young children are with a parent or other responsible adult while in the water.
- Lifeguards should watch for signs of any participant becoming fatigued or chilled.

**Therapeutic Programs**
Based on provincial/territory legislation and regulations, it might be required or recommended to have a lifeguard on deck, in addition to the Instructor, during therapeutic programs. Your lifeguards should be familiar with the general medical conditions and abilities of participants in these programs. Review with the lifeguards and Instructors the characteristics of these conditions and any care that may be needed.

**Competitive Events**
Participants in competitive events, such as swim meets, diving competitions, water polo games, synchronized swimming, and lifeguarding games/competitions, etc., usually have good swimming skills, but they still need effective surveillance. The lifeguards need to adapt their scanning techniques to the event’s specific needs.

An idea could be to host a coaches’ meeting prior to the event to reinforce any important information regarding the facility’s policies and procedures. It is important to make sure that a facility representative such as the Aquatic Leader or supervisor is in attendance and speaks at this meeting to review information and answer questions. Post signs with specific rules,
regulations, and procedures, as appropriate. This helps maintain consistency and safety for all coaches and teams using the facility.

During practice sessions and competitions, a large number of swimmers might be in the water. You should determine the number of lifeguards on duty based on your facility’s staffing policies. Because of the large number of swimmers, scanning the bottom of the pool is extremely difficult during practice sessions and competitions. Make sure your lifeguards carefully scan to ensure that any time a swimmer submerges, the swimmer resurfaces. Adding more lifeguards to your rotation can help.

In diving practices and competitions, water agitation on the surface created by a diver entering the water makes it difficult to see the pool bottom. Position the lifeguards with a good view of the pool bottom. Your lifeguards should watch for each diver to return to the surface. Adding more lifeguards to your rotation can help.

Supervision of the pool deck might also be different during a special event at the facility. In a swim meet, for example, the presence of many people on the deck—officials, coaches, swimmers, parents, and photographers—will make surveillance of people on the deck difficult. In such cases, you need to schedule enough lifeguards and position them to ensure effective surveillance of both the deck and the water.

Other ways to help ensure a safe environment for everyone during an event include the following:

- Consistently enforce facility rules during competitive events as would be done during everyday operations.
- Know and understand the rules and regulations for events and the safety policies for the competitive program. For example, designate lanes as sprint, start, or warm-up lanes during a warm-up period before and during a competitive swim meet. The lifeguard must ensure that swimmers follow the procedures set for lane activity.
- Have swimmers follow the rules set for the lanes. For example, accidents can occur when swimmers attempt to enter already-crowded lanes. Enforce feet-first entries into the pool; racing starts are allowed only in designated, supervised lanes.
- Plan how to perform a rescue, if needed. For example, a person should not be towed across pool lane ropes. Be sure your facility’s procedure addresses how to remove a person from the water when lane ropes are in place. Know how to remove lane ropes (and where the tool is kept) in case this is needed during a rescue.
- If there is a bulkhead, take a position where the water on both sides can be seen, or make sure there are enough lifeguards to scan both sides. Do not allow swimmers under the bulkhead.

Large Groups

When large groups plan to come to your facility, you should work closely with the group’s representative prior to the group’s arrival to develop a written agreement that establishes a clear understanding regarding how much and what type of supervision is required. Elements covered by the agreement could include, but are not limited to, the following:

- Whether the group must have current liability insurance on file at the facility
- The responsibilities of your lifeguard team
- The responsibilities of the staff members or group supervisors of the visiting group
- Facility rules
- A system for classifying swimmers according to their abilities
- A system for monitoring the group's activities while at your facility
- A leader-to-participant ratio

When large groups or day camps visit your facility, it is recommended that a swim test be conducted. This screening process should be performed before swimmers enter the water to determine in which activities individual group members can participate or which pool locations they can access.

When the group arrives, you must take specific measures to ensure their safety and your lifeguard team's safety, including:

- Checking in with the front desk admission staff
- The group leader giving the name of their supervisor(s) or leader(s) and the total number in their group
- Identifying the person in charge of the group (this person will be your primary contact should anything occur)
- Reviewing the rules with the entire group (this is especially important if the group has never been to your facility)
- Providing information regarding the swim test requirements
- Explaining to the visiting group that all supervisors or leaders must actively supervise their group in, on, and around the water at all times

Primary and Secondary Zone of Responsibility

Refer to Appendix for Sample Documents.

All facilities should have established zones of responsibility for lifeguards who are providing surveillance on deck. The zones will vary depending on the amount of lifeguards required on deck and can be listed as primary zone, secondary zone, mixed zone, or backup coverage.

When establishing zones some items to consider are:

- All areas of the water that are covered and can be seen by the lifeguard
- Overlapping coverage when more than one lifeguard is on surveillance
- Lifeguards should have unobstructed views of their zone
- Allowing the lifeguard to respond quickly within their zone

Lifeguard Shifts

Lifeguards should take scheduled breaks from active surveillance. As an Aquatic Leader, in order to provide a safe environment for patrons, you will need to determine what works best for
your facility, keeping in mind that movement, transition, and rotation are ways to keep lifeguards alert and attentive on deck during surveillance.

Lifeguard shifts on active surveillance differ between activities, facilities, industry standards, and employment standards. As the Aquatic Leader, be sure to check with your province/territory’s employment standards to ensure that you are within the labour standard limits when scheduling lifeguards for shifts.

If a lifeguard needs to take a break, leave their area, or leave the facility during a break, they should notify their supervisor and/or the other lifeguards. If there is only one lifeguard on deck who is providing patron surveillance and a break is required, before the lifeguard can leave the pool deck area, the pool must be cleared and the deck secured.

**Minimum Staffing Requirements for Activities**

Some provincial/territorial legislation and regulations state minimum staffing requirements for aquatic facilities—please refer to your legislation and regulations to ensure that you are following the required standard.

Other provinces/territories do not have a minimum staffing requirement legislated through the pool legislation and regulations. These facilities might follow the industry standard in their area or have a specific facility standard for minimum staffing requirements. When determining the minimum staffing requirements, the Aquatic Leader should take the following into consideration: other staff certification requirements, blind spots, facility size, number of bodies of water, hazards or high risk areas, activities in the pool, and scanning area of lifeguards on deck.

**Bather-to-Lifeguard Ratio**

In order to ensure ongoing vigilance in all pool areas, Aquatic Leaders must determine bather-to-lifeguard ratios based on provincial/territorial legislation and regulations, facility design, patron activity, patron age groups, and facility features.

Some provincial/territorial legislation and regulations specify that a certain number of lifeguards must be scheduled on duty for a specific number of bathers. For example, the regulations may specify that for every “X” number of bathers in the swimming area and pool(s), you must have one lifeguard on surveillance duty.

Other provincial/territorial legislation and regulations may have guidelines based on ratios of pool surface area to number of lifeguards. In some cases, however, provincial/territorial legislation and regulations do not specify the ratio. In order to properly set a bather-to-lifeguard ratio, Aquatic Leaders should take into consideration the following factors that influence patron surveillance:

- Lifeguard station positions
- Lifeguard equipment availability
- Pool activities
• Structures within the facility
• The facility’s size and shape
• The pool and deck’s blind spots and high risk areas
• Patron ages and swimming abilities
• Environmental factors, such as glare and weather

Example of a chart regarding bather-to-lifeguard and/or assistant lifeguard ratios:

<table>
<thead>
<tr>
<th>Number of Bathers</th>
<th>Minimum Number of Lifeguards</th>
<th>Minimum Number of Assistant Lifeguards (scheduled with a Lifeguard on deck)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–30</td>
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</tr>
<tr>
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<td>1</td>
</tr>
<tr>
<td>76–150</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Lifeguard Communication – Whistles, Arm Signals, Radios, Verbal Communication
Effective communication with patrons and other lifeguards and staff is essential for helping to prevent injuries. There are many forms of communication as a lifeguard, including whistles, arm signals, radios, and verbal communication. The forms of communication you should use depend on the size of your facility. All staff should be trained on the facility-specific forms of communication.
Section 4 – Instructors

Complete “Section 4 – Instructors” of the CRC Aquatic Safety Plan Template for Aquatic Facilities in order to build your facility’s customized Aquatic Safety Plan.

Safety Supervision and Injury Prevention
An Instructor’s primary responsibility is to ensure the swimming lesson participants’ safety in, on, and around the water.

In your facility’s Aquatic Safety Plan, you must provide specific details on the components below:

- Describe the orientation and training required for Instructors in your facility.
- Describe the opportunities for in-service and other training.
- Provide information on staffing levels and schedules for programs.
- Develop written instructing procedures for your facility that staff receive training on.
- Describe the Instructor Emergency Response Plan procedures and training for staff.
- Describe any site-specific training at the facility that the Instructor will require. Include training and information on Aquatic Safety Plan procedures.

Prior to commencing employment duties, and through regular in-service training, Instructors must receive training and information on the Aquatic Safety Plan procedures.

Lifeguard Requirements During Aquatic-Led Programs
Some facilities may require the swimming Instructors to also have their assistant lifeguard or lifeguard certification to teach; some facilities will have additional lifeguards on deck during swim lessons; and some facilities may use a deck supervisor, head lifeguard, lead Instructor, or other position to assist with any issues that arise during a lesson program or to provide help to an Instructor as needed. If additional swimmers or programs are operating at the same time as lessons, lifeguards are required.

Class Sizes
Class sizes may vary depending on the type of instructional program, the number of Instructors, or other staff or volunteers that may be available. The Red Cross Swim program recommends specific class numbers depending on the level of instruction, supplemental Instructors available, and program type. Other programs may recommend similar class sizes. The size of the facility and the equipment available may also dictate your class sizes. For example, you may require tot docks/teaching platforms for a pre-school class, and you may only have one available at a time; so you may need to limit class size to three or four participants to each Instructor. Consult your program standards for more information.
Class Locations
Locations of each class will depend on the type of instruction required, the number of participants, and the pool area availability. Reviewing the lesson plans and requirements may mean lessons rotate space during program time. For example, a tot pool may be available for young students; deep water for diving activities; or roped areas for lane swims.

Communication
All instructional staff should be aware of how to communicate during lessons. Communication between staff is required for any emergencies as well as requests for assistance, changes in lesson set-ups, or when it’s lesson ending time. It is imperative to ensure that each Instructor has a whistle as part of their uniform and has access to other staff members not teaching, a supervisor, or a telephone.

Instructor Emergency Response Plan
The Aquatic Safety Plan should have information that describes the Instructor’s role and responsibilities in the event of an emergency. Some points to consider include the following:

- **Role** – Is the Instructor a sole responder or part of a lifeguarding team?
- **Responsibility** – How will the remaining class participants be supervised?
- **Limitations in the Instructor’s emergency response** – i.e., Does the Instructor have a lifeguard certification that allows them to respond to an emergency?
Section 5 – Staff Training

Complete “Section 5 – Staff Training” of the CRC Aquatic Safety Plan Template for Aquatic Facilities in order to build your facility’s customized Aquatic Safety Plan.

As an Aquatic Leader, you are responsible for making sure that your team is prepared to work at the facility. By scheduling, developing, and conducting in-service training on a regular basis, you can improve your staff’s skills. Ongoing training should be provided because skills can degrade without repetition and/or reinforcement.

It is also a good idea to include staff from other departments in your training opportunities. For example, including front desk admission staff in training helps them become aware of their roles and responsibilities within the aquatic team.

In-Service Training
In-service training helps staff maintain their knowledge and skills at the appropriate level. Staff have a professional responsibility to attend in-service training. While planning your in-services, make sure that you are aware of and meet any provincial/territorial legislation and regulations regarding the frequency of in-service training as well as topics that are required to be reviewed and/or practiced.

An effective in-service training program begins with long-term planning. Factors such as the length of your season, budget, facility operational hours, and the availability of your staff will influence your planning decisions. For example, management may insist that the facility not be closed for training during normal operating hours. In such a case, you would need to be more creative in scheduling your in-service training. Possible solutions may include offering the training during the hours that the facility is closed or conducting more than one session so that staff can attend when they are not on duty.

Try to make your in-service training fun, informative, and challenging. Use creativity while conducting the training. For example, bring in a guest speaker to talk about a current trend, or divide your staff into teams and have fun, skill-based competitions. During in-service training, you could also conduct simulated emergencies involving other agencies, such as EMS personnel, the fire department, or RCMP.

Documentation
Make sure that documentation is completed for all staff training. If staff are unable to attend, a policy needs to be created for when a staff member needs to be trained on the in-service items, if they are able to work prior to being updated on the in-service items, and how they become informed on the in-service topic.
Also, if staff are not able to perform required skills, the Aquatic Leader or other designate supervisor should have a meeting with the staff member to work on an improvement plan.

Documentation around staff training may include, but is not limited to, the following:
- In-service attendance records—sign in sheets to verify attendance, meeting notes, etc.
- Performance results for each training activity
- Policy for missed in-services and follow-up plan
- In-service lesson plans, meeting notes, support material
- Follow-up timeline

Scheduling
Regular in-service training, skills checklists, fitness skills checklists, and simulated emergencies could be completed monthly, quarterly, annually, or seasonally. Orientation training at seasonal facilities should be conducted prior to opening. Your facility’s in-service training schedule could include:
- Number of in-service sessions per year
- Calendar of all in-service sessions planned
- Topics for in-service training
- Details on which employees are required to attend

In-Service Session Ideas
- Introduction of new staff
- Administrative procedures and requirements (i.e., paperwork)
- Business continuity
- Union/human resources/employee assistance information sessions
- Annual review of the facility’s policies and procedures
- Prevention and public education
- Patron surveillance
- Facility safety
- Rules and regulations
- Policies and procedures
- Fitness
- Emergency Response Plans
- Leadership
- Professionalism
- Customer service training
- Professional development
- Use of rescue tubes or other rescue equipment
- Spinal sessions
- Team building
- Educational opportunities
• Opportunities to share with and learn from peers, including roundtable sessions
• Teaching parent and tot classes
• Safety and supervision with tot docks
• Teaching swimming lessons with themes
• How to engage participants in swimming lessons
• How to effectively use evaluation tools for swimming lessons
Section 6 – Customer Service

Complete “Section 6 – Customer Service” of the CRC Aquatic Safety Plan Template for Aquatic Facilities in order to build your facility’s customized Aquatic Safety Plan.

Customer service is the service you provide your customers and prospective customers. The goal is to satisfy your customers and meet or exceed their expectations. Good communication strategies help to protect patrons from injury at the aquatic facility. These strategies require that staff inform patrons about the potential for injury, educate patrons about inappropriate behaviour, and enforce rules and regulations.

Facility Rules
Facility rules are created to ensure the health and safety of pool patrons and staff. When creating the rules and regulations at your facility, you need to review and consider provincial/territory legislation and regulations, health authority regulations, manufacturers’ recommendations, and the other policies, procedures, and standards used by the facility.

For patrons, rules of conduct fall into two groups:
1. General behaviour expected of patrons anywhere in the facility
2. Specific behaviours expected of patrons when using certain equipment and structures

Make sure that your lifeguards clearly understand your facility’s rules and their rationale so that they can explain to patrons why certain behaviours are dangerous.

Train your lifeguards to use these steps to prevent patrons from engaging in risky behaviour:
- **Explain the hazard or danger.** For example, tell patrons: “You may hit your head on the bottom and injure yourself if you dive into shallow water,” or, “You may slip and hurt yourself if you run.” Simply telling them not to do something often does not work. People usually understand and co-operate when they know the rationale.
- **Explain an alternative safe behaviour or activity.** For example, tell patrons: “If you want to dive, go to the deep end of the pool where it is safe,” or, “Please walk,” instead of “Don’t run.”

Signage and Pool Rules
Signage can be an effective tool to educate and warn patrons about rules, hazards, and any risks that could cause injury. Signs should be posted to: warn patrons of risks; inform patrons how to properly use equipment; and communicate rules and regulations for preventing behaviour that can lead to injury. However, do not assume that all patrons will read and understand posted rules.

Signs must be posted in highly visible areas and must outline all the rules for the facility and its amenities. Post rules and regulations at all entrances to your facility. Rules and regulations
should also be posted at all special features and play structures (e.g., climbing wall, diving boards, lazy river, etc.).

Signs should be posted in a consistent format that is easy for patrons to read and understand. Consider using symbols, pictures, braille, and/or a second language on pool signs in order to meet the needs of your patrons.

When including the pool rules in the Aquatic Safety Plan, be sure to include all of the facility’s amenities and their rules. Examples of pool signage and rules may include the following:

- General pool rules
- Rules for the diving area
- Information regarding lifejacket use
- Hot tub/whirlpool rules and time limit
- Sauna/steam room rules and time limit
- Specific amenity rules such as: waterslides, climbing wall, swinging rope, play features, play mats, toys, and inflatables

**Rule Enforcement, Patron Discipline, and Patron Expulsion**

The age and motivation of the rule breaker needs to be taken into consideration. Young children often cannot read the signs, so just need to be told the rules. Older children often know the rules and are just trying to push the boundaries. Generally, facilities advocate a warning system to patrons because of the inherent dangers of the swimming pool. If warnings keep being issued to a patron repeatedly breaking the rules, they may be required to be removed from the facility before a serious incident occurs.

**Facility Admission Rules**

A facility should define “unsupervised children” and have admission rules for the ages of unsupervised and supervised children allowed to access the aquatic centre. Please consult your province/territory’s legislation and regulation for these definitions and requirements.

This information should be clearly listed at the front entrance of the swimming pool so that patrons are informed prior to entering the facility. Facility supervision rules are implemented to ensure there is adequate supervision for children who require it.

As an Aquatic Leader, reviewing case studies and inquests, in addition to surveying other facilities, are ways to build the rationale for your facility’s admission standards. Such reviews and surveys often help make safety improvements for the supervision of younger patrons.

Collaborating with other aquatic facilities in your area to create admission standards will help the public understand that there are consistent standards regardless of which facility they visit. When the aquatic community works together to create an admission standard, it becomes an industry standard and makes the admission standard easier to enforce—especially for pools in the same region.
The facility needs to determine how they will monitor the swimming ability of the unsupervised children and where they would be allowed to go within the swimming area.

Each facility needs to review their province/territory’s pool standards and recommendations from Coroner’s Inquests to determine that they are compliant. If there are no regulations, each facility is encouraged to create an admission policy that takes into account: the swimmer’s age, the swimmer’s competency, adult oversight, and the type of facility, including its features, amenities, and bodies of water.

**Examples of facility admission rules from various provinces/territories, as of 2016:**

- Children aged 0 to 7 years must be accompanied by a person at least 16 years of age or older, who must be within arm’s reach at all times. The child aged 0 to 7 years and the supervisor must have the same highly visible, coloured wristband so that the pool staff can clearly identify the children that are to be supervised.
- Children that are non-swimmers between the ages of 6 and 10 years must be accompanied by a supervisor who is at least 13 years of age and who is responsible for their direct supervision.
- Children that are non-swimmers under the age of 10 years must be accompanied by a supervisor who is at least 12 years of age.
- Children under the age of 6 years may not be admitted to the swimming pool unless they are accompanied by a supervisor who is responsible for their direct supervision and with a maximum of 2 children for each supervisor (2:1).
- Guardians or group leaders are responsible for the children in their care while at the facility and must directly supervise the children in and around the water at all times. Guardians or group leaders should be at least 12 years of age.

**Examples of supervisor ratios from various provinces/territories, as of 2016:**

- 1:3 = 1 supervisor for 3 children, ages 0 to 7 years of age.
- 1:4 OR 1:6 = 1 supervisor for 4 non-swimmers. The ratio may be increased to a maximum of 6 non-swimmers if PFDs/lifejackets are worn by all non-swimmers.
CRC Research and Guidelines for Admission Standards
The CRC guidelines for creating admission standards are based on research from the Swimming & Water Safety Technical Advisory Group in 2016/2017. A factor that should be considered in admitting children to swimming facilities is at the age when children can be left home alone, unsupervised. The age recommended by child-focused social services organizations is between 10 and 12 years of age. If a child can be left home alone when they are between 10 and 12 years old, it follows that this should be the age range when children are allowed admission to a swimming pool without having direct adult supervision, other than lifeguards and other pool staff. Ultimately each facility must select an admission policy age that makes the most sense for their facility and users.

Research into adolescent maturity and brain development indicates that, due to their stage of neurological development, adolescents think and react very differently than adults. This can explain such things as adolescent impulsivity and difficulty or inability in making wise choices in the crux of the moment. Since the brain and cognitive processes are still under development even into the third decade of life, the recommended age for supervisors of younger children in an aquatic environment needs to be set at a stage where sufficient maturity has been established. There are a few organizations that offer courses to young adolescents who wish to become babysitters, most of which recommend 12 years as the minimum age allowable for babysitter certification. These babysitting courses are usually geared toward the babysitter looking after younger children in the relative safety of their own home. Since the pool environment is very different and potentially presents greater distraction and danger, it may be more logical to set the supervising age higher to allow for more of the maturation process to occur. Thus the age for supervisors of young children in an aquatic environment is recommended as between 14 and 16 years of age.

Examples of guidelines from various provinces/territories as of 2016:
- Children 6 years old and under need to be actively supervised by a responsible person and preferably within arm’s reach of that supervisor. Actively supervised means “active and wet”. The ratio may be 1 supervisor for 3 children.
- Children aged 7–9 may be admitted to the building with a responsible supervisor. Supervisors should be a minimum of 14–16 years old.
- Children between the ages of 10–12 years old may be admitted to an aquatic facility without a responsible supervisor.

For more information on the Canadian Red Cross research and guidelines for admission standards, please refer to [redcross.ca/myrc > Resources](http://redcross.ca/myrc).
Swim Tests
Swim tests are used in different circumstances for different purposes. In an instructional setting, swim tests may be used to determine the appropriate level of instruction that is required for a swimmer, or to assess whether a person is sufficiently comfortable in the water to enrol in a lifeguarding or SCUBA class. The common practice is to limit non-swimmers to water levels that are no higher than chest deep and limit them to activities that match their skills. In other cases, those who have not passed the swim test might be required to wear a personal flotation device (PFD)/lifejacket.

There is no single set of swim test criteria that best meets the needs of all facilities. While developing a swim test for your facility, you may wish to consider the following items:

1. **Purpose** – Test components will likely differ depending upon how the results are to be used. For example, a test used only to determine if a patron has a sufficient skill level to be in deep water in a single facility will differ from a test used to qualify the person to participate in different activities. A swim test should be relevant and easy to administer.

2. **Application** – Clarify who is required to complete a swim test in the facility. A test may be required of everyone at the facility, or only be required of particular individuals, such as children under a certain age who want to go in the deep end.

3. **Safety** – Exercise caution during all components of the test. For example, when evaluating a person’s comfort level in deep water, don’t ask a swimmer to jump into deep water as part of the test. The test should begin in shallow water to determine if the person is ready for deep-water components.

4. **Test Administrators** – Administer the test during a one-on-one session with the swimmer. Lifeguards on surveillance duty must not serve as test administrators.

Breath Holding and Hypoxia Training
The practices of breath holding preceding underwater swimming and extended breath holding in the water are dangerous activities. These actions can put the body in a state of hypoxia which can result in hypoxic underwater blackout.

Voluntary hyperventilation dangerously deregulates brain’s control of breathing and lowers the blood’s carbon dioxide level. Hyperventilation does not increase the oxygen level in the blood. After a person takes a series of rapid and deep breaths and then attempts to swim a long distance, oxygen is quickly used up. The person will then become unconscious before the carbon dioxide level rises to the level that triggers the urge to breathe.

It is advised to not allow swimmers to participate in contests, games, or repetitive activities to see who can hold their breath the longest. Patrons should receive information and explanation of the risks associated with breath holding preceding underwater swimming and with extended breath holding in the water.
Section 7 – Policies and Procedures

Complete “Section 7 – Policies and Procedures” of the CRC Aquatic Safety Plan Template for Aquatic Facilities in order to build your facility’s customized Aquatic Safety Plan.

Every facility will create their own Policies & Procedures Manual or Aquatic Safety Plan based on its provincial/territorial legislation and regulations, but also based on the facility’s requirements. Following is an example list of some policies facilities could create. Some polices and procedures must be created with both internal and external users in mind, and the Aquatic Leader may need to create separate policies and/or procedures to ensure that both audiences are addressed in the Policies & Procedures Manual or Aquatic Safety Plan.

- Cellphone use
- Camera use
- Appropriate computer use, programs to access, internet use, email etiquette, email communication, email storing, confidentiality, and record keeping, etc.
- Complaint handling process
- Admission fees, rental rates, registered program fees, cancellation policies, refund policy
- Money handling policy
- Program registration guidelines, confidentiality of records and information
- Program supplies, equipment, inventory
- Facility schedules
- Working alone
- Theft and vandalism
- Building security—lock-up procedure, alarm codes, building keys/access cards, employee access to facility, access to swimming pool when it is unsupervised
- Disclosure of child abuse & suspected child abuse—report of child abuse
- Biohazard exposure—needles, vomit, fecal matter, blood, body fluids, etc.
Section 8 – Water Quality Management

Complete “Section 8 – Water Quality Management” of the CRC Aquatic Safety Plan Template for Aquatic Facilities in order to build your facility’s customized Aquatic Safety Plan.

For all information listed in this section and throughout the Aquatic Safety Plan, please refer to your province/territory’s legislation and regulations on the requirements for operation training and certification at your facility.

Pool Operator Qualifications and Responsibilities
Some provinces/territories require every facility to have a qualified pool operator. A qualified pool operator possesses certifications such as: Provincial Recreation Facility organization certification; National Spa and Pool Foundation certification; or other training certifications that are recognized according to the facility’s provincial/territorial regulations.

Pool operator responsibilities may include, but are not limited to, the following:
- Pool maintenance
- Water quality and clarity
- Daily testing of the water
- An understanding of when pools need to be closed due to water quality issues
- An understanding of how to add chemicals and troubleshoot water quality issues

Pool operator requirements at a facility should also include, but are not limited to, the following:
- A list of all the pool operator’s qualifications, certifications, and training specifications
- Familiarity with, and training on, the facility’s Aquatic Safety Plan

Lifeguard Responsibilities Around Water Quality Management
Often, lifeguards are required to provide assistance in the operation of the aquatic facility where they work. For lifeguards that need to assist in the operation of their facility, it is recommended that they take an approved aquatic facility operator course.

Lifeguards should have a basic understanding of their facility’s operations regardless of their level of responsibility. Some examples of operations knowledge areas for lifeguards may include the following:
- Filtration system
- Sanitizing agents
- Cleaning and maintenance
- Water testing
- Fecal and biohazard guidelines
- Optimal water temperatures for each body of water
Recreational Water Illness

*Recreational Water Illness (RWI)* refers to diseases that are contracted as a result of swimming in contaminated water, such as swimming pools, waterparks, spas, and hot tubs. This type of illness is spread by accidentally swallowing, breathing, or having contact with pool water that has been contaminated with fecal matter. Contaminated recreational water can cause a variety of illnesses such as diarrhea or skin, ear, eye, and upper respiratory infections. Young children who wear diapers are just learning to control their bowels and are more prone to contaminate the water. These children are more likely to have fecal accidents and, if they are ill with diarrhea, the germs in their stool can contaminate the pool. In addition, some germs, such as *cryptosporidium*, may take days to be killed by chlorine, increasing the risk of spreading illness.

By implementing the following safe practices, you can help reduce the spread of RWI:

- Perform regular chemical tests to ensure that disinfectant and pH levels meet the requirements.
- Be sure your recirculation and filtration equipment is in proper working condition through regular and thorough maintenance checks.
- Encourage patrons to take their children to the bathroom on a regular basis. Diaper changes should take place in the restrooms only.
- Patrons should wear diapers designated for swimming, as normal diapers will expand and explode in the water.
- Ensure that the bathrooms and any diaper changing stations at your facility are clean and fully stocked with toilet paper and have ample soap for hand washing.
- Educate your patrons about RWI and encourage them to use healthy swimming practices, such as not swimming when they have diarrhea and avoiding swallowing pool water.

Microbiological Water Sampling

For all information listed in this section, please refer to your province/territory’s legislation and regulations to learn about requirements for facility operation. Also check with your local health authority.

In order to ensure the safety of the patrons using the pools, frequent water sampling is important. A water sampling process should be in place to ensure that sampling is conducted on a regular schedule as required at the facility. The water sampling information is sent to the required health authorities for assessment. If a sample comes back that doesn’t meet the water quality standards, a process should be in place for taking corrective measures at the facility.
Pool Water Quality and Clarity
For all information listed in this section, please refer to your province/territory’s legislation and regulations for requirements regarding the operation of your facility.

Clear water is required to ensure patron comfort and health, and allows the lifeguards to clearly see the bottom of the pools during operation.

To provide a safe swimming environment for your patrons, the clarity and quality of the pool water must be checked regularly. If the water is clear, you should be able to clearly view the pool bottom and easily recognize drain covers. If the water is not clear, take corrective actions or close the facility as per your facility procedures until the situation is corrected.

Water quality is determined by testing for proper levels of disinfectants and other chemicals in the water. Outdoor pools may require more frequent checks due to environmental factors, such as rain and exposure to the sun. Testing should follow the manufacturers’ directions included with the test kit. In pools using electronic monitoring devices, the water should be checked manually at a minimum of once a day.

Water Temperature
For all information listed in this section, please refer to your province/territory’s legislation and regulations for requirements regarding the operation of your facility.

Please refer to the CRC Swimming & Water Safety Rationale Document on “Optimal Water Temperatures for Swimming Instruction”, available on redcross.ca/myrc > Resources

Water Testing Equipment
Water testing equipment must be kept on site and maintained according to the manufacturers’ instructions. The equipment should be cleaned, properly maintained, and stored in a safe place at all times. Staff who are using the equipment should also be trained on its proper use and on keeping accurate water test records.

Water Testing Procedure
Using the water chemistry testing kit, follow the test kit manufacturer’s instructions and the facility instructions to collect water samples and determine water chemistry levels.

Water Testing Frequency
For all information listed in this section, please refer to your province/territory’s legislation and regulations for requirements regarding the operation of your facility.
Below is an example of pool water chemistry testing frequency:

<table>
<thead>
<tr>
<th>Water Parameters</th>
<th>Minimum Frequency in Regulation</th>
<th>Recommendation for Most Pools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free available chlorine</td>
<td>at least twice daily</td>
<td>every 2 hours</td>
</tr>
<tr>
<td>Combined chlorine</td>
<td>at least twice daily</td>
<td>at least twice daily</td>
</tr>
<tr>
<td>pH</td>
<td>at least twice daily</td>
<td>every 2 hours</td>
</tr>
<tr>
<td>Alkalinity</td>
<td>at least weekly</td>
<td>at least weekly</td>
</tr>
<tr>
<td>Calcium hardness</td>
<td>at least weekly</td>
<td>at least weekly</td>
</tr>
</tbody>
</table>

Testing should be conducted more frequently after adding chemicals to the pool, during periods of high pool use, and while using erosion feeders for adding disinfectant.

Water Test Record and Microbiological Water Sample Report Documentation

For all information listed in this section, please refer to your province/territory’s legislation and regulations for requirements regarding the operation of your facility.

A daily record should be maintained that includes details of all water tests conducted on each pool at the facility. If requested, the records should be available for the pool operator and the health inspector/authority’s review. As well, microbiological water sample reports should be kept on file for reference. Good record keeping also helps the facility to track trends in water quality, chemical usage, and troubleshooting.

Pool and Amenity Closures

When a fecal accident happens, lifeguards should follow their facility’s procedures on how to handle and document such an accident. The facility’s procedures for fecal accidents must be developed based on local health regulations.

Fecal accidents are a concern and an inconvenience to lifeguards, pool operators, and patrons. Carefully explain to swimmers the need to close the pool or attraction in response to a fecal accident for their own health and safety. Understanding that pool or attraction closure is necessary for proper disinfection and protection of the health of swimmers is likely to promote public support rather than frustration.

Pools and amenities might need to be closed for other reasons as well. For example: the water is too cold or too warm according to the pool regulations/health standards; the chemicals in the pool are not balanced; an amenity is broken or needs repair; or there is not enough staff to supervise the pool or amenity area.
Disinfection of Pool Water

*Water disinfection* means the removal, deactivation, or killing of pathogenic microorganisms. Microorganisms are destroyed or deactivated with proper water disinfection, resulting in termination of growth and reproduction. When microorganisms are not removed, their continued presence can affect the cleanliness of the water, create health issues in pool users, and cause problems in the mechanical systems.

Disinfection can be attained by means of physical or chemical disinfectants. They not only destroy or deactivate microorganisms, but also remove organic contaminants from water, which serve as nutrients or shelters for microorganisms. Disinfectants should not only kill microorganisms but must also have a residual effect, meaning that they remain active in the water even after disinfection.

There are a variety of chemical disinfection agents that can be used at a facility. For example: gas or liquid chlorine, ozone, bromine, etc. Some facilities’ existing mechanical systems limit what chemical disinfection agents may be used.

Filters, Backwash Procedures, Hair Lint Strainer, and Pumps

Pools have a variety of mechanical systems for water quality operations. Examples include sand filters, Diatomaceous Earth, cartridge filters, etc. Each facility will have specific procedures based on the manufacturer’s guidelines for the mechanical system being used. Operating guidelines will also be developed based on local health regulations.

To ensure optimal water quality, it is important to have procedures for each mechanical system. Backwash procedures, hair lint strainer cleaning procedures, pump maintenance procedures, etc., should be established. Training and resources should be available to any staff who would be responsible for mechanical systems maintenance.
Section 9 – Occupational Health and Safety (OH&S)

Complete “Section 9 – Occupational Health and Safety (OH&S)” of the CRC Aquatic Safety Plan Template for Aquatic Facilities in order to build your facility’s customized Aquatic Safety Plan.

WHMIS

WHMIS stands for Workplace Hazardous Materials Information System and it is a comprehensive plan for providing information on the safe use of hazardous materials used in Canadian workplaces.

Information is provided by means of product labels, Material Safety Data Sheets (MSDSs), and worker education programs.

The key elements of the system are hazard classification, cautionary labelling of containers, the provision of MSDSs, and worker education and training programs.

The basis for hazard classification and communication in WHMIS is changing. With the incorporation of the Globally Harmonized System of Classification and Labelling of Chemicals (GHS) in WHMIS, the hazard classification and communication requirements of WHMIS have been aligned with those used by the United States and other Canadian trading partners. WHMIS is in a period of transition between two hazard communication regimes: WHMIS 1988 and WHMIS 2015 (which incorporates the GHS).

For more information on WHMIS and the upcoming changes to the program, please refer to: [http://www.hc-sc.gc.ca/ewh-semt/occup-travail/whmis-simdut/index-eng.php](http://www.hc-sc.gc.ca/ewh-semt/occup-travail/whmis-simdut/index-eng.php)

MSDS

A Material Safety Data Sheet (MSDS) is a technical document that contains information on the potential hazards (health, fire, reactivity, and environmental) of a chemical product and how to work safely with the chemical product. It is an essential starting point for the development of a complete health and safety program. It provides detailed and comprehensive information on a controlled product related to: health effects of exposure to the product; hazard evaluation related to the product’s handling, storage, or use; measures to protect workers at risk of exposure; and emergency procedures.

The data sheet may be written, printed, or otherwise expressed, and must meet the availability, design, and content requirements of WHMIS legislation.

The data sheet is the second element of the WHMIS information delivery system and is intended to supplement the alert information provided on product labels. The third element of
the system is the education of employees in hazard information on controlled products, including instruction in the content and significance of information on the MSDS.

Employer Responsibilities
The employer is responsible to:

1. Ensure that an up-to-date supplier MSDS is obtained from the supplier the first time a controlled product is received in the workplace.
2. Evaluate the MSDS received to determine its date of production. The data sheet must be dated within three years of the current date.
3. Maintain up-to-date MSDSs:
   a. As soon as is practical, but no later than 90 days after new hazard information becomes available to the employer
   b. At least every three years
4. Ensure a copy of all data sheets which are required for the workplace are made readily available at the work site to:
   a. Workers who may be exposed to the controlled product
   b. The occupational health committee (OHC)
5. Ensure that the employee who works with a controlled product or in proximity to a controlled product is instructed in:
   a. The content required on the MSDS
   b. The purpose and significance of information contained in the MSDS
Instruction must ensure that employees know procedures for the safe use, storage, handling, and disposal of controlled products, including procedures in the event of an emergency involving a controlled product.
6. Provide information to a doctor or nurse who requests this information for purposes of making a medical diagnosis or rendering medical treatment in an emergency.

Worker Responsibilities
Following training by the employer, the worker is responsible to:

1. Follow the safe work or preventative measures as instructed by the employer.
2. Know where the MSDSs are located and how to find pertinent information on safe use and first aid measures.

Hazard Assessments
A hazard is anything that can cause injury or illness to staff or patrons, or damage to property. A hazard assessment is the process of identifying the hazards so they can be eliminated or controlled. A hazard assessment helps identify the risks of a practice, behaviour, or substance. A hazard assessment is important because it creates awareness of the risk, identifies who is at risk, defines how severe the risk is, and specifies what preventative measures need to be in place to eliminate or control the hazard.
Hazard assessments should be conducted when a new process is created, a new feature or product is brought into the facility, new chemicals are being used, or there is a change to an existing process or activity.

For more information on hazard assessments, please refer to ccohs.ca/oshanswers/hsprograms/risk_assessment.html

Personal Protective Equipment
In order to reduce the potential for injury and disease transmission, always use the correct protective barrier device between yourself and any harmful or infected material(s).

Personal protective equipment may include, but is not limited to, the following:
- Non-latex or safety gloves
- Goggles
- Safety glasses
- Workplace-specific safety equipment
- Protective footwear
- Air cylinders, such as a self-contained breathing apparatus (SCBA)/MSA

Emergency Showers and Eye Wash Stations
*Emergency showers* are designed to **flush the user’s head and body**. They should *not* be used to flush the user’s eyes, because the high rate or pressure of water flow could damage the eyes in some instances.

*Eyewash stations* are designed to **flush the eye and face area only**.

The need for emergency showers and/or eyewash stations is based on the properties of the chemicals that workers use and the tasks that they do in the workplace. A job hazard assessment or analysis can provide an evaluation of the potential hazards of the job and the work areas. The selection of protection—emergency shower, eyewash station, or both—should match the hazard.

Chemical Storage
Material Safety Data Sheets (MSDSs) contain general recommendations for the safe storage of a hazardous product. These recommendations provide a good starting point for deciding where and how the product should be stored. The storage conditions in your workplace should be based on workplace-specific factors: the hazards of the product (health, fire, and reactivity), the amounts in storage, types of containment (bulk or smaller containers), and the way the product is used.
General Safe Storage Guidelines

- Keep storage areas well ventilated and away from sources of heat and direct sunlight.
- Use chemically-resistant structural materials in the storage area and ventilation system (e.g., corrosion-resistant).

Storage Practices

- Use approved containers. Be aware of any special venting requirements (e.g., for flammables and corrosives).
- Do not store incompatible materials together.
- Do not store materials in a fume hood unless the hood is dedicated to that purpose.
- Do not store chemicals in a domestic refrigerator or freezer.

Administrative Controls

- Keep an inventory of materials in storage and their amounts and locations.
- Keep the storage area separate from work areas and emergency exits.
- Ensure all stored materials are properly labeled.
- Ensure everyone is aware of emergency procedures.
- Ensure appropriate spill control and fire protection equipment is readily available in or near the storage area.
- Use secondary containment trays to contain potential spills.
- Keep empty containers closed. Empty containers may contain hazardous residue.
- Restrict access to chemical storage areas to authorized personnel only. Keep highly hazardous materials under lock and key.
- Maintain good housekeeping and minimize clutter.
- Inspect storage area and containers regularly for signs of leaks, corrosion or other damage. Report damaged containers for removal by specialists.
- Ensure storage area doors are labeled to notify patrons that the area is for staff only, and ensure the doors are closed at all times.
- Ensure storage area doors meet building and fire code regulations (e.g., fire rating, self-locking, etc.).

Chemical Handling

Staff who use chemicals in the workplace must be trained in WHMIS as well as in the facility’s procedures for using chemicals. This includes training for proper use, proper storage, protective measures, use of personal protective equipment, and the first aid care that each product may require. Staff should also be able to answer questions regarding the hazards of using certain products and materials. In regards to certain products and materials, specific information and handling procedures can be found in the WHMIS manual as well as the MSDS information attached to all chemicals.
Some requirements for chemical handling include the following:

- Current WHMIS certification
- Use of necessary personal protective equipment before coming into contact with the chemical(s)
- A well-ventilated work space
- Training in facility-specific chemicals and their handling procedures
- An understanding of the chemical’s intended use and correct application (e.g., always add the chemical to water)

Chemical Addition Documentation

Chemical additions should only be performed by staff members who are trained and certified in such procedures, e.g., staff members who have been given approval for chemical additions and possess current WHMIS certifications. Any chemicals that have been added should be recorded on the water testing sheets or other required facility documentation.

Mechanical Equipment Maintenance and Repair

Equipment maintenance should be done on a regular basis to ensure that all equipment is running at optimal levels.

It is also recommended to have a trained technician inspect the equipment as required by the manufacturer’s or facility’s guidelines. This will help ensure that preventative maintenance is completed on the equipment and help resolve any issues before the equipment becomes inoperative.

It is important for staff to be aware of any equipment undergoing maintenance and repair so that they do not turn on that piece of equipment, potentially causing further damage to the equipment or injury to the person conducting the work.

Near Miss

A near miss is an unplanned event that did not result in injury, illness, or damage—but had the potential to do so. A faulty process or management system, as well as worker carelessness, can be the root causes for the increased risk that leads to the near miss.

Many safety activities are reactive and not proactive, and some organizations wait for losses to occur before taking steps to prevent a recurrence. Near miss incidents often precede loss producing events but may be overlooked since no harm resulted (no injury, damage, or loss). An organization may not have a reporting culture where employees are encouraged to report these close calls. Thus, many opportunities to prevent unsafe incidents are lost.
History has shown repeatedly that most loss producing events (incidents), both serious and catastrophic, were preceded by warnings or near miss incidents. Recognizing and reporting near miss incidents can significantly improve worker safety, enhance an organization’s safety culture, and create improvements in the facility.

What are Best Practices in Establishing a Near Miss Reporting System?

- Leadership must establish a reporting culture reinforcing that every opportunity to identify and control hazards, reduce risk, and prevent harmful incidents must be acted on.
- The reporting system needs to be non-punitive and, if desired by the person reporting, anonymous.
- Investigate near miss incidents to identify the root cause and the weaknesses in the system that resulted in the circumstances that led to the near miss.
- Use investigation results to improve safety systems, hazard control, and risk reduction, and to share lessons learned. All of these represent opportunities for training, feedback on performance, and a commitment to continuous improvement.
- Near miss reporting is vitally important to preventing serious, fatal, and catastrophic incidents that are less frequent but far more harmful than other incidents.

How Can Employers Encourage Workers to Participate in Near Miss Reporting?

- Create a near miss reporting policy and procedure that is communicated to all employees with the backing of senior management.
- Promote a culture of reporting with the support and help of all managers and supervisors.
- Educate employees on the reason why near miss reporting is a necessity, the important role that each employee plays, and the process for reporting.
- Ensure that the near miss reporting process is easy to understand and use.
- Continue to communicate on the importance of near miss reporting, encouraging the participation of all employees.
- Use near miss reporting as a leading indicator and report back to the organization on the positive steps taken to improve workplace safety.
- Reinforce with employees that near miss reporting is non-punitive.
- Consider incentives that encourage reporting and enhance the culture of reporting.
- Include near miss reporting training for new employees as a part of their orientation.
- Celebrate the success and value of the near miss reporting process with all employees!
Electrical Safety

Electrical shock is a potential danger in the operation of aquatic facilities. Conducting and documenting a safety check of electrical equipment should be included as part of a daily or weekly maintenance routine. Equipment that could come in contact with water includes, but is not limited to:

- Underwater lighting
- Stereo systems and speakers
- Automatic timing devices
- Pace clocks
- Start systems
- Pool vacuum cleaners

All electrical devices should be connected to the power supply only from a ground fault circuit interrupter (GFCI) that is regularly tested by you or facility maintenance.

Rooms and boxes containing electrical equipment should stay locked. Only authorized personnel should be allowed in those areas.

Emergency power shut-off should be included in the facility’s Emergency Response Plan (ERP).

Electrical safety general precautions can include, but are not limited to, the following:

- Know where all the electrical switches and circuit breakers for aquatic equipment and lights are located and how to turn them off in an emergency.
- Test GFCIs monthly to ensure continued protection. Infrequently used and portable or cord-connected GFCIs should be tested before each day’s use. To test a GFCI:
  - Plug a nightlight into the outlet and turn the nightlight on.
  - Press the “TEST” button. Did the light go out? If not, replace the GFCI or have it inspected by an electrician.
  - Press the “RESET” button. Did the light come back on? If not, replace the GFCI.
  - Wear shoes while conducting the test, especially if outdoors or standing on wet ground.
- Use battery-operated appliances instead of cord-connected appliances in and around an aquatic facility.

Check with your local building code for more information.

Amenities Inspection

Each day, staff should refer to a checklist and inspect all play equipment (climbing walls, waterslides, children’s sides, play features, etc.) for hazards, and ensure that the safe operating standards are met according to the manufacturer’s recommendations and instructions.
Section 10 – Entrapment and Suction Hazards

Complete “Section 10 – Entrapment and Suction Hazards” of the CRC Aquatic Safety Plan Template for Aquatic Facilities in order to build your facility’s customized Aquatic Safety Plan.

For all information listed in this section, please refer to your province/territory’s legislation and regulations for facility operation requirements.

For anti-entrapment and suction hazards, equipment operation procedures are required in order to ensure that routine maintenance is conducted and the facility equipment is in good repair. If any suction fitting is damaged, defective, or missing, the pool should be closed immediately.
Section 11 – Maintenance and Cleaning

Complete “Section 11 – Maintenance and Cleaning” of the CRC Aquatic Safety Plan Template for Aquatic Facilities in order to build your facility’s customized Aquatic Safety Plan.

The following information and procedures outline how the facility’s safety checks, cleaning and maintenance must be conducted, as well as their frequency.

Opening and Closing Procedure
Each facility should have an opening and closing procedure to ensure that the facility is safe and ready for the operational schedule to begin or close.

Seasonal facility opening and closing procedures are important to ensure that all items on the procedure checklist are completed prior to the season start date and closing date.

Facility Safety Checklist
Facility safety checks are the primary tool used by aquatic staff to ensure overall safety for the facility. They should be performed by trained staff using a checklist.

A safety check is a thorough method of assessing the condition of your facility and should be conducted throughout the day. These safety checks are important because they identify unsafe conditions so they can be corrected before a staff member or patron gets injured.

Safety checks should be done before opening the facility, during daily operations, and at closing. A safety check should include an evaluation of all areas of the facility, including communication equipment, safety equipment, pool decks, pools, waterpark attractions, change rooms (dressing areas, shower areas and restrooms), recreational equipment, play structures, mechanical rooms, and chemical storage areas. These checks also may include a test ride of all attractions before opening the facility.

If an unsafe condition is found, it should be corrected, if possible, before the facility opens. If the problem cannot be corrected, the Aquatic Leader or supervisor should be informed immediately and the issue should be recorded on the proper form for documentation purposes. If the condition is serious, the area should be closed or the opening of the facility, attraction, or area should be delayed until the condition is corrected. Signs, ropes, or safety cones can keep patrons away from an area of the facility that is closed. Working with your maintenance staff or other appropriate personnel will help you determine the proper actions to take. All staff should be informed about the hazard so that they can direct patrons away from the area.
Conducting a Safety Check

While certain equipment and structures need to be checked daily, other safety checks can be done weekly, monthly, or annually.

You should provide a checklist for staff assigned to perform safety checks. When developing this checklist, consider the following:

- Pool decks
- Change rooms
- Pool(s)
- First aid stations and safety equipment
- Rescue equipment, such as rescue tubes, backboards/extraction boards and immobilizers and ring buoys and poles
- Play structures, water features, diving boards, diving towers, starting blocks, and piers
- Chemical storage areas
- Operational equipment, such as lifeguard stands, lane ropes, and bulkheads
- Facility security procedures

Addressing Unsafe Conditions

The aquatic staff members should work with the Aquatic Leader to address unsafe conditions at a facility. The staff should be trained regarding what to look for during a safety check and should be trained on how to complete the reports as required. Staff must note any unsafe items on the safety checklist and notify the Aquatic Leader or supervisor that is responsible for correcting the issues.

Preventative Maintenance

Preventative maintenance is conducted regularly on equipment to lessen the likelihood of equipment failure. It is performed while the equipment is still working, so that it does not break down unexpectedly. An Aquatic Leader can create a preventative maintenance checklist that staff can conduct on a regular schedule.

Maintenance Shutdown

Facilities might conduct a shutdown on a two- or three-year cycle, whereas others will do this on a regularly scheduled annual basis. The shutdown period is necessary to complete maintenance and service to equipment that can’t be done during operation. As well, shutdown is a time where the facility drains the pool and maintenance and repairs are done to the tank. The work can be done by the aquatic centre staff or by contractors, depending on the type of work that is required.

Each facility should have a schedule developed for the maintenance shutdown which includes all the work that will be done, equipment and supplies required, the team that will conduct the work, the length of time for the shutdown, information on facility membership alternatives, etc.
Cleaning and Maintenance
The following list includes examples of the types of items that require cleaning and maintenance procedures for ensuring clean and safe pool facility operation.

- Suction and entrapment hazards
- Pool deck
- Lost and found
- Pool toys and lifejackets
- Waterslides, climbing walls, and bulkheads
- Steam room/sauna cleaning frequency and procedures
- Hot tub/whirlpool cleaning frequency and procedures
- Adequate facility lighting to ensure visibility
- Emergency lighting during power failure
- Emergency exit signs
- Facility safety checks
- Pest control
- Equipment inspection
- Surface maintenance inspection
- Handrail inspection
- Shower water temperature testing to prevent scalding
- Recirculation system inspection (disinfection equipment and filters)
- Chemical storage
- Sharp object hazard inspection and removal
- Fungal growth prevention
- Ground fault interrupters for underwater lights testing
- Winter hazards (e.g., clearing sidewalks from snow and ice)
- Wave chambers
- Gas chlorine operation and maintenance

Cleaning and Maintenance Schedule
Patrons expect the facility to be comfortable, clean, and safe. You can meet your patrons’ expectations by ensuring that the staff maintain a well-kept facility. You can do this by thoroughly following daily maintenance routines. These daily routines may vary depending on the needs of your facility and who has the responsibility for maintenance.

In order to ensure proactive measures for sanitary conditions at the facility, cleaning and maintenance schedules are required. Based on provincial/territorial legislation and regulations, facilities should identify a cleaning schedule to ensure the health and safety of patrons and employees.
A cleaning and maintenance schedule could include the following:

- Frequency of cleaning
- Chemicals and equipment used to conduct the cleaning
- Instructions on how to clean the item(s)
- Cleaning and maintenance training requirements for staff
- Required personal protective equipment (PPE)
- Other significant details for the cleaning process

**Indoor Air Quality**

Indoor facilities need to be well ventilated to ensure a healthy indoor air environment. There are many factors that can impact the air quality, including pool water chemistry, poor air circulation, heating, ventilation and air condition (HVAC) system, exhaust air, air change rate, and air temperature. A facility should have information on the type of HVAC system used, maintenance schedules, and someone trained in HVAC systems for indoor pools either on staff or available through a contracted service.

**Documentation**

List the documentation required for maintenance, cleaning, and other schedules, including how long to keep the documents, where they are stored, and who completes the forms or can access the forms once in storage.
Section 12 – Emergency Response Plan (ERP)

Complete “Section 12 – Emergency Response Plan (ERP)” of the CRC Aquatic Safety Plan Template for Aquatic Facilities in order to build your facility’s customized Aquatic Safety Plan.

You are responsible for ensuring that the staff and other members of your aquatic team are prepared for emergencies. Part of this preparedness includes understanding, practising, evaluating, and updating the Emergency Response Plan (ERP). ERPs are detailed, written plans that outline the roles and responsibilities of the aquatic team and other department members during emergency situations, as well as including diagrams, maps outlining the entire facility and the location of alarms, exits, emergency vehicle access, focal points, safety equipment, First Aid Equipment.

Some ERPs might be similar. For example, evacuating the facility for a fire alarm might be similar to evacuating the facility for a power failure. In all situations, an ERP’s effectiveness depends on clear definitions and practice, clear and specific responsibilities for facility staff, communication, and any necessary follow-up procedures.

All procedures should be described in your facility’s Policies & Procedures Manual and/or the Aquatic Safety Plan. Your ERPs should be practised regularly by all aquatic team members and other departments during in-service training. The sections below describe some of the common incidents that can occur at an aquatic facility, and some recommendations you may want to include in your Aquatic Safety Plan. However, there may be other policies, procedures, and/or guidelines that your facility’s province/territory has legislated/regulated, which must also be included. ERPs should be reviewed regularly to ensure they meet the needs of your facility.

The Aquatic Safety Plan and ERPs should be located in an accessible place that allows for quick reference for all staff.

If your site is a designated emergency reception centre, please consult with your local municipal emergency management office and include this information in the Aquatic Safety Plan. A reception centre is a facility or location that can be used for many different purposes in the event of an emergency, such as a gathering and information place, a staging site for volunteer disaster relief workers, or an emergency daycare, for example. Reception centres are often located in community centres, recreation centres, churches, or schools, depending on what is available in the community.
Roles and Responsibilities

A key element of an ERP is to identify the roles and responsibilities of your team during an emergency. When identifying the roles and responsibilities of your team, you should be able to answer the following questions:

- What prompts an action?
- Who covers the rescuer’s area?
- Who covers the swimming lesson or program in the pool?
- Who clears the swimming area?
- Who assists the primary rescuer by bringing equipment, if needed?
- Who calls EMS personnel or other support staff, if necessary?
- Who meets EMS personnel and where?
- Who controls the crowd?
- Are there any special circumstances at the facility that all staff should be aware of?
- Who makes what decisions and who has the final say?
- What are the staff’s responsibilities after an emergency?
- What are the Aquatic Leader’s or other supervisor’s responsibilities after an emergency?

Practicing the ERPs

To work effectively when an emergency does occur, ERPs must be practiced. When you talk with the aquatic safety team members about your ERPs for different types of emergencies, discuss the plans’ advantages and any disadvantages. Encourage staff to suggest possible improvements to the plans. Be sure to discuss topics such as patron surveillance, recognizing victims, the responsibilities of the lifeguard team or Instructor team, and back-up support. Regularly review first aid, cardiopulmonary resuscitation (CPR) and AED procedures and techniques with the staff.

Practice your ERPs regularly during in-service training. Periodically ask local emergency personnel to help you rehearse emergency plans, if possible. Hold drills for all staff involved for potential emergencies like a bomb threat, fire evacuation, or missing person. After such drills, discuss what happened, what went well, and which areas need improvement. Document when ERPs were practiced and who was involved, including support personnel from outside the facility. For information on how to conduct in-service training, see Section 5 – Staff Training.

Non-Aquatic Staff Providing Assistance

Depending on the facility, there may be staff members who are not part of the aquatic team but are able to assist with specific roles and responsibilities at the facility in the event of an emergency. Ensure that each staff member’s role for daily operations as well as during emergencies is clearly defined, and that all staff members in your facility are aware of each others’ roles. If non-aquatic staff are to provide assistance during operations and emergencies, their roles and responsibilities should be explained in their orientation and training and clearly defined in their job description. Non-aquatic staff may require certification in first aid, CPR, or other areas. These certification requirements may be determined by the facility’s or employer’s requirements or by the province/territory’s legislation and/or regulations.
Examples of non-aquatic staff providing assistance are:
- Acting as fire marshals or providing evacuation assistance
- Completing change room checks
- Using appropriate communication methods to relay information to other staff, supervisors, or the public, e.g., radio, public address (PA) systems, emails regarding program cancellations, etc.
- Collecting patrons’ personal items during medical emergencies, evacuations, or closures

**Emergency Medical Services (EMS)**
Information regarding the access required for EMS should be included in all ERPs. It is also important to include instructions for the locations in which EMS should arrive at the facility and how they should enter the aquatic centre area during emergencies. For entrance locations, emergency response planning should also take into consideration the size of EMS equipment.

It should also be discussed whether EMS staff who are using the facility’s equipment should be allowed to take the equipment off site along with the person being transported by EMS. Consider whether the facility has back up equipment, whether the EMS should leave the equipment at the facility, and whether the facility would have to be closed if equipment were removed, etc.

**Equipment**
In order to ensure that your facility is safe and has the correct equipment on deck, consult your province/territory’s pool regulations, legislation, and/or guidelines. At all times, staff should know the focal point where the safety and first aid equipment is located and be properly trained to use it. All equipment should be routinely checked to ensure that it is in proper working condition, and to ensure that supplies are safe to use. This includes making sure that all equipment and supplies are not expired, missing, or in a state of disrepair. In the event that staff members discover unsafe, broken, expired, or missing equipment, procedures should be in place for replacing these items.

**Focal Point**
All facilities should create a focal point where the safety and first aid equipment is located so that staff have access to all the required equipment in a single location. This will make it easier to ensure that all equipment and/or supplies get brought to the incident at the same time.
Safety Equipment
Whenever the pool is being used, safety equipment must be placed in locations that are visible and accessible. Facilities must maintain safety equipment as required by their province/territory’s regulations, and all safety equipment should be listed in the Aquatic Safety Plan.

The following is an example of safety equipment that may be listed in your Aquatic Safety Plan. Please note that each province/territory has its own safety equipment regulations, and these regulations must be adhered to. Please refer to applicable regulations for instructions for the following equipment:

- Electrically insulated, non-conducting reaching pole with a shepherd’s hook: regulations include a minimum standard
- Two buoyant throwing aids: regulations include a minimum rope length and minimum throwing aid width
- Throwing ring

First Aid Equipment
Aquatic facilities should have first aid equipment as specified by their province/territory’s legislation and/or regulations. In addition to meeting the legislated/regulated standards, facilities must also meet the specific needs as specified in their own Aquatic Safety Plan and ERPs. All first aid equipment should be stored in a visible and easily accessible location, and designated first aid stations should be ready to use at all times.

The following are examples of the first aid equipment that could be listed in the Aquatic Safety Plan:

- First aid kit (specify the required contents for kit)
- Backboards/extraction boards, head immobilization pieces, and straps
- Automated External Defibrillator (AED)
- Oxygen tank, regulator, variety of masks, if required and legislated
- Personal protective equipment for staff (i.e., pocket masks, gloves, protective eyewear, etc.)
- Blood spill kit
- Sharps disposal container

First Aid Equipment Inventory
An adequate inventory of first aid supplies must be available at all times at the facility. In order to ensure that there is enough inventory and stock to replace used items, there should be a process to regularly check inventory and order supplies. There should be an ordering process, when items are ordered, where they are ordered from, who is responsible for ordering and how the items are delivered to the facility. Check with your provincial/territory legislation and regulations to establish the type of first aid kits required at your facility.
**Personal First Aid Equipment**

To respond quickly and appropriately, lifeguards or aquatic staff members should carry with them a resuscitation mask, gloves, and other small first aid supplies. These items can be carried in a hip pack as part of the aquatic staff member uniform.

**Muster Points/Meeting Places**

A *muster point/meeting place* is a designated location where all employees and patrons should assemble when an emergency occurs. When designating the facility’s muster points, Aquatic Leaders should consider seasonal climate conditions if the designated muster point/meeting point is located outside. For example, if an evacuation occurs during winter, the facility will need to take precautions for swimming pool patrons to gather in a warm location, and have a plan if they need to provide dry towels, blankets, footwear, etc.

**Emergency Telephone**

At the facility, an emergency telephone is required for contacting emergency services. The following communication equipment and resources should be in place and in proper working condition:

- A telephone that is designated for emergency contact located in a clearly visible location and indicated by signage. Depending on provincial and territorial regulations, the telephone may require a landline connection. An alternative phone (e.g., cell phone) should also be available and dedicated for emergency use only.
- A list of emergency phone numbers should be located beside the phone or pasted on the phone itself.
- A script and procedure for contacting EMS should be posted near the designated emergency telephone or pasted on the phone itself.

**Emergency Response Plan Procedures**

**Facility Evacuation**

As part of fire code requirements, most buildings are required to have an evacuation procedure. While creating a facility’s fire procedure, some points to consider include the following:

- The chain of command (the person who is in charge of the evacuation)
- Who is responsible for calling EMS/9-1-1
- When the evacuation order comes into effect
- Where the emergency exits are located
- How to clear the pool
- How to keep the patrons warm (i.e., another location where evacuated patrons can easily go to in order to stay warm)
- Location of towels and blankets to keep patrons warm
- Location of first aid equipment for the evacuation
- The muster point/meeting place and how this location is communicated to patrons
• The person(s) responsible for searching the building to make sure everyone has evacuated
• Identifying when the risk is too great to return to search the building

**Facility Lockdown**

Lockdown procedures are required for when people in the building cannot evacuate due to safety issues. It is required that people in the building are able to take refuge in a secure location.

“Lockdown” is becoming a common term at public facilities. There are three types of lockdowns: lockdown, hold and secure, and shelter in place.

When creating a procedure, the RCMP, local police service, or other resources should be contacted for advice on whether the emergency procedures created are useful and practical. There should be clearly defined roles, responsibilities, and expectations for any lockdown procedure.

Lockdown drills should be practiced on a regular basis to ensure all staff understand their role during the ERP. The Aquatic Leader is responsible to set the date of drills and oversee the drill. Consider including RCMP, the fire department, and EMS during drills, so they become familiar with lockdown plans. Staff and patrons should be given some warning of an impending drill. A short debriefing should be included after all drills, to identify areas of improvement. Many facilities have established a tracking system to record drill dates, thereby ensuring accountability and compliance.

Plans should include how a lockdown will end. It may include a general announcement via the PA system, or it may be a room-to-room visit from police/facility staff with some sort of an identification process so that the occupants of a locked down room can be sure that the person giving them the “all clear” is in fact authentic. In all cases where police have responded, plans should clearly indicate that the decision to end a lockdown shall only be made after approval of the on-scene police Incident Commander.

**Natural Disasters**

Municipalities/organizations have a specific natural disaster plan for the facility to follow/implement. The natural disaster plan will vary depending on the risks associated with the facility’s regional location. Natural disasters include:

- Earthquakes
- Tornadoes
- Avalanches
- Wild fires
- Floods
- Lightning and thunderstorms
- Severe weather conditions (heavy rain and hail, high wind, and/or fog)
- Power failures
Drowning Person
The procedure for assisting drowning persons (conscious, unconscious, or submerged) can vary based on the size and type of facility you are operating. Here are some of the key points that you should identify in your facility’s procedure:

- **The necessity of the lifeguard signalling during an incident** – The signal will alert the other lifeguards and staff so they can provide assistance and initiate the ERP. A signal will also ensure backup coverage for the lifeguard who is attempting the rescue.

- **The different responses for drownings in shallow and deep water.**

- **The roles of the second lifeguard** – Some facilities have procedures that require a second lifeguard to enter the water if the first lifeguard has entered deep water to rescue a drowning person. If the first lifeguard is entering shallow water, the second lifeguard will usually take up a position to provide surveillance for the first lifeguard’s area of responsibility.

- **Which lifeguard will take over scanning once a lifeguard enters the water** – This will depend on the number of lifeguards working at the facility at a given time. If only one lifeguard is on duty, you need to identify who the backup person at the facility will be and how the lifeguard will request backup in the case of an emergency.

Missing Person
In the event that a person is reported missing, a procedure must be created for the steps to take to locate the person. The procedure must specify which staff member(s) will be responsible to assist in the search. Some key points to identify in your facility’s missing person procedure include the following:

- Determine who will be responsible to collect the information and report about the missing person. This might be the staff member who first received the report about the missing person or the supervisor who takes the lead role in the search process.

- Gather the essential information about the missing person:
  - Name
  - Age
  - Gender
  - Phone number and/or other contact information (if necessary)
  - A description of the missing person: clothing, age, height, colour of hair, name, special features
  - The location where the patron was last seen
  - The name or a description of anybody else the missing patron could have been with or could be in contact with

- Some facilities have specified an in-water check to be conducted by a lifeguard immediately after receiving the report of a missing person. This is to make sure the person is not in the water. Pools can be checked either from the deck or in the water based the number of lifeguards available to do a search and/or any obstructions caused by bulkheads, play features, floating structures, etc.

- Change rooms and storage rooms and any other areas in the aquatic centre area should be checked by staff members.
- If your pool is part of a large multi-use facility, the other areas of the facility also need to be notified of the missing person and checked to investigate whether the person has moved from the pool area to another location. A lockdown of the facility and screening the people exiting the building may also be necessary.

**Minor and Major First Aid Emergencies**

Providing first aid must not interrupt the lifeguard’s primary responsibility of patron surveillance in the pool area. Some of the key points to identify in your first aid procedure include the following:

- **Availability of first aid equipment** – Identify whether your staff will carry first aid equipment with them on the deck, or whether first aid incidents will be attended to at the focal point or in a first aid room.

- **Conducting basic first aid with one lifeguard on duty** – The lifeguard needs to know how to communicate with other staff so they can assist in providing first aid. When you operate a facility with one lifeguard, the other staff members should have a minimum level of first aid training and understand their responsibility for providing assistance to the lifeguard when needed.

- **Conducting basic first aid with multiple lifeguards on duty** – Your procedure will need to outline the roles of each lifeguard in response to a basic first aid incident. If one of the lifeguards on deck is attending to the first aid incident, you will need to indicate in your procedure which lifeguard will take over and continue providing surveillance for the area of responsibility.

First aid procedures should include, but are not limited to, responses to the following:

- **AED use**
- **Anaphylaxis**
- **Assisting with medication**
- **Asthma**
- **Bone, muscle, and joint injuries**
- **Bleeding**
  - Life threatening external bleeding
  - Non-life threatening external bleeding
  - Nosebleeds
- **Burns**
- **Chest pain**
  - Heart attack
  - Stroke
- **Choking**
  - Partial Choking
  - Complete Choking
  - Unresponsive Choking
- **CPR**
- **Concussions**
• Cuts and scrapes
• Dehydration
• Diabetic emergencies
• Electrical shock
• Fainting
• Heat-related incidents
• Hyperventilation
• Opioid-related
• Poisoning
• Seizures
• Shock
• Unconscious, non-breathing, and/or pulseless

Suspected Head and Spine Injuries
A procedure should be created for how to treat suspected head and spine injuries at the facility. Responses to suspected head and spine injuries could include the following:

- Removal, two-rescuer, backboard/extraction board
- Removals with a ledge, zero-depth, deep water, waterslide, stairs, diving board, play structures, lazy rivers, whirlpools, hot tubs, steam rooms, wave pools
- Removal of a non-breathing person

Procedures should outline the role of each lifeguard, and have clearly designated location(s) for the removal of a person. These location(s) should be known by all staff, and the required emergency equipment should be easily accessible at these location(s). Procedures should also include information on emergency stop buttons. Here are some of the key points to identify in your procedure:

- If one lifeguard is on duty at your facility:
  - You will need to ensure that other members of the staff are familiar with the procedure and understand their role in providing assistance to the lifeguard.
  - You may need to specify how patrons in the facility can assist lifeguards in removing the person from the water or in clearing the other patrons from the water.
- If multiple lifeguards are on duty at your facility:
  - Your procedure will need to outline the roles of each lifeguard for responding to a suspected head and spine injury. In your procedure, you will need to indicate which lifeguard will take over surveillance responsibilities or pool clear responsibilities when one of the lifeguards on deck is attending to the injury.
  - The lifeguards have the advantage of working as a team to provide assistance.
- The lifeguards may still need to enlist the assistance of other staff members and/or patrons in the facility. For example, while the lifeguards are assisting the injured person, other staff members can call EMS/9-1-1 or help clear patrons from the water.
Health/Hygiene Emergencies
- Fecal/vomit incidents
- Urine on deck
- Open sores, skin conditions, etc.
- Sharps procedure, containment, and removal
- Blood and bodily fluid exposure (in and out of water)

Other Emergencies
- Entrapped person in locker, change room, or other dry place
- Entrapped person in pool
- Hostile patron
- Bomb threat
- Weapon threat
- Preventative procedure – pool clears

Release of Injured/Ill Person
The facility needs to have procedures for when to release an ill or injured person. Here are some of the key points you must identify in your procedure:
- When to call EMS/9-1-1
- Who will call EMS/9-1-1
- When it is appropriate to release the person from your care
- What instructions to give to the person when releasing them

It is advised to seek assistance from your legal department to ensure all required information is included on the patron release form.

Reports
- Incident/accident report
- First aid report
- Refusal of treatment report/patron release form
- Customer service report
- Near miss report
- WCB report—refer to provincial/territorial WorkSafe information, documents, etc.
- Water rescue report
- Suspected abuse of a patron report
Section 13 – Critical Incident Information

Complete “Section 13 – Critical Incident Information” of the CRC Aquatic Safety Plan Template for Aquatic Facilities in order to build your facility’s customized Aquatic Safety Plan.

Prior to an Incident
Prior to any critical incident at a facility, it is important to have an up to date Aquatic Safety Plan. This will ensure that staff are trained and prepared and that they understand what to expect if a critical incident occurs at their facility.

As the Aquatic Leader it is important to ensure that:
- Staff certifications are up to date and on file
- Orientations for staff are on file
- Site-specific training has been conducted and is documented and on file
- An annual training plan for staff has been documented and is on file
- You have specified who in your organization is responsible for preparing/training the staff
- Your employer has an employee’s assistance program (EAP) in place and that EAP personnel are specifically trained and ready to deal with critical incident stress applicable to the aquatic environment.

Immediately After an Incident
After a critical incident occurs at a facility, there could be an immediate or delayed reaction of shock for everyone involved, as well as for staff that were not directly involved. It is vital to make sure that procedures are in place to ensure that everyone is well supported. Procedures should include the following:

1. Information on who to contact
   a. Aquatic Leader
   b. Senior management
   c. EAP or other support system
   d. Human resources, union representative, communications department
2. Critical incident documentation
   a. What documents does your organization require staff to fill out?
   b. Where do the forms go after they are completed?
   c. Are all your previous records up to date and filed in an easily accessible location?

Examples of documentation forms:
- Incident report, first aid report, water rescue report, AED report
- Individual incident reports, witness statement reports, RCMP statement reports
- ERP used during incident
• Critical incident scene checklist
• Facility map of where the incident occurred
• Pictures and surveillance videos of incident
• Timeline documentation
• Other facility reports
• Communication/media script

3. Other documentation to prepare:
   a. Aquatic Safety Plan
   b. Training manuals, checklists
   c. Staff certification and recertification process
   d. In-service training records
   e. Staff improvement plan
   f. Opening/closing checklist
   g. Daily maintenance checklist
   h. Equipment checklist including safety and first aid equipment
   i. AED inspection reports
   j. Water test records
   k. Daily attendance records
   l. Staff schedule
   m. Staff communication book or other records
   n. Program schedule and location in swimming pool
   o. For outdoor facility: weather report

4. Staff debrief after event
   a. All facility staff should be part of the debrief
   b. The debrief could be led by the Aquatic Leader, senior management, human resources representative, union representative, EAP personnel, or another designated person
   c. EMS who also attended the scene could be included in the debrief

5. Event clean-up
   a. Who cleans up after an event?
   b. When is the clean up done?
   c. Are there any other tasks that need to be taken care of at this time, e.g., photo documentation or an inventory of safety and first aid equipment?

6. Who is responsible for closing the facility and re-opening the facility after a critical incident?
   a. When will the facility re-open?
   b. Who decides when the facility will re-open?
   c. What factors will the decision be based on?
   d. How will the re-opening be communicated to staff and patrons?

7. Media
   a. Designated person to speak to the media
   b. Scripted information prepared to give to staff if they are approached by media
   c. List any other steps the organization has for media relations
The Days and Weeks Following a Critical Incident

In the days and weeks following a critical incident there could be a lot of unanswered questions and staff could be very emotional. It is important to make decisions that take into consideration all aspects of the facility's operation.

1. Post-incident investigation
   a. Who conducts the internal organizational investigation?
   b. Will you bring in an outside organization to investigate?
   c. What documentation is required?
   d. Where does the documentation go?

2. Staff follow up
   a. What resources are available to staff? How are staff provided information on accessing resources? (e.g., EAP, Mental Health First Aid)
   b. Who talks to staff about any legal perspectives?
   c. Should you debrief staff again as a large group, and if so, at what point?
   d. Which staff should be involved in the debrief?
   e. What check-in procedures do you have in place for staff?
   f. What if one staff member notices another staff member is out of sorts and feels they cannot do their job?
   g. What if a staff member quits or takes a leave after a critical incident has occurred?
   h. What forms are the staff required to complete? (e.g., WorkSafe forms and notification)

3. Legal
   a. Who in your organization is your legal representative?
   b. Would you invite an outside organization to analyze your procedures?

The Legal Side of an Incident

Fatality Inquiry

A fatality inquiry is a legal proceeding which examines a preventable death or one which requires greater public scrutiny or investigation. A provincial court judge oversees the process. The judge does not find fault but can issue recommendations to governments and institutions to prevent similar deaths in the future. The presiding judge provides a written report after an inquiry is complete. This report:

- Identifies the deceased
- Outlines the date, time, place, and circumstances of death
- May have expert witness testimony
- May recommend how to prevent similar incidents
- Cannot make any findings of legal responsibility
Section 14 – Unsupervised Pools

Complete “Section 14 – Unsupervised Pools” of the CRC Aquatic Safety Plan Template for Aquatic Facilities in order to build your facility’s customized Aquatic Safety Plan.

Not all pools are required to provide supervision with a certified lifeguard or staff member. In order to ensure that your facility meets the necessary requirements, please refer to your province/territory’s legislation and regulations regarding the definition of an unsupervised pool.

Examples of unsupervised pools may include the following:
- Hotel, condominium, and apartment pools
- Campgrounds
- Spray parks
- Wading pools
- Splash pads

Unsupervised pool facilities are required to post information regarding environments in which there isn’t a lifeguard on duty. In addition, unsupervised pool facilities are also required to provide instructions to patrons in case of emergency, such as locations of safety equipment, emergency telephones, reaching assists, etc. Such facilities can consult a full list of these requirements as outlined in their province/territory’s legislation and regulation.

Unsupervised Pools in Specified or Limited Situations
There might also be a section in each province/territory’s legislation and regulations regarding unsupervised pools in specified and/or limited situations.

Some examples of specified and/or limited situations may include the following:
- The only persons with permitted access to the pool are members, tenants, or patrons of an educational, recreational, or business enterprise (i.e., when the pool is booked for a private function).
- The only persons with permitted access to the pool are persons receiving aquatic instruction, who are closely supervised by an aquatic Instructor or coach.
## Section 15 – Sample Reports and Records

<table>
<thead>
<tr>
<th>Appendix Number</th>
<th>Sample Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Canadian Red Cross Website references to Provincial and Territorial Information: CRC Position Statements, Rationale Documents, Recommendations</td>
</tr>
<tr>
<td>2.</td>
<td>Behaviour Issues</td>
</tr>
<tr>
<td>3.</td>
<td>Emergency Medical Services (EMS) Script</td>
</tr>
<tr>
<td>4.</td>
<td>Emergency Response Plan (ERP)</td>
</tr>
<tr>
<td>5.</td>
<td>Facility Cleaning and Maintenance Records</td>
</tr>
<tr>
<td>6.</td>
<td>Facility Information</td>
</tr>
<tr>
<td>7.</td>
<td>Facility Opening and Closing Checklist</td>
</tr>
<tr>
<td>8.</td>
<td>Inventory Checklist</td>
</tr>
<tr>
<td>9.</td>
<td>Job Description</td>
</tr>
<tr>
<td>10.</td>
<td>Lifeguard Positions, Rotations, and Maps</td>
</tr>
<tr>
<td>11.</td>
<td>Organizational Chart (Org Chart)</td>
</tr>
<tr>
<td>12.</td>
<td>Refusal of Treatment Report</td>
</tr>
<tr>
<td>13.</td>
<td>Record of Staff Training</td>
</tr>
<tr>
<td>14.</td>
<td>Shift Report</td>
</tr>
<tr>
<td>15.</td>
<td>Staff Code of Conduct</td>
</tr>
<tr>
<td>16.</td>
<td>Staff Evaluation Forms</td>
</tr>
<tr>
<td>17.</td>
<td>Staff Orientation Checklists</td>
</tr>
<tr>
<td>18.</td>
<td>Suspected Abuse of a Patron</td>
</tr>
</tbody>
</table>
Appendix 1 – Canadian Red Cross Website References

Provincial and Territorial Information
The Canadian Red Cross (CRC) lists all the provincial/territorial information pertaining to aquatic facility rules, regulations, and other must-know sites on its external website as well as its Training Partner website.

For more information on the provincial/territorial resources please refer to redcross.ca or redcross.ca/myrc

CRC Position Statements, Guidelines, Rationale Documentations, and Recommendations
For more information on the provincial/territorial resources please refer to redcross.ca or redcross.ca/myrc

Aquatic Safety Plan Template and Resources
For more information on the Aquatic Safety Plan Template and additional resources please refer to redcross.ca or redcross.ca/myrc
Appendix 2 – Behaviour Issues
Sample – Prince George, BC

People who are unknowingly offensive or unsafe should be given a warning and an explanation for what they have done wrong unless the conduct is grossly inappropriate. Individuals who are suspected of possessing a contagious infection/disease must be advised in a tactful manner.

Access to facilities or programs may be denied to our customers if on site they:

1. Cause a disturbance or are abusive/disrespectful to staff or other patrons (knowingly offensive). The RCMP should be contacted if support is required.
2. Continually break facility safety rules (after they have been educated and continue to disregard lifeguard direction).
3. Engage in inappropriate sexual behaviour. RCMP Required
4. Commit a Criminal Offence. RCMP required.
5. Acts of violence (RCMP required) or bullying.
6. Contracted contagious infection/disease or considered unsanitary (open sores, ring worm, chicken pox, planters wart, eye infections).

Rationale

It is the obligation of the City of Prince George to provide a comfortable and safe environment within our aquatic facilities for all patrons and staff.

Procedures

1. When any of the above behaviours is displayed the Head Guard/Aquatic Leader (and one back up staff person if possible) will ask the individual or group of individuals to leave the facility where appropriate. No children seven years of age or under will be asked to leave unless accompanied by their parent/guardian. If incidents involve youth eight (8) years of age or older, the Head Guard/Aquatic Leader will attempt to contact the parents/guardian by phone. This attempt or contact will be recorded on the incident form for future reference.
2. If the individual(s) is/are abusive/violent or refuse to leave, the deck supervisor will call the police at 561-3300 or 911, if it is warranted, and report the details. (i.e. youth gathering, causing a disturbance, intimidating staff/public).
3. If possible, try to secure a picture of the individual(s) for future reference by staff. The law allows this as long as the individual(s) are not forced to have their picture taken, or displayed in view of the public.
4. Upon arrival, the police will attempt to secure the identification of the individual(s) involved before asking them to leave. Should the facility be unable to secure the identification of the individual, the RCMP are not at liberty to disclose that information, however the Constables name and contact information should be recorded on the incident report for future follow up if required.
5. In the case of persons suspected of inappropriate sexual conduct (predatory behaviour), the facility supervisor and the police are to be contacted immediately. At no time is a staff member to go and question the individual. It is up to the discretion of the Aquatic Supervisor to question the individual should there be the need to gather further information.
6. Full notes of any incident should be made by staff and kept on file. These notes should be dated and signed by any staff involved and subsequently reviewed and signed by the Facility Supervisor.

7. Aquatic employees (Head Guard/Aquatic Leader) have the ability to temporarily suspend access to an individual for 48 hours and must share this information with the Aquatic Supervisor. Longer suspensions should only be authorized by the Aquatic Manager.

8. If the suspension involves a period beyond 48 hours staff will be made aware of the duration and any special instructions.

9. Where public safety is an issue (i.e. sexual misconduct) this information can be shared with other public municipal facilities.

10. Consideration of an appeal made by the offender should be directed to the Facility Manager.
Appendix 3 – Emergency Medical Services (EMS) Script

Dial 9 for an outside line and then dial 911 and specify police, fire, or ambulance.
State who you are along with the address and the call back phone #
Hello, my name is ___(Name)___ at ____(Facility)________
The address is ______(Facility Street Address)________________
The swimming pool phone number is ______(Facility Phone Number)_______
State the nature of the emergency. Be specific and ready to answer any questions dispatch may have.
Tell dispatch the best way to come to the facility: (provide directions i.e. front entrance through the parking lot).
Ask if any additional information is required.
## Appendix 4 – Emergency Response Plan (ERP)

**Sample – Prince George, BC**

### Emergency Evacuation Procedure - FSLP
**(Power Outage, Gas Leak, Fire, Bomb, Natural Disaster)**

<table>
<thead>
<tr>
<th><strong>Head Guard</strong></th>
<th><strong>Back up Guards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong> In the event of a power outage, emergency lighting will be activated. Aquatic Staff have access to flashlights should additional light be needed. Electrical outlets contain ground fault receptacles where water may be present. If not a safety concern staff may remain in the building.</td>
<td></td>
</tr>
<tr>
<td><strong>Recognition</strong></td>
<td><strong>Recognition</strong></td>
</tr>
<tr>
<td><strong>Signal / Whistle</strong></td>
<td><strong>Signal / Whistle &amp; Start to Clear Pool</strong></td>
</tr>
<tr>
<td><strong>Inform Cashier (cashier to locate/inform maintenance /customer service staff. Lock cash drawer and door to safe. Lock outside front doors, walk through viewing area and lock back door. Direct the public in viewing area to follow you to meeting area-ramp door area). Maintenance- Alarm Investigation/Liaise with Headguard/EMS</strong></td>
<td><strong>Instruct Public to gather at appropriate exit doors and wait for further instruction</strong></td>
</tr>
<tr>
<td><strong>Activate EMS Where appropriate</strong></td>
<td><strong>Check all outlying areas ( sauna, men's/women's/family change rooms, equipment rooms, maintenance room, weight room, staff room, Birthday room, offices, downstairs wash rooms)</strong></td>
</tr>
<tr>
<td><strong>Instruct Public to gather at Ramp Door and wait for further instruction.</strong></td>
<td><strong>BE SURE TO CLOSE ALL DOORS IN THE BUILDING</strong></td>
</tr>
<tr>
<td><strong>Confirm that all outlying areas have been checked</strong></td>
<td><strong>Report to head guard that all outlying areas have been checked</strong></td>
</tr>
<tr>
<td><strong>Liaise with Emergency Services @ front doors.</strong></td>
<td><strong>Boot and blanket retrieval / prepare for distribution</strong></td>
</tr>
<tr>
<td><strong>If you are required to leave the Building (unsafe): Relocate Public to Civic Center</strong></td>
<td><strong>Interact with Emergency Services- Direct questions to head guard for consistency</strong></td>
</tr>
<tr>
<td><strong>Bring a jump kit (and the AED if possible) and staff schedule for the day (to account for staff). Be the last one to leave the building.</strong></td>
<td><strong>If you are required to leave the Building:</strong></td>
</tr>
<tr>
<td><strong>Crowd Control- Keep available to patrons for any questions, concerns and first aids. Ensure all staff are accounted for</strong></td>
<td><strong>Relocate Public to Civic Center</strong></td>
</tr>
<tr>
<td><strong>Document- Write out the entire incident and pass it on to Supervisor and Programmers.</strong></td>
<td><strong>Crowd Control-Keep available to patrons for any questions, concerns and first aids.</strong></td>
</tr>
</tbody>
</table>

**Note:** In the event of any of the following incidences: Fire or Explosion, Major Structural Collapse, Major Hazardous Substance, Serious Employee Injury or Death contact WorkSafe at: 250-561-3700 (local office), 1-888-621-7233 (Toll-free number) or 1-866-922-4357 (after hours) Curtis Elite 250-614-8000 (Alarm system monitoring) will contact the Maintenance Supervisor in the event of an alarm.
## Appendix 5 – Facility Cleaning and Maintenance Records

Sample Daily Cleaning Areas – Prince George, BC

<table>
<thead>
<tr>
<th>Area</th>
<th>Chemical, Cleaner Used</th>
<th>How to Handle</th>
<th>Frequency</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change rooms &amp; hallways</td>
<td>Econo Clean (cleaner/degreaser) &amp; Finale (disinfectant)</td>
<td>Follow MSDS guidelines: In general; use splash goggles, rubber gloves, Store in a cool dry place</td>
<td>Minimum every 2 hours</td>
<td>Maintenance, Lifeguards</td>
</tr>
<tr>
<td>(floor scrubber)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lobby/Concession</td>
<td>Econo Clean or Finale</td>
<td>Follow MSDS guidelines: In general; use splash goggles, rubber gloves, Store in a cool dry place</td>
<td>Minimum every 2 hours</td>
<td>Maintenance, Lifeguards</td>
</tr>
<tr>
<td>(floor scrubber)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets, urinals</td>
<td>Strate flush bowl cleaner, finale (disinfectant)</td>
<td>Follow MSDS guidelines: In general; use splash goggles, rubber gloves, Store in a cool dry place</td>
<td>Once per day</td>
<td>Maintenance</td>
</tr>
<tr>
<td>Toilet seats, rim</td>
<td>Finale (disinfectant)</td>
<td>Follow MSDS guidelines: In general; use splash goggles, rubber gloves, Store in a cool dry place</td>
<td>Once per day (min)</td>
<td>Maintenance, Lifeguards</td>
</tr>
<tr>
<td>Mirrors, Glass</td>
<td>Econo Clean</td>
<td>Follow MSDS guidelines: In general; use splash goggles, rubber gloves, Store in a cool dry place</td>
<td>Once per day (min)</td>
<td>Maintenance, Lifeguards</td>
</tr>
<tr>
<td>Sinks</td>
<td>Finale (disinfectant)</td>
<td>Use splash goggles, rubber gloves, Store in a cool dry place</td>
<td>Once per shift or as needed</td>
<td>Maintenance, Lifeguards</td>
</tr>
<tr>
<td>Vacuuming</td>
<td>Auto Cleaner</td>
<td>Follow MSDS guidelines: In general; use splash goggles, rubber gloves, Store in a cool dry place</td>
<td>Daily</td>
<td>Maintenance, Lifeguards</td>
</tr>
<tr>
<td>Soap</td>
<td>Debonaire foam soap</td>
<td></td>
<td>Minimum every 2 hours</td>
<td>Maintenance, Lifeguards</td>
</tr>
<tr>
<td>Toilet Paper, paper towel</td>
<td></td>
<td></td>
<td>Minimum every 2 hours</td>
<td>Maintenance, Lifeguards</td>
</tr>
<tr>
<td>Steam Room</td>
<td>Finale (disinfectant)</td>
<td>Follow MSDS guidelines: In general; use splash goggles, rubber gloves, Store in a cool dry place</td>
<td>Daily</td>
<td>Maintenance</td>
</tr>
<tr>
<td>Sauna</td>
<td>Diluted Finale (disinfectant)</td>
<td>Follow MSDS guidelines: In general; use splash goggles, rubber gloves, Store in a cool dry place</td>
<td>Daily</td>
<td>Maintenance</td>
</tr>
<tr>
<td>Gym</td>
<td>Diluted Finale (disinfectant)</td>
<td>Follow MSDS guidelines: In general; use splash goggles, rubber gloves, Store in a cool dry place</td>
<td>Daily</td>
<td>Maintenance, Lifeguards</td>
</tr>
<tr>
<td>Facility</td>
<td>Action/Procedure</td>
<td>Frequency</td>
<td>Responsible Parties</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------</td>
<td>-----------</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Pool Brushing</td>
<td>N/A</td>
<td>Daily</td>
<td>Maintenance</td>
<td></td>
</tr>
<tr>
<td>Staff Room</td>
<td>Follow MSDS guidelines: In general; use splash goggles, rubber gloves, Store in a cool dry place</td>
<td>Daily</td>
<td>Maintenance, Lifeguards</td>
<td></td>
</tr>
<tr>
<td>BP Room</td>
<td>Follow MSDS guidelines: In general; use splash goggles, rubber gloves, Store in a cool dry place</td>
<td>Daily</td>
<td>Maintenance, Lifeguards</td>
<td></td>
</tr>
<tr>
<td>Northwood Room</td>
<td>Follow MSDS guidelines: In general; use splash goggles, rubber gloves, Store in a cool dry place</td>
<td>Daily</td>
<td>Maintenance, Lifeguards</td>
<td></td>
</tr>
</tbody>
</table>
## Sample Daily Cleaning Checklist – Prince George, BC

**ASSET MANAGEMENT FACILITY CHECKLIST**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maintenance</strong></td>
<td><strong>Maintenance</strong></td>
<td><strong>Lifeguard</strong></td>
<td><strong>Lifeguard</strong></td>
</tr>
<tr>
<td><strong>Day Shift</strong></td>
<td><strong>Evening Shift</strong></td>
<td><strong>Men's</strong></td>
<td><strong>Women's</strong></td>
</tr>
<tr>
<td><strong>Family</strong></td>
<td><strong>Family</strong></td>
<td><strong>Family</strong></td>
<td><strong>Family</strong></td>
</tr>
<tr>
<td>Floors, Drains, Countertops, Sinks, Mirrors, Garbage Cans, Benches, Toilets, Urinals, paper, soap</td>
<td>Floors, Drains, Countertops, Sinks, Mirrors, Garbage Cans, Benches, Toilets, Urinals, paper, soap</td>
<td>Floors, Drains, Countertops, Sinks, Mirrors, Garbage Cans, Benches, Toilets, Urinals, paper, soap</td>
<td>Floors, Drains, Countertops, Sinks, Mirrors, Garbage Cans, Benches, Toilets, Urinals, paper, soap</td>
</tr>
<tr>
<td>Time</td>
<td>Completed</td>
<td>Time</td>
<td>Completed</td>
</tr>
<tr>
<td>Time</td>
<td>Completed</td>
<td>Time</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**General Comments**
### Appendix 6 – Facility Information

#### Sample – Prince George, BC

<table>
<thead>
<tr>
<th>Pool Details</th>
<th>(Provide details for each pool within Aquatics)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pool Name or Description</strong></td>
<td><strong>Prince George Aquatic Centre (Main Pool)</strong></td>
</tr>
<tr>
<td>Facility/Premises</td>
<td>Facility/Premises #2405</td>
</tr>
<tr>
<td><strong>Pool Type</strong></td>
<td>Indoor * Outdoor</td>
</tr>
</tbody>
</table>

**Commercial pool:** Less than 170m² (1830 ft²) and at least 61 cm (2 ft) deep. Owned/operated by educational, recreational, business enterprise or strata.

**Public Pool:** At least 61 cm (2 ft) deep, available for swimming, recreational bathing or physiotherapy and is not a commercial pool.

Choose one of the following

| Public Pool | Commercial Pool | Spray Pool (Recirculation) | Spray Pool (Non-recirculation) | Wading Pool (<61 cm depth) |

**Months of Operation**

| October to August | October to August | October to August |

**Bather Load**

| 392 | 383 | 25 |

**Area of Pool**

| 10600 sq FT | 4,450 sq FT | 345 sq FT |

**Volume**

| 613,160 us gallons | 88,000 us gallons | 4,165 us gallons |

**Depth**

| Minimum 6 FT | Minimum Beach entry | Minimum Ramp Entry |
| Maximum 14 FT | Maximum 5FT | Maximum 3.5 FT |

**Flow Rate**

Refer to Appendix # for Data Sheet Flow Rate Location.

Correct flow meter readings confirm flow through the main drain will not create a suction hazard and is adequate for the correct turnover rate. The flow rate can be found on the pool data sheet.

All pools should have at least one flow meter.

Hot tubs should have at least two flow meters.
Pools with water features may have additional flow meters.

<table>
<thead>
<tr>
<th>Pool recirculation: 1,665</th>
<th>Pool recirculation: 733</th>
<th>Pool recirculation: 233</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Features:</td>
<td>Water Features:</td>
<td>Water Features:</td>
</tr>
<tr>
<td>Hot tub recirculation:</td>
<td>Hot tub recirculation:</td>
<td>Hot tub recirculation:</td>
</tr>
<tr>
<td>Hot tub Hydro air:</td>
<td>Hot tub Hydro air:</td>
<td>Hot tub Hydro air: 233</td>
</tr>
</tbody>
</table>

**Note**: Refer to Appendix for Flow Rate and pool data sheet.
## Appendix 7 – Facility Opening and Closing Checklist

Sample – Prince George, BC

<table>
<thead>
<tr>
<th>Date: _______________ (please initial items when complete)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlock Front Doors ______________________________________</td>
</tr>
<tr>
<td>Signage in Place i.e.: slow lane, clubs only etc. ________</td>
</tr>
</tbody>
</table>

### Check Equipment Sites

<table>
<thead>
<tr>
<th>Tu</th>
<th>Wa</th>
<th>FA</th>
<th>St</th>
<th>Bl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spine board &amp; v-block present</td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
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<tr>
<td>Board straps secure/Velcro good</td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
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<tr>
<td>Sandbags present/good condition</td>
<td>☐ ☐ ☐ ☐</td>
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<td></td>
</tr>
<tr>
<td>First Aid Kit checklist complete</td>
<td>☐ ☐ ☐ ☐</td>
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<tr>
<td>Blanket</td>
<td>☐ ☐ ☐ ☐</td>
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<td></td>
<td></td>
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<tr>
<td>Accident reports/DNS cards &amp; pen</td>
<td>☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oxygen tank/mask/airways</td>
<td>☐ ☐ ☐ ☐</td>
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</tr>
</tbody>
</table>

### psi level

<table>
<thead>
<tr>
<th>Tub</th>
<th>Wave</th>
<th>First Aid Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage side</td>
<td>Bleacher side</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

### AED Check

- Green Ready Light blinking ☐ ☐ ☐ ☐
- Supplies stocked (gloves, gauze/towel, pads connected, extra pads) ☐ ☐ ☐ ☐
- No damage or cracks on outside ☐ ☐ ☐ ☐
- Infant/child key is NOT installed ☐ ☐ ☐ ☐

### Wave Pool Feature Check (features/switches work)

| ☐ ☐ ☐ ☐ |

### Steam/Tub/Sauna

| ☐ ☐ ☐ ☐ |

### Boards/Towers/Stairs

- No visible signs of damage ☐ ☐ ☐ ☐
- Signage present/good condition ☐ ☐ ☐ ☐
- Rescue tubes in place/good condition ☐ ☐ ☐ ☐
- Bulkheads (in position/pins in) ☐ ☐ ☐ ☐

### Moveable Floor

- Height ___________ Ok ☐ ☐ ☐ ☐

### Sound System Operational

| ☐ ☐ ☐ ☐ |

### Wheelchair Lift Operational

| ☐ ☐ ☐ ☐ |

(please initial items when complete)

- All Equipment Out of Pools ☐ ☐ ☐ ☐
- Storage Rooms Clean & Tidy ☐ ☐ ☐ ☐
- Staff/Lunch Room Clean ☐ ☐ ☐ ☐

### Check Ice – Make new ice

| ☐ ☐ ☐ ☐ |

### Fanny Pack Check (restock)

| ☐ ☐ ☐ ☐ |

### Sound System Turned Off

| ☐ ☐ ☐ ☐ |

### First Aid Room (stocked)

| ☐ ☐ ☐ ☐ |

### Time Sheets Checked

| ☐ ☐ ☐ ☐ |

### Ensure All Theme Party Materials Put Back into Bins

| ☐ ☐ ☐ ☐ |

### Check wheelchairs

| ☐ ☐ ☐ ☐ |

### Disinfect first aid room

| ☐ ☐ ☐ ☐ |
## Appendix 8 – Inventory Checklist

Sample – Prince George, BC

<table>
<thead>
<tr>
<th>Item</th>
<th># on hand @ FSLP</th>
<th># on hand @ PGAC</th>
<th># needed @ FSLP</th>
<th># needed @ PGAC</th>
<th>Total # needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red Cross</td>
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<tr>
<td>Preschool Booklets</td>
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<tr>
<td>Participation Stickers</td>
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<tr>
<td>Starfish</td>
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<tr>
<td>Duck</td>
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<tr>
<td>Sea Turtle</td>
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<tr>
<td>Sea Otter</td>
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<tr>
<td>Salamander</td>
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<td>Sunfish</td>
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<tr>
<td>Crocodile</td>
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<tr>
<td>Whale</td>
<td></td>
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<tr>
<td>Swim Kids Booklets</td>
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<td>SK1</td>
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<td>SK2</td>
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<td>SK4</td>
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<td>SK5</td>
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<td>SK8</td>
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<td>SK9</td>
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<td>SK10</td>
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<td>Adult Journal</td>
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<td>Dive Journal</td>
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<tr>
<td>WSI manual</td>
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<tr>
<td>WSI recert</td>
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</tbody>
</table>
Appendix 9 – Job Description

Sample – Prince George, BC

JOB SUMMARY:
Under the supervision of an Aquatic Leader or Team Leader I, the incumbent is responsible for lifeguarding, providing instruction in aquatic activities, assisting in the operation of an aquatic facility, and responding to a variety of customer requests/concerns. The Lifeguard/Instructor II ensures these duties are performed in accordance with established policies, practices and procedures. The work involves morning, afternoon, evening and weekend shifts.

MAJOR RESPONSIBILITIES:
Under the general supervision of the Aquatic Leader or Team Leader I:
Typical duties include:
- performing lifeguard duties ensuring the safety of patrons using the facility. Supervising the use of the swimming and related recreation areas;
- conducting instructional and recreational programs for all age ranges and for a variety of special community groups;
- preparing and maintaining a variety of records related to the work;
- assisting with the cleanliness of the aquatic facility;
- performing related duties as required.

QUALIFICATIONS:
Education: Grade 12. Current certificates and awards as follows:
- National Lifeguard Service Award – Pool Option
- CPR ‘C’ certificate
- Red Cross Water Safety Instructor
- Aquafit Instructor “Certified”
- Aquatic Emergency Care Award or Standard First Aid (16 hours min.)
- Life Saving Society Instructor certificate is considered an asset.

Experience: A minimum of 1,000 hours of experience teaching and lifeguarding.
Knowledge and Skills: Considerable knowledge of first aid, lifesaving, and lifeguarding skills, techniques and practices. Reasonable knowledge of teaching methods and group leadership techniques emphasizing instruction in water safety and aquatic skills. Ability to demonstrate sound aquatic skills and to instruct in those skills at standards set by relevant authorities. Ability to work within a team environment. Ability to establish and maintain effective working relationships with employees, customers, and supervisors. Commitment to customer service excellence. Ability to prepare and maintain records relating to the work. Sufficient health and physical fitness to perform the related duties. Ability to clean in a safe and efficient manner/ Ability to follow safe work procedures. Ability to recognize report and/or rectify actual and potential safety hazards.

Valid Drivers license: No.
Vehicle Usage: No.
Criminal Record Check: Yes. As a condition of employment, the incumbent must have a clear police information check for offenses related to the position.
Appendix 10 – Lifeguard Positions, Rotations, and Maps
Sample – Prince George, BC

- Main Guard #1 (M1) is scanning the Moveable Floor area, Lanes and Hot Tub.
- Main Guard #2 (M2) is scanning the Dive Tank and the Lanes.
- Wave Guard #1 (W1) is scanning the Wave Pool (deep) and the River.
- Wave Guard #2 (W2) is scanning the Wave Pool (shallow and deep) and the Hot Tub.
- Wave Guard #3 (W3) is scanning the Wave Pool (shallow) and the River.

2 & 2 Position Rotation
In this rotation, Wave Guard #2 will drop down and start the rotation. They will bump in this order: WG2 to MG2, MG2 to MG1, MG1 to WG1, WG1 to WG2. All guards will check the pool bottoms as they walk. Steam room and sauna must be checked.
Appendix 11 – Organizational Chart (Org Chart)
Sample – Prince George, BC

Recreation & Cultural Services
General Manager

Aquatic Manager

Aquatic Operations Foreman

Assistant Aquatic Operations

Aquatic Maintenance Workers

Aquatic Programmer

Aquatic Leader

Team Leader 2

Team Leader 1

LI – II

Supervisor of Finance

Aquatic Cashier Team Leader

Aquatic Cashiers
# Appendix 12 – Refusal of Treatment Report

Sample – St. John’s, NL

<table>
<thead>
<tr>
<th>City of St. John’s Department of Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refusal of First Aid Treatment</td>
</tr>
</tbody>
</table>

For persons of legal age (Age 19+) complete Part A & Part C & Part D (as applicable):

<table>
<thead>
<tr>
<th>Part A:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ________________________________ refuse first aid treatment from City of St. John’s Department of Recreation Staff on _______________________________, and that I am of legal age (19 years in Newfoundland and Labrador).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Injured Person</th>
<th>DATE: Month / Day / Year</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Staff (Print)</th>
<th>Signature of Department Staff</th>
<th>DATE: Month / Day / Year</th>
</tr>
</thead>
</table>

For persons representing minors (Age 0-18) complete Part B & Part C & Part D (as applicable):

<table>
<thead>
<tr>
<th>Part B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I _________________________ refuse first aid treatment on behalf of _________________________ from City of St. John’s Department of Recreation Staff on ______________________________, and that I am of legal age (19 years in Newfoundland and Labrador), and represent the injured person noted as parent / guardian at this time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Parent / Guardian of Injured Person</th>
<th>DATE: Month / Day / Year</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Staff (Print)</th>
<th>Signature of Department Staff</th>
<th>DATE: Month / Day / Year</th>
</tr>
</thead>
</table>

Part C: Injured Person Contact Information

<table>
<thead>
<tr>
<th>Phone:</th>
<th>Email:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
</tr>
</thead>
</table>

Part D: Witness Contact Information (if applicable)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Phone:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>Email:</th>
</tr>
</thead>
</table>
## Appendix 13 – Record of Staff Training

Sample – Prince George, BC

<table>
<thead>
<tr>
<th>Aquatic Staff</th>
<th>Jan</th>
<th>Feb</th>
<th>Feb</th>
<th>Mar</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Procedures</td>
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<tr>
<td>Safety Audit Updates</td>
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<tr>
<td>Waterpark Simulations</td>
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<td>Team Building</td>
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<td>Pre-Summer</td>
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<td>CPR/AED Recert</td>
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<tr>
<td>NL Pool Precerts</td>
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<td>NL Pool Recerts</td>
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<tr>
<td>AED Practice</td>
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</tbody>
</table>

Please shade in Green if staff training was attended.

Please shade the month in ORANGE should an employee be absent.

Employees who require additional training as a result of weak performance please shade in red and comment.

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Course Conductor</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Staff Name</td>
<td>Course Conductor</td>
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</tr>
</tbody>
</table>
## Appendix 14 – Shift Report

Sample – Prince George, BC

### Shift Report

<table>
<thead>
<tr>
<th>Name/Facility</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule Adjustments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staffing Levels</th>
<th>Adequate</th>
<th>OverStaffed</th>
<th>Under Staffed</th>
<th>Maximum Bather Load (at peak time)</th>
<th>Minimum Bather Load (at slow time)</th>
</tr>
</thead>
</table>

| Comments: Success & Challenges | |
|--------------------------------||

| Probationary Feedback | |
|-----------------------||

| Friendly Reminder | |
|-------------------||

<table>
<thead>
<tr>
<th>Admin</th>
<th>Time Sheet</th>
<th>Inventory</th>
<th>P.R.</th>
<th>PL &amp; BP</th>
<th>Other</th>
</tr>
</thead>
</table>

| Info for Aquatic Coordinators | |
|-------------------------------||

| Health & Safety | |
|-----------------||

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Appendix 15 – Staff Code of Conduct

Sample – City of Leduc, AB: Leduc Recreation Centre, Aquatic Staff Code of Conduct

When at work, each staff member, supervisor, and manager is expected to work as a TEAM and act according to the following Code of Conduct developed by the TEAM!

Remember, this document was created for you to use with each other when things are not happening the way they should be. Live the words of the Code of Conduct and make an IMPACT every day.

Work together as a TEAM.
Be approachable, helpful, and supportive of your co-workers. Take the job seriously and be accountable for your actions.

Be on time and ready to work prior to the start of your shift.
While on shift, be aware of your instructional and lifeguarding schedule. Be prepared for your specific duties by having the appropriate uniform and lesson plans, etc. Check the day’s “to do” list and complete any required maintenance items. Be sure that you don’t let these tasks interfere with your instructional or lifeguarding shifts.

Communicate with your TEAM.
Being approachable makes communication easy and successful. Speak of your TEAM in a positive and constructive manner and encourage your TEAM members to speak the same way.

Provide a positive and safe working atmosphere.
Know your role while on shift and be confident in your ability to support the TEAM by continuously learning, training, and completing your monthly skills.

Be professional and respectful.
Treat both co-workers and patrons as you would like to be treated.

Make a positive IMPACT on the environment around you!
I Impressive
M Memorable
P Personable
A Approachable
C Conversational
T Teachable

Name: _______________________________________
Signature: ____________________________________________
Date: __________________________
Sample – City of St. John’s, NL: Aquatics Staff Code of Conduct

The following code of conduct was written by the aquatics team and for the aquatics team.

I promise to be aware that I am a part of an important team. Every decision I make, and every situation I am a part of must be handled in a professional and respectful manner. As an Aquatics team member, I understand that professionalism, teamwork, communication, and respect are the core of my job.

I will ensure to always follow established performance criteria, always wear my uniform and communicate respectfully while representing the City of St. Johns. I will respect not only the patrons, but my fellow team members and supervisors. I will smile, and be approachable. I will accept feedback when it is given to me and I will understand that although people have different opinions than me I will respect the position and the person.

I understand that my workplace is a shared space and I will clean up after myself. I will lead by example, and I will understand that working towards a solution instead of focusing on the problem will help me be successful.

Communication is imperative in an aquatics team and I will use appropriate tones, take initiative and ensure my work place is an inclusive environment that ensures the safety of patrons. I will speak clearly, use appropriate whistle signals and be approachable during work hours and I will communicate during appropriate times. Any issues that arise with regards to my coworkers will be addressed appropriately and I will seek assistance when needed.

Although my fellow team members may differ from me, I will understand that with this job there comes tremendous responsibility and pressure. I will put my personal opinions aside and work as a team player in order to respectfully do my job and represent the City of St. John’s.

Individually we are one drop, but together we are an ocean.

_____________________                        _____________________

_____________________

Staff name                     Staff Signature                     Month / day / Year

ST. JOHN’S
## Appendix 16 – Staff Evaluation Forms

**Sample – CRC: Water Safety Instructor Course Evaluation Worksheet**

<table>
<thead>
<tr>
<th>Instructor Trainer:</th>
<th>Planning</th>
<th>Teaching</th>
<th>Safety Supervision</th>
<th>Communication</th>
<th>Leadership</th>
<th>Evaluation</th>
<th>COMPLETE (C)</th>
<th>INCOMPLETE (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WSI Candidate Name</td>
<td></td>
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</tr>
</tbody>
</table>

### Evaluation Criteria

**Planning:** Create, use, and adjust session and lesson plans according to the following guidelines.

**Using a worksheet and covering all fitness activities, skills and water safety, and swimming items from a level, create a session plan that:**
- Includes items at least three times throughout the plan
- Ensures items are introduced in a progressive order
- Introduces all items by mid-session
- Includes a variety of items in each lesson
- Balances physical exertion with the amount of rest time during each lesson
- Is clear and concise and can be understood by another Instructor
- Covers items from previous levels

**Using a session plan, create a lesson plan for each class that:**
- Includes all items that are listed for the day
- Includes a time frame, specific activities, and formations for each item
- Lists equipment, space considerations, and swimmer-specific notes
- Is clear and concise and can be understood by another Instructor
- Includes a backup plan

**When using a lesson plan:**
Keep to the time frame in the plan
Lead the activities and formations communicated in the plan

**Adjust the lesson plan by:**
Modifying the activities to better meet the swimmers’ needs (lower/higher progression)
Modifying the time frame to allow for more or less practice

**Teaching:** Use progressions and activities, teach and correct strokes and skills, and use appropriate teaching techniques (e.g., keep swimmers active and wet, demonstrate each skill properly) according to the following guidelines.

**Use progressions to teach skills and strokes by:**
Recognizing the swimmer’s current level and next progression
Considering the swimmer’s needs, learning style, and age characteristics
Presenting the progressions in logical small chunks (lead up to the skill, introduce the skill, reinforce the skill)
Introducing new progressions gradually

**Throughout the lesson, use activities that are:**
Varied
Creative and fun
Safe
Active and engaging for swimmers
Imaginative
Age appropriate
In line with skill and stroke performance criteria
Focused on the essential strokes and skills

**For all levels, in every lesson, teach and correct strokes by:**
Referencing the Red Cross Swim worksheets and deck book
Using the GST rule (General, Specific, Try)
Applying the main corrective methods (shaping, overcorrection, and physical manipulation)
Employing different support and holding positions

**Use teaching techniques that are:**
Varied among the three methods (direct using the 4Ds, discovery, and games)
Flexible
Aligned with the needs of all swimmers
Active and wet (95% of every lesson in the water)
To Red Cross Swim performance criteria (i.e., demonstrate strokes and skills according to Swim Kids Level 10 criteria)

**Safety supervision:** Provide safety supervision at all times during each lesson according to the following guidelines.

**Model and enforce safe behaviour for swimmers, parents/caregivers, and the public by always:**
Following the pool rules
Wearing a whistle
Having a rescue aid with you at all times
Preventing unsafe behaviour whenever possible
Redirecting unsafe actions to safe alternatives

**Respond to an emergency or problem by:**
Being rescue-ready
Using the Instructor Emergency Response (IERs) skills and following the facility’s emergency procedures
Adjusting your position and the lesson formation to ensure safety
Alerting the lifeguard team with a loud whistle blast, and using hand signals from the facility’s procedures manual if verbal communication isn’t possible

**Use equipment that is:**
Safe
<table>
<thead>
<tr>
<th><strong>Age appropriate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitable for the activity (i.e., used correctly)</td>
</tr>
</tbody>
</table>

**Throughout the lesson, use formations that:**
- Allow you to see every swimmer at all times
- Position you outside of the formation
- Have clear boundaries
- Keep weak/problem swimmers close to you

**During every lesson, use routines that ensure you:**
- Start and end the lesson in the same location
- Reinforce the facility’s rules (e.g., get permission to go to the washroom)
- Establish and enforce class rules and structure
- Count swimmers before and after each activity to ensure full attendance
- Enter water first and exit water last
- Record accurate attendance for each lesson using the Instructor worksheet

**Manage your class in the event of disruptive behaviour or events by:**
- Reacting quickly
- Changing the formation or strategy
- Responding with confidence
- Following facility procedures

**Communication: Communicate clearly with swimmers, parents/caregivers, peers, and supervisors according to the following guidelines.**

**During every lesson and with every swimmer, you must communicate by:**
- Keeping your instructions short and simple
- Using key points
- Using the swimmer’s name
- Speaking at the swimmer’s eye level
- Matching your body language to your verbal message
- Using age-appropriate and culture- and gender-neutral language
- Conveying enthusiasm
- Using active listening
- Using key questions to ensure the swimmer has heard and understood you

**You must also communicate with parents/caregivers, peers, and supervisors whenever necessary by:**
- Using key points
- Using the person’s name
- Matching your body language to your verbal message
- Using active listening
- Using key questions to ensure your message was heard and understood
- Being honest and demonstrating respect
- Using culture- and gender-neutral language
- Balancing speaking and listening
- Demonstrating confidence and professionalism

**Always offer feedback to each swimmer by:**
- Providing feedback after each skill
- Using effective communication skills
- Using corrective methods appropriate for the swimmer’s learning style
- Balancing positive and corrective feedback
- Waiting until the swimmer has stopped the activity before offering feedback

**When more information or assistance is needed, seek it by:**
- Asking for support or assistance
- Researching unknown information
- Keeping inquiries relevant
<table>
<thead>
<tr>
<th>Accept feedback by:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening attentively</td>
<td></td>
</tr>
<tr>
<td>Identifying specific</td>
<td></td>
</tr>
<tr>
<td>opportunities for change</td>
<td></td>
</tr>
<tr>
<td>Communicating a willingness</td>
<td></td>
</tr>
<tr>
<td>to change, improve, and grow</td>
<td></td>
</tr>
<tr>
<td>Self-evaluating your past</td>
<td></td>
</tr>
<tr>
<td>performance with the new</td>
<td></td>
</tr>
<tr>
<td>feedback</td>
<td></td>
</tr>
<tr>
<td>Developing an action plan</td>
<td></td>
</tr>
<tr>
<td>to satisfy the feedback</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership: Demonstrate good leadership according to the following guidelines.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Always show respect by:</td>
<td></td>
</tr>
<tr>
<td>Listening to, answering questions from, and addressing the concerns of</td>
<td></td>
</tr>
<tr>
<td>swimmers and parents/caregivers</td>
<td></td>
</tr>
<tr>
<td>Communicating with and acknowledging the roles of coworkers and supervisors</td>
<td></td>
</tr>
<tr>
<td>Following the facility’s policies and procedures</td>
<td></td>
</tr>
<tr>
<td>Following the Fundamental Principles</td>
<td></td>
</tr>
<tr>
<td>Using honesty, effective communication skills, and active listening</td>
<td></td>
</tr>
</tbody>
</table>

| Throughout each lesson, give direction to swimmers, parents/caregivers,     |                          |
| and other WSI candidates by:                                               |                          |
| Using effective communication skills                                        |                          |
| Considering the individual’s age, culture, and learning style              |                          |
| Using key points and keeping communications short and simple               |                          |
| Speaking respectfully                                                      |                          |

| Using Canadian Red Cross resources and personal teaching experience, coach |                          |
| new WSI candidates by:                                                     |                          |
| Inviting candidates into your classes                                      |                          |
| Completing administrative forms                                            |                          |
| Monitoring and supporting the candidate’s progress                         |                          |
| Offering suggestions and resources and answering questions                 |                          |
| Demonstrating all WSI evaluation criteria                                  |                          |

| At all times, facilitate swimmers’ learning by:                            |                          |
| Having equipment available and in good working order                       |                          |
| Following lesson plans                                                    |                          |
| Using effective communication and class-management skills                  |                          |
| Giving examples                                                            |                          |
| Demonstrating and describing each skill and stroke                         |                          |
| Checking for understanding using key questions                             |                          |
| Offering feedback (see section on communication)                           |                          |
| Performing all skills and strokes according to Red Cross Swim Kids Level 10 |                          |
| performance criteria when demonstrating during a lesson                    |                          |
| Ensuring your actions are in alignment with the Fundamental Principles      |                          |
| at all times                                                               |                          |
| Cooperating with others positively, constructively, and with the aim of    |                          |
| contributing to your team in all interactions                              |                          |

| Evaluation: Evaluate both the swimmers and yourself throughout each        |                          |
| lesson and session according to the following guidelines.                  |                          |
| When evaluating swimmers, use the Red Cross Swim worksheet to compare      |                          |
| actual skills and knowledge with the level performance criteria:           |                          |
| Accurately                                                                 |                          |
| Continually (during each lesson and session)                               |                          |

| For each evaluation event, use the appropriate resources, such as:         |                          |
| Red Cross Swim worksheets                                                  |                          |
| Red Cross Swim *Deck Book*                                                 |                          |
| Instructor Network                                                         |                          |
| Peers, supervisors, and WSIT                                                |                          |

| After each lesson, evaluate yourself by:                                   |                          |
Comparing your actions to the WSI course evaluation criteria
Comparing your plan to the actual events of the lesson
Comparing your actions to the swimmers’ responses
Preparing an action plan for change and reinforcement

<table>
<thead>
<tr>
<th>Record each swimmer’s progress by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicating whether the swimmer has met the specific skills and knowledge performance criteria for each level</td>
</tr>
<tr>
<td>Naming specific drills or corrective methods that worked for the swimmer</td>
</tr>
<tr>
<td>Using positive language geared towards the swimmer</td>
</tr>
<tr>
<td>Using key words</td>
</tr>
<tr>
<td>Balancing positive and corrective feedback</td>
</tr>
<tr>
<td>Writing legibly</td>
</tr>
<tr>
<td>Indicating which level the swimmer should enter next at the final report</td>
</tr>
<tr>
<td>Recording which swimmers are present at the beginning and end of class to create an accurate attendance record</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recognize and correct swimmers’ skills and knowledge by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referencing the performance criteria for the level</td>
</tr>
<tr>
<td>Offering specific corrective feedback to the swimmers</td>
</tr>
<tr>
<td>Using a drill or corrective method that is appropriate for fixing the error</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior to teaching a lesson, evaluate the facility (e.g., space, equipment) by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locating equipment that is needed for the lesson</td>
</tr>
<tr>
<td>Identifying areas appropriate for activities and skill and/or stroke practice</td>
</tr>
<tr>
<td>Identifying safety concerns and reporting hazards to the facility supervisor</td>
</tr>
</tbody>
</table>
Sample - Spruce Grove, AB: **Instructor Audit**

## Instructor Audit

| Instructor: |  |
| Auditor: |  |
| Date: |  |

### Safety Supervision

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently carries whistle and aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses formations which ensure safety and activity/keeps students in view at all times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotes site safety rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains control of class at all times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment ready/cart on deck</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Communication

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective tone of voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps directions short and simple</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates skills according to RCS criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents a positive image</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback/physical manipulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides individual attention to each student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares pool space with team members/teamwork</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Active & Wet

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starts/ends lessons on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is in the water for a portion of class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water safety (wet)/enthusiasm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses logical progressions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps students active</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses assists/equipment/toys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of drills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Administration

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plans, worksheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report cards on time/correct</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

Instructor Signature:
Sample – Prince George, BC: **Teaching Feedback Form**

### Teaching Feedback Form

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Before the Lesson</th>
<th>Check</th>
<th>Comments</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops a short-term lesson plan which reflects the individuals in the class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans for a variety of activities which will meet the needs of their class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies site safety concerns and emergency procedures</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Gathers equipment prior to the start of class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a professional appearance throughout the class</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During the Lesson</th>
<th>Check</th>
<th>Comments</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively screens all new classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigns area for the start of class and takes attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps ALL students in view at All times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes formations which ensure optimum activity level and safe practice of skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures swimmers are never left on their own</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enforces sites rules throughout lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a whistle and keeps an aid within arm’s reach throughout entire class</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Active and Wet

<table>
<thead>
<tr>
<th>Check</th>
<th>Comments</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeps swimmers active and in the water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes accurate demonstrations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes logical progressions which promote success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varies methods and progressions for individual swimmer’s needs and abilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates a learner-friendly environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes an appropriate activity level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides individual attention that is balanced throughout class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes proper support and holds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Communication

<table>
<thead>
<tr>
<th>Check</th>
<th>Comments</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeps directions short and simple</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes key points and perception checks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates respect for each swimmer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses effective tone to which swimmers listen and react</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a non-threatening body position at level of swimmers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Feedback

<table>
<thead>
<tr>
<th>Check</th>
<th>Comments</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides specific feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides feedback directed at a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>changeable behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Provides feedback that is short and simple</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides feedback that is immediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies which skill error needs to be corrected first</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizes a variety of corrective techniques including physical manipulation, over correction, and shaping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breaks down a skill when correcting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes progress or lack of progress and adjusts approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates individual performance levels according to the established standards in the Water Safety Program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After the Lesson</th>
<th>Check</th>
<th>Comments</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes all administrative work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurately evaluates the completion rate of swimmers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate each swimmer's success and continued needs with swimmers and parents</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Sample – Spruce Grove, AB: Staff Evaluation Form – Lifeguard

### Lifeguard: ______________________

### Auditor: ______________________

### Comments

<table>
<thead>
<tr>
<th>SCANNING</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scan includes other guard – (ask a guard to put up their hand, does the guard being evaluated respond?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scan should be deep – looking at each person, no gloss over scanning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scan includes non-water areas (blind spots, play structure, splashdown pool, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scan has a pattern (vertical, horizontal, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quick identification of potential accidents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prevention of accidents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeps conversation on deck brief.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When helping patrons – keeps watching the pool or has other guards help cover his/her area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When communicating with the public-uses appropriate tone: educates first, then progressive discipline.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands and uses hand signals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments

<table>
<thead>
<tr>
<th>PUBLIC IMAGE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOOKS alert, interested and observant while guarding.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper straight posture, not hang on poles, leaning against hand rails, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acts professional while on deck</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always carries an aid and holds it in a professional manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is active on deck to ensure patron’s needs are being met (ex. Getting equipment, helping children find lessons, cleaning up, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wears the Tri Leisure Centres uniform (properly worn)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smiles and looks approachable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments
**GUARD POSITION**  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covers for other guards that are out of position.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Leisure Pool**
- On an as needed basis, check all the way around the play structure and inside the tunnel.
- Checks around Mushroom area
- Checks bottom of the pool every scan
- Checks bottom of the waterslide while roving the zone.
- Uses the mirror in their scan of the LP.
- Checks the Steam room regularly.
- Roves within their zone.

**Whirlpool**
- Pays an appropriate amount of attention to the whirlpool.
- Checks the bottom of the whirlpool and the blind spots (the wheelchair ramp, and far corner of hot tub)
- Uses the mirror in their scan of the WP.
- Roves within their zone.

**Main Pool**
- Roves around MP AND checks the entire bottom every scan
- Moves his or her position to adjust where the majority of the patrons are.
- Pays attention to the rope or diving board when open.
- Keeps deck clean and clear of hazards.
- Takes a proactive approach to preventing accidents.
Strengths:

______________________________________
______________________________________
______________________________________

Focus on:

______________________________________
______________________________________
______________________________________

Lifeguard comments:

______________________________________
______________________________________
______________________________________

Signature:

______________________________________
## Guarding Feedback Form

**Sample – Prince George, BC:**

<table>
<thead>
<tr>
<th>Scanning</th>
<th>Check</th>
<th>Comments</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-30 seconds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>360 degrees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other guards/WSA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positioning</th>
<th>Check</th>
<th>Comments</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate for zone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moves as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shifts to cover zone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoid blind spot cover</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rotations</th>
<th>Check</th>
<th>Comments</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate timing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time to move</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scanning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communications</th>
<th>Check</th>
<th>Comments</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of hand signals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receiving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reacting to information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Relations</td>
<td>Check</td>
<td>Comments</td>
<td>Follow-up</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Preventative Guarding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reactive Guarding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 times rules used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasant/Approachable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasant under stress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dress Code</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whistle/Keys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shirt - clean/good repair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shorts - Clean/neat Black</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swim Suit - good repair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fanny Pack - 1st aid bag/mask</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goggles</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Lifeguard Instructor Checklist

<table>
<thead>
<tr>
<th>Guard Initial</th>
<th>1. Check Pre-Requisites</th>
<th>Aquatic Leader Signature (Comments)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check for currency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Re-certifications → expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluations/probation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2. Schedule Review</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weekly/Daily schedule</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Availability – let Aquatic Coordinator know of changes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Starting and Ending Work = Expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calling in sick</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scheduled shift change – (pink form)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shift change request form (between staff)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time off request form (holidays)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Breaks – ½ hour and 15 minute</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Call Ins:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seventh day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overtime</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Birthday Parties – review expectations, themes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Games (Playleader) – expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Private Lessons/Assessments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>3. Administration Items</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Time Sheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read Everyday (RED)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Message Box</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Log Book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minor Accident Form</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incident Report Form / DNS Form</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accident Forms (go over Staff Accident WCB)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lost and Found</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change Room/Customer service attendant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whistle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shirt</td>
<td></td>
</tr>
<tr>
<td>Guard Initial</td>
<td>4. Tour of Facility-PGAC</td>
<td>Aquatic Leader Signature (Comments)</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
<td>Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clerk Cashier II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cashiers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aquatic Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aquatic Program Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aquatic Leader</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Headguards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lifeguards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson Supply Area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location of timesheets, Read Every Day, staff training sign up sheet, BP/PL binders, Log book, shift change binder, Minor FA binder, special needs binder, general info binder and Tower binder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff Room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lockers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch Room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deck: Equipment Rooms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weight room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Timing room/maintenance room</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guard Initial</th>
<th>4. Tour of Facility-FSLP</th>
<th>Aquatic Leader Signature (Comments)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clerk Cashier II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cashiers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aquatic Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aquatic Program Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aquatic Marketing Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aquatic Leader</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Headguards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lifeguards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintenance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson Supply Area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location of timesheets, Read Every Day, staff training sign up sheet, BP/PL binders, Log book, shift change binder, special needs binder, general info binder and Minor FA binder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff Room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lockers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch Room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Birthday party room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gym</td>
<td></td>
</tr>
<tr>
<td>Deck:</td>
<td>Equipment Rooms</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Waterslide, sauna(on/off switch)</td>
<td></td>
</tr>
</tbody>
</table>

### 5. Teaching Information

- **Deck Supervisor/Headguard/Instructor**
- **Split Classes Croc/Whale 7/8, 9/10 etc.**
- **Lesson Sheet**
  - Continuous Evaluation
  - Where to pick them up
  - What of a lesson set to do with sheets at the end
- **Lesson Plans: Expectations**
- **Standards for Preschool program**
- **Standards for Red Cross**
- **Standards for Lifesaving**
- **Standards for Aqua Adults**
- **School District #57: Lessons**
  - What the difference is between School District Lessons and the After School Program
- **1st Day, 2nd Day, 5th Day – Expectations**
- **- What does it mean?**
- **Parent/Teacher Day (wet/dry)**
- **Swim program evaluation form**
- **Tot bins- Look through**
- **Messages from Parents: return calls**
- **Concerns – behaviour, space – sharing space**
- **Back Up – Re: First Aid/DNS**
- **Use of Slide, Swing, Diving Board, etc. during lessons**
<table>
<thead>
<tr>
<th>Guard Initial</th>
<th>Aquatic Leader Signature (Comments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Procedures - PGAC</td>
<td></td>
</tr>
<tr>
<td>Rules/Discipline</td>
<td></td>
</tr>
<tr>
<td>Photo Book, Dive tower book (16 yrs ID)</td>
<td></td>
</tr>
<tr>
<td>Guard Station</td>
<td></td>
</tr>
<tr>
<td>Control Panel - on/off switches</td>
<td></td>
</tr>
<tr>
<td>Moveable Floor</td>
<td></td>
</tr>
<tr>
<td>Telephone (#’s to call into the office)</td>
<td></td>
</tr>
<tr>
<td>P.A. System</td>
<td></td>
</tr>
<tr>
<td>Wave shut off switches</td>
<td></td>
</tr>
<tr>
<td>Focal Points-Include opening/closing check</td>
<td></td>
</tr>
<tr>
<td>Start Blocks/Bulkheads/Lane Ropes (Dive Tank)</td>
<td></td>
</tr>
<tr>
<td>Fanny Packs</td>
<td></td>
</tr>
<tr>
<td>Hand Signals</td>
<td></td>
</tr>
<tr>
<td>Zones</td>
<td></td>
</tr>
<tr>
<td>Rotations</td>
<td></td>
</tr>
<tr>
<td>Minor First Aid- include Record book</td>
<td></td>
</tr>
<tr>
<td>Body fluids – spills</td>
<td></td>
</tr>
<tr>
<td>ICE</td>
<td></td>
</tr>
<tr>
<td>DNS/Double DNS – include Forms</td>
<td></td>
</tr>
<tr>
<td>Guard One</td>
<td></td>
</tr>
<tr>
<td>Missing Persons</td>
<td></td>
</tr>
<tr>
<td>Cervical Spinals – Breathing, Non-Breathing, No Pulse (Shallow/Deep)</td>
<td></td>
</tr>
<tr>
<td>Dry Land Cervical Spinals</td>
<td></td>
</tr>
<tr>
<td>Shallow/ Super Shallow Water Spinals</td>
<td></td>
</tr>
<tr>
<td>Unconscious Breathing/Non Breathing</td>
<td></td>
</tr>
<tr>
<td>Lumbar Spinal (Shallow/Deep)</td>
<td></td>
</tr>
<tr>
<td>Major Emergencies (Chest Pain, Seizure, etc.)</td>
<td></td>
</tr>
<tr>
<td>Heat Related Injuries</td>
<td></td>
</tr>
<tr>
<td>Missing Person</td>
<td></td>
</tr>
<tr>
<td>Evacuation:</td>
<td></td>
</tr>
<tr>
<td>Chlorine</td>
<td></td>
</tr>
<tr>
<td>Fire</td>
<td></td>
</tr>
<tr>
<td>Bomb</td>
<td></td>
</tr>
<tr>
<td>Bulkheads</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 18 – Suspected Abuse of a Patron
Sample – St. John’s, NL

ABUSE REPORTING QUICK REFERENCE

Abuse can come in many different forms, which can include:

- Physical
- Emotional
- Sexual mistreatment
- Neglect/lack of care that causes physical or emotional damage
- Failure to protect from known harm/illness or failure to seek medical attention

If a participant discloses that they are experiencing abuse:

1. Listen carefully to the participant and do not try to interview them.
2. Remain calm.
3. Ensure the participant is safe (i.e. returned to the activity or sitting with another staff member) and immediatley contact the Inclusive Services Coordinator (phone number), your manager, or the Manager of Family and Leisure Services (phone number).
   
   **You must immediately speak to one of individuals listed above**

4. Take notes right away on what you have seen or heard and write an incident report.
5. Do not discuss the incident with participants, guardians or other staff members.
6. It is the role of the authorities to contact guardians and information you provide will be kept confidential, families will never be told who contacted the authorities.
7. Should a participant attempt or speak of attempting self-harm or suicide, immediately contact the Inclusive Services Coordinator or manager listed above. Guardians must be immediately contacted and notified of the situation. Should the guardian not appear concerned, the Inclusive Services Coordinator/manager will follow step #8 listed below.
8. The Inclusive Services Coordinator or the appropriate manager will contact the authorities (Child, Youth and Family Services Intake line Phone Number, for Adults and Seniors 9-911 or 9-1-1).
9. More information can be found in the Abuse Awareness and Reporting Manual.
10. A Social Worker investigating concerns may contact you for more, first-hand information.

If you suspect abuse is occurring, even without a disclosure (for example, unexplained/suspicious injuries, over sexualized behavior, etc.) contact Child, Youth, and Family Services and/or the Inclusive Services Coordinator.

**Child, Youth and Family Services**  **Inclusive Services Coordinator**  
Phone Number and Hours  Phone Number and Hours

**REMEMBER - YOU HAVE A DUTY TO REPORT**
Anyone who does not report information that relates to a child in need of protective services is GUILTY of an offense and can be fined up to $10,000 or imprisoned for up to 6 months
References


