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The Leisure Pool Issue



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The Lean In-Service

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ON THE COVER PAGE:
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Remembering LGG



Linda G. Green

Our family has suffered a painful loss. Linda G. Green, who most recently served *Pool & Spa News* and *Aquatics International* as copy editor, passed away unexpectedly early this year. In her 30-plus years here, she filled a number of roles. While she left the company nearly 10 years ago, she continues to have an impact, largely because of the knowledge she imparted on our editorial staffers who were lucky enough to work with her.

Linda came to PSN in the 1980s after having held reporting and editing positions on local newspapers in her home state of Oregon, where she also attended Pacific University. In her three decades here, she adapted and served how and where needed. She started as a reporter, then was named business editor. But it was in the late 1990s that a wise editor truly locked into Linda's super power – her intense devotion to and near-encyclopedic knowledge of spelling, grammar, AP Style, and Merriam-Webster's Collegiate Dictionary (don't try getting past her with another dictionary!). These are the sources we use in combination to guide us regarding punctuation, grammar, and the like. She became our copy editor. In this role, she earned three Jesse H. Neal Awards for her contributions to stories in *Aquatics International*.

Toward the end of her tenure here, her writing was once again needed, so she added reporting and product coverage to her duties. After she left, she served as a freelance writer for several years.

In addition to her skills at monitoring and upholding our high standards, Linda added a consistent and anchoring presence to our operation.

She was an intensely private person, so she didn't divulge much about herself, and the more personal things I think she'd prefer to remain that way. But I'd like to share her essence. I don't know her exact age, because Linda kept that bit of information where she thinks it belongs — in her employee files. She felt uncomfortable being photographed, so we were lucky to get the lovely portrait above about 10 or 11 years ago.

She was at least partially of German descent and studied German in school. So she was tickled anytime she had the opportunity to speak it or help someone get the pronunciation just right. I can still see her repeating "Fahrvergnügen" with the hand flourish of a maestro as she demonstrated proper pronunciation.

She was mild-mannered and quiet. She had a soothing speaking voice that she used for some voiceover work. She loved comedians whose humor was clean and kind, and she adored her cats. Like us, her pets were lucky to have her, although she'd argue she was the lucky one.

In keeping with her personality, Linda hated confrontation, but she had a strong sense of when she was right. In those cases, she dug deep, sat you down, and explained her problem and where she was coming from. Sometimes for comic relief, she'd ironically sprinkle in a haughty, old-timey sounding phrase or accent for the sake of self deprecation — to show that, yes, this was important to her but, no, she didn't take herself too seriously.

As our copy editor, she held very strong opinions about grammar and style. She took a more traditional approach than I, so we disagreed sometimes. I always remember one issue in particular: the use of "an" before the word "historic." When I pointed out that "an" isn't required anymore, she asked me to humor her, because, "it just drives me crazy to see it the other way." I have done so ever since, and I will continue to. And anytime I see the use of "a historic," I will hear Linda's cry of, "Gad!"

There has never been anybody like Linda G. Green, and there never will be again.

Rebecca Robledo
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CALL FOR ENTRIES: APPLY FOR THE 2026 AQUATICS INTERNATIONAL DREAM DESIGNS BEGINNING MARCH 16



Aquatics International will begin accepting applications for Dream Designs — our annual program that celebrates extraordinary aquatics facilities and waterparks, and the design teams involved. Selected entries will be featured in the July/August issue of the digital and print magazine, as well as online.

The program is open to all aquatics designers, builders and developers. Categories include leisure pools/family aquatics centers; waterparks; competition pools; waterpark resorts; hotel/resort pools; sprayparks; therapy/wellness centers; multifamily housing; swim schools; country club/swim clubs; health/fitness centers; and military/government facilities.

Qualifying projects include new builds and renovations completed within the last five years. Each project requires a separate entry form. Also note there is a stand-alone category for renovation projects.

To enter, go to aquaticintl.com and submit photos of your facility. If supplying nighttime photos, also be sure to include daytime shots so judges can better see the project. Drone images are allowed, but do make sure to include some images taken at ground level to better show the components.

APPLICATION INSTRUCTIONS: If you created an account for Dream Designs in previous years, you can use the same login information. Please note that the entry process involves two screens. After completing the first screen, click “Save and Finalize.” Next, select “Click to Continue.” Then select the application that is in progress. The process is not complete until you hit “Save and Finalize” again on the second screen.

DEADLINE: Friday, April 10, 2026, 11:59 p.m. Pacific Daylight Time

Do you have questions? Contact Rebecca Robledo at 323.801.4974 or via email at rrobledo@kenilworth.com.

NRPA INVESTS IN SPORTS ACCESS

This year, the National Recreation and Park Association is working to improve sports access for groups and communities that face obstacles.

The organization has started a program called “Get Her in the Game,” dedicated to promoting access to sports for girls.

To learn about the opportunities and obstacles for girls entering sports, NRPA partnered with Nike to conduct a study. Researchers found that girls do not play sports as often or remain for as long as boys. Challenges for girls included fewer opportunities, a lack of women in coaching and volunteer roles, a lack of available training for coaching girls, navigating adolescence, and competing responsibilities.

To help, NRPA developed an activation kit including resources to support communities that would like to increase access to girls in sports. Tools include ready-to-use social media assets, templates for social media posts, email/newsletter content, stickers, temporary tattoos, posters, and other items to help promote the message. NRPA also provides tips for creating social media posts to promote girls in sports.

The NRPA also recently awarded 58 grants totaling more than \$1.2 million in cash and in-kind support to park and recreation agencies across 25 states and the District of Columbia, for efforts to expand access to high-quality youth sports opportunities. The organization partnered with Musco Lighting, Nike, and ESPN to provide funding meant to help communities remove obstacles, build welcoming programs and create positive sports experiences for young people nationwide.

“Despite the proven benefits of youth sports, access remains uneven for many children and families,” the organization said. “As one of the nation’s largest providers of out-of-school programming, serving more than 50 million youth each year, park and recreation agencies are uniquely positioned to close these gaps...”

The funds will help with new and improved sports infrastructure in seven communities, training for 6,000 coaches, and implementing “Get Her in the Game “ in 10 communities.



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The Lean In-Service

Getting the Most Out of 15-Minute Increments



PHOTOS COURTESY CITY OF ALAMEDA CALIF.

By Pete DeQuincy

Ever feel constrained? Not enough time? Or there is just too much equipment for this week's in-service training? Do you ever find yourself spending more time on setting up the scenario than training on it?

Consider going lean.

Focus on one or two areas of a rescue rather than the whole scenario. Remember: The goal is to have your lifeguards successful when it comes to rescues and emergencies. By improving on small, critical aspects of a lifesaving skill through rapid repetition, you're improving your lifeguards' ability to respond, rescue, and provide care quickly, efficiently, and synchronized.

Short and to the point is key.

The Lean In-service allows the trainer to identify gaps or rough spots that might require a new additional training block or a repeat of an existing block (skill refresher/polish). Below, I'll discuss how to build an effective 15-minute in-service and provide two examples — one for water, the other for land — of in-service trainings using this model.

HOW TO BUILD YOUR 15-MINUTES

You can easily develop a 15-minute in-service using the basic structure that follows.

Let's discuss the components for a short but impactful in-service.

Introduction

The introduction should provide the set-up and explanation of the first skill/activity. It should include visuals and/or a quick demonstration of what you expect from the lifeguards. Keep it brief: If you find yourself going over the time limit, think about ways to cut back on your verbiage, or what you want to see happen.

Remember that little steps get you to the larger outcome later on.

Skills

These blocks should focus on making improvements to one specific skill, which should be repeated multiple times to build muscle memory and meet the specific timing goal and the trainer's benchmark. The timing goal should be used as an internal gauge for the trainer to help manage time for the in-service and assess the progress in the lifeguards' ability to perform or respond to a task.

As the trainer, you should require a minimum of three reps within the skill block (one repetition per minute). Remember: Repetition builds muscle memory and skill proficiency. The

15-MINUTE FRAMEWORK 15-Minute In-service: Topic

Introduction	1 minute	
Skill #1	3 Minutes	Benchmark to be achieved
Skill #2	3 Minutes	Benchmark to be achieved
Skill #3	3 Minutes	Benchmark to be achieved
Skill #4	3 Minutes	Benchmark to be achieved
Closing	2 Minutes	

more reps, the better. As the trainer works toward the time limit of the block, each skill should be a natural progression that builds off the previous one. This allows for a smooth, uninterrupted transition to the next skill block.

Each skill block should include benchmarks, which outline what the trainer hopes to achieve within the three minutes. This can include a specific skill that is acquired or a timing goal that is achieved.

Closing

Closing allows for the trainer to provide feedback to lifeguards regarding their skills, the trainer's goal, and how



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**EXAMPLE of WATER IN-SERVICE
15-Minute In-service: Passive Guest-in-Distress (GID) in Shallow Water**

Introduction: Rescuing a passive victim on the surface, face-up and face-down	1 minute	Give a quick explanation and demonstrate making the rescue, GID placement on the rescue tube, prepping the patient for extrication or ventilation.
Skill #1: Rescue the guest in distress (GID), 15 feet away, face-up on the surface, facing away. Lifeguard starts at edge of pool, in water or standing on deck 1-to-1 ratio (Lifeguard/GID)	3 minutes 3 reps minimum, striving for 12 reps or more: • First rep at 10 seconds • Then descend 1-2 seconds each time until making the rescue with good placement of the GID on the tube in 3 seconds • Finish with 3 reps at 3 seconds	Benchmark: <i>The rescuer can successfully secure the Guest in Distress (GID) to the rescue tube face-up and properly placed, ready for ventilations or extrication in 3 seconds.</i>
Skill #2: Rescue the GID, 15 feet away, face-down on the surface, facing the wall. 1-to-1 ratio (Lifeguard/GID)	3 minutes 3 reps minimum, striving for 12 reps or more: • First rep at 8 seconds • Then descend 1-2 seconds each time until making the rescue with good placement of the GID on rescue tube in 4 seconds • Finish with 3 reps at 4 seconds	Benchmark: <i>The rescuer can successfully make contact with the GID, turn them face-up, and properly place them on the rescue tube, face-up, ready for ventilations or extrication in 4 seconds.</i>
Skill #3: Rescue the GID, 15 feet away, face-down on the surface, facing the wall, and ready to provide in-water ventilations with resuscitation mask out. 3-to-1 ratio (Lifeguard/GID)	3 minutes 3 reps minimum, striving for 9 reps or more: • First rep at 10 seconds • Then descend 1-2 seconds each time until making the rescue with good placement of the GID on the rescue tube in 6 seconds • Finish with 3 reps at 6 seconds	Benchmark: <i>The rescuers work as a group, make contact with the GID, turning the GID face-up, and properly place them on the rescue tube, face-up, ready for ventilations or extrication in 6 seconds.</i>
Skill #4: Rescue the GID, 15 feet away, face-down on the surface, facing the wall, and ready to provide in-water ventilations with resuscitation mask out. Provides 5 ventilations.	3 minutes 3 reps minimum, striving for 6 reps or more: • First rep at 20 seconds • Descend 1-2 seconds each time until making the rescue with good placement of the GID on rescue tube in 6 seconds, and 5 ventilations are given, with a total time of 16 seconds • 3 reps at 16 seconds	Benchmark: <i>The rescuers work as a group, make contact with the GID, turning them face-up and properly placing them on the rescue tube, face-up, ready for ventilations or extrication in 6 seconds; and 5 ventilations are given with a total time of 16 seconds.</i>
Closing	2 minutes	Provide feedback and remind the lifeguards how the training aligns with their larger duties and tasks.

**EXAMPLE of LAND IN-SERVICE
15-Minute In-service: Primary Assessment**

Introduction: Primary assessment with a multi-rescuer response	1 minute	Give quick explanation and demonstrate each rescuer's role according to their position around the patient.
Skill #1: Rescuers' placement around the patient, with each rescuer ready to perform a specific task 4-to-5-person team, with 1 person as the patient, the rest as rescuers	3 minutes 3 reps minimum, striving for 12 reps or more: • 3 reps at 10 seconds • 4 reps at 7 seconds • 5 reps at 5 seconds	Benchmark: <i>Rescuers can successfully position themselves around a patient to provide care within 5 seconds. Rescuers are proficient at all positions.</i>
Skill #2: Opening a victim's airway (lateral and cephalic position) 4-to-5-person team with 1 person as the patient, the rest as rescuers	3 minutes 6 reps minimum, striving for 18 reps or more: • 6 reps of Head-Tilt Chin Lift at 5 seconds • 9 reps of Triple Airway Maneuver at 5 seconds Halfway through, direct one rescuer to integrate assemble/retrieve/ready a resuscitation mask	Benchmark: <i>Rescuers can effectively open a patient's airway from both lateral and cephalic position, being able to clearly demonstrate Head-Tilt Chin lift, and Triple Airway Maneuver. Rescuers are proficient in opening the airway with resuscitation mask ready to use.</i>
Skill #3: Taking a patient's pulse while opening their airway 4-to-5-person team with 1 person as the patient, the rest as rescuers	3 minutes 4 reps minimum, striving for 7 reps or more: • 3 reps at 18 seconds • 4 reps at 15 seconds	Benchmark: <i>Rescuers can effectively take a pulse by either the primary rescuer or with team effort. An open airway is maintained, and a resuscitation mask is ready to use.</i>
Skill #4: Having at least one rescuer glove up while the patient assessment is done 4-to-5-person team with 1 person as the patient, the rest as rescuers	3 minutes 4 reps minimum, striving for 7 reps or more: • 3 reps at 18 seconds • 4 reps at 15 seconds	Benchmark: <i>Primary rescuer is gloved and ready to provide airway management if necessary. Uninterrupted care while multiple rescuers are gloved and ready.</i>
Closing	2 minutes	Provide feedback and remind lifeguards how the training aligns with their larger duties and tasks.

the in-service aligns with overall job duties. This also can be used as a water break between two 15-minute in-services.

THINGS TO CONSIDER AS THE TRAINER

As the trainer, your critical eye is necessary to ensure lifeguards are meeting your benchmarks. Keep in mind the following so your in-service is successful:

Be mindful of your time management – it's easy to go over the time limit.

It's okay to repeat a skill block if necessary.

Less talk, more interaction: Keep your lifeguards engaged.

If you have to explain something, consider performing a visual demonstration, if possible.

Bringing lifeguards together for in-service takes a lot of time and energy, and it can be pricey. Maximize your interaction time with them and reap the benefits.

Good luck and keep training.



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Building a Prevention Professional

Effective swim instructors not only teach a skill – with proper training, they play a key role in avoiding tragedy.



PHOTOS COURTESY ANGELA WILD/ELEMENTAL AQUATICS

By Angela Wild

Here is the operational truth about your learn-to-swim program: Your outcomes don't live in your curriculum binder.

They result from instructor behavior, including how teachers cue, sequence, spot risk, respond to student fear, manage groups, communicate with caregivers, regulate emotions, and apply standards consistently. That is where drowning prevention either happens or it doesn't.

Indeed, a prevention professional is a swim instructor who reliably delivers safe, developmentally appropriate instruction; builds transferable water competence; communicates progress responsibly; and teaches within a layers-of-protection mindset.

Swim instruction can constitute an important part of a larger drowning-prevention strategy, but the research asks the industry to be honest about a key distinction: Performance during a lesson is not the same as learning. Learning is what holds after time passes and conditions change.

That distinction matters, because the research base on child swim instruction still has major limitations. A scoping review rooted in motor control science found that 83% of child swim-instruction studies lacked explicit theoretical grounding, and 87% did not include retention or transfer tests. This does not mean lessons don't help. It means that quality of implementation should be considered in the prevention conversation.

The good news is that operators don't need a research lab to raise quality, because you can professionalize the instructor role with clear expectations, skills verification, coaching, and a retention pathway that makes great instructors want to stay. In this and following articles, I propose a system for accomplishing that. This framework is not meant as a debate about which certification is best — it is an internal operating system for onboarding, evaluation, and practice-based training.

I'll begin by discussing how to set up your instructors for success in their first 30 days of employment.

GETTING STARTED

The first 90 days are a critical time in a new instructor's tenure. It's when they learn the operational standards and best practices in the facility or organization. At least as important, during this period they should cement their understanding of the vital role swim instruction plays in a child's growth and understanding of swimming and safe behavior in water. Here, let's take a look at the first 30 days.

Training for Days 1–30: Safety, foundations, and baseline teaching competence

Goal: Operate safely and teach within house standards. Print this out, assign owners, and track completion.

- *Perform a facility safety orientation:* This should include EAP, AED/first aid, communications, and exits.
- *Explain the non-negotiables:* ratios, deck flow, supervision, boundaries, and reporting.

Make sure your instructors understand your maximum student-to-teacher ratio, so that they will maintain that during their sessions. Sometimes, due to scheduling mishaps or perhaps poor communication with staff, an instructor will be in the water and suddenly realize they have 10 children in one lesson. If situations such as this arise, teachers should know how to communicate those goals with their managers and leads to ensure safe ratios for swim-instruction classes.

Discuss deck flow — such factors as where parents and children enter, where children exit and caretakers pick up their charges, and whether students are required to shower before class. This conversation *(continued on page 26)*

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FROM THE GROUND UP

When going through the process of designing, building, and opening a municipal aquatic facility, at least one experienced aquatics professional should be included in the team from the very start.

By Joey LaNeve



When designing special features such as this lazy river with a shaded island, a professional with day-to-day experience operating aquatics facilities can provide input on such issues as how many lifeguards would be required or ways to minimize visual obstacles.

PHOTOS, LEFT AND FACING:
TOWN OF QUEEN CREEK, ARIZ.

Recently, I had the opportunity to participate as part of a two-and-a-half-year construction project that involved designing, planning, and opening an approximately \$70 million recreation and aquatics center, the first of its kind in the municipality where I work.

In my role as aquatics supervisor, I held responsibilities for informing the design, developing a program plan and budget, and building a team to open the aquatics portion of the center in March of 2025. The project challenged me in many ways both professionally and personally, and I am very grateful for the experience this opportunity provided.

This article will focus on the design and construction of our new aquatic facility and what steps we took to ensure that the final product met the needs of our community.

PROJECT ROADMAP

Building and opening a new aquatics facility requires a huge investment for a municipality. It is a long process that involves many different phases, including conducting feasibility studies, collecting public input, finding funding, recruiting a contractor and architect. Then come the design phase, permitting, construction, and commissioning.

In the development of our facility, the timeline of design, construction, permitting, and commissioning spanned more than two and a half years, beginning in 2022 and ending in 2025. Before I joined the team in the design phase, multiple years' worth of feasibility studies, public meetings, and funding decisions had taken place.

Each center will be different, but understanding the construction phases can help ensure that the project moves at a smooth pace. Over the long term, this knowledge also will avoid costly changes down the road.

RIGHT PEOPLE AT THE TABLE

Every construction project, whether a new build or renovation, has a team that works collaboratively to bring that project from concept to completion.

That team usually includes multiple municipal departments, along with the contractor, architect, design consultant, project manager, and sometimes other specialties. For new construction, such as my facility, it is common practice to start design and construction at the highest levels of the municipality, including such high-placed individuals as department directors and municipal leadership.

Too often, those who will open and operate the future facility are not brought to the table until much later.

In the case of our new facility, department leadership recognized that they did not have professional experience overseeing aquatics programs and services, so they felt it important to recruit a professional with that background to weigh in on important design and operational questions. As the staff member ultimately responsible for opening and operating our facility, I am eternally grateful that I was included early, because my input helped us achieve a fantastic final product.

From the very beginning of the design process, I could

provide input on important decisions such as filter, pump, and chemical systems, pool layout and design, and amenities. The process was extremely collaborative. We started by looking at the overall pool design and layout. Working with our design consultant, we were able to develop a pool design that made sense for the types of programs that we wanted to provide. The consultants took our feedback, then gave us design options that we could workshop until we came to a final decision as a team.

For example, the team determined early in the process that a lazy river was a key amenity that the town wanted. River features are extremely popular for the public, however they create a challenge from the perspective of lifeguard coverage: The shape can naturally create blind spots, so they often require heavier staffing levels than standard pools. I was able to work with the design consultants and our internal team to develop a river that had long, winding bends instead of smaller, sharper curves. This also lent itself to having a large island in the



river that provided an opportunity to add reservable ramada spaces, something that we use to generate additional revenue. Without someone at the table who understands lifeguard zones and coverage, the design

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likely would have gone in a different direction and required more staff, and consequently a larger budget to operate.

Including an aquatics expert in the planning also helped inform the shape, size, and function of our leisure pool. This body of water is most heavily used during recreational swim times, because it has an activity tower and a maximum depth of 4.5 feet. It also is heavily used for learn-to-swim programming and water exercise year-round. During the design process, we wanted to ensure that the pool was flexible enough to meet the diverse needs of our various programs. To us, that looked like gradual depth changes, multiple walls with sitting areas for lessons, and large stair entries to facilitate both access and lesson programming.

Accessibility also made up a big component of our design. We wanted to ensure that people of all abilities could enjoy the pool, and that is reflected in our design. Outside of the standard ADA lifts required by code, we incorporated a beach entry into our family pool and wheelchair ramp access to our lazy river.

My advice to any organizations that expect to build new aquatics centers in the future is to ensure that you seek the input of someone with experience operating these facilities and programs as early as possible in the process. Designing and building a new facility is a daunting task that represents a huge investment. It is vital to ensure that you set your organization up for success with the final product. With the right minds working collaboratively, you can plan an aquatics center that meets the needs of the community and is functional from an operational standpoint.

Joey LaNeve is aquatics supervisor for the Town of Queen Creek, Ariz. He also serves as president of the Association of Aquatic Professionals.

USE YOUR NETWORK

One of the most powerful tools in an aquatics professional's tool belt is their ability to establish a professional network. Whether it be local, regional, national, or even international, these are people on whom you can rely to help answer questions and bounce ideas off of. For me, they're a key to success.

I consulted often with my professional network, gained through local groups and national organizations such as the Association of Aquatic Professionals (AOAP), to bring this facility to life. This was the first time that I have been involved in a major construction project, and I had plenty of internal doubt that I had enough knowledge to succeed in this role. My professional network taught me a lot about what to expect and how to set our team up for long-term success.

During our pump-room design, for example, I was asked if I wanted sand or regenerative-media filtration systems. Regenerative media filters are relatively new on the market, and I have had no practical experience with them. Through my network, I could chat with users of this technology around the country to learn their



An aquatics professional -- preferably somebody who will help run the completed facility -- should join the design conversation as soon as possible. They can best speak to what they will need for their programming and community.

PHOTO COURTESY HAYDON BUILDING CORP.

practical experience with these systems, as well as discuss options with other professionals who I trust to provide me with unbiased feedback. From these conversations, I was able to choose a direction for our facility that made sense.

Most impactfully, my network provided opportunities for me to visit other local facilities to see firsthand features that we wanted to incorporate. By meeting with these other teams and discussing the successes and challenges of their pool designs, we could make more informed decisions about what to include in our facility. One of the most common points of feedback we heard was the importance of deck shade (Arizona summers are brutal!) and dedicated equipment storage. Both of these items were weighted heavily in our design, and we were able to incorporate a lot of shade and storage into our final product.

We like to jokingly say that our facility is a collection of the best of the best from other facilities, but to a certain extent that is true. Using our local and national networks expanded our knowledge and gave us the chance to build a great facility that incorporated the lessons we learned from other professionals who have gone through similar experiences.

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firsthand features
that we
wanted to
incorporate.

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Chemicals, Controllers, Sanitizing Equipment



A) AIS Water

Product: AutoChlor NEO

Features: pool chlorinator that can operate across a wide spectrum of salinity levels; automatically detects salinity and operates accordingly; comes with a userfriendly control with a single rotary encoder and full colour LCD screen, simplifying pool maintenance for the user

Contact: aiswater.com.au

B) AllChem Performance Products

Product: Vantage ACF

Features: Vantage ACF series of Calcium Hypochlorite Feeders makes chlorination easy; calcium hypochlorite, a source of unstabilized chlorine, provides sanitation without the hassle of liquid chlorine

Contact: vantagewatercare.com

C) BECS Technology

Product: BECSys LVL+

Features: water level controller that can also control a main drain modulating valve; water level sensing options exist for a wide variety of installation situations; comes standard with Gbit Ethernet, EZConnect; fully compatible with BECSys Live web-based portal

Contact: becsys.com

D) Blue-White Industries

Product: FLEXFLO A1A

Features: Peristaltic Metering Pump designed for pump rooms where liquid chlorine, acid, and other chemicals are stored; installation may also be outside where there is exposure to the elements; NEMA 4X rated for corrosion-resistance and protected from windblown dust, rain, and water

Contact: blue-white.com



E) CCEI

Product: Phileo VP compact pH Controller

Features: automatically tests and monitors pH levels in pool water and adjusts chemicals in the water as needed; offers a color changing, LED light that changes from green, to yellow and red to provide quick visual indications if the water chemistry is balanced or falls out of the accepted levels

Contact: ceei-pool.com/us



F) ChlorKing

Product: NEXGEN Onsite Chlorine Generator

Features: helps protect facilities against the ever changing costs chemicals, replacement parts, and labor for repairs; helps prevent recreational water illnesses and improve swimmer comfort; produces 10-120lbs of bleach per 24 hours and uses pool water; one unit can sanitize up to six bodies of water

Contact: chlorking.com

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G) Circupool

Product: Circupool

Features: recently upgraded with expandable chemical automation; continually monitors and automatically maintains chlorine and pH, using ORP and pH sensors integrated into the chlorine generator cell, as well as a peristaltic acid pump and tank

Contact: circupool.com

H) Industrial Test Systems

Product: eXact Turbo Turbidity Meter

Features: designed for commercial pool operators who require accurate turbidity measurement and reliable data documentation; meter uses a built-in proprietary plastic photocell, removing the need for loose glass cuvettes in pool environments

Contact: sensa.com

I) LaMotte Co.

Product: Mobile WaterLink SpinTouch Lab

Features: allows pool professionals the ability to test water in the field; use patented WaterLink Spin reagent disk with the photometer to measure 10 different tests in 60 seconds; precise results; easy to use

Contact: lamotte.com

J) Recreonics

Product: Chemtrol 250 ORP pH Chemical Controller

Features: automatically maintains both sanitizer ORP and pH; all operating functions are clearly labeled and accessible from the front panel, with safety and easy reset features; includes ORP and pH probes and paddlewheel flowswitch; not to be used with salt pools

Contact: recreonics.com

K



K) Wapotech

Product: Aqus ClearAmine Air Monitor

Features: measures 12 air parameters providing a calculated surrogate value that accurately duplicates airborne trichloramine residuals in a natatorium; continually measures, data logs, displays, and helps manage air quality with multiple connectivity options

Contact: wapotech.com

L



L) Westlake Water Solutions

Product: Accu-Tab Chlorination System & Tablets; Acid-Rite pH Adjustment System & Tablets

Features: when combined, the Accu-Tab and Acid-Rite systems work to help achieve a more manageable balance of pool water; virtually maintenance-free

Contact: westlakewatersolutions.com



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Safety and Rescue



A) AAA Communications

Product: Emergency Pool Phones

Features: new line of phones include landline and cell phone models; the digital print “Call Emergency 911” on enclosure will not peel, bubble or scratch off; universal mounting kit allows it to mount on a wall, vinyl, rail or chain link fence

Contact: epoolphone.com

B) American Red Cross

Product: Longfellow’s WHALE Tales Water Safety for Children

Features: new version specifically developed for Latino communities; no-cost program helps kids learn vital water safety behaviors without having to be in or near the water

Contact: cruzrojaamericana.org

C) APG Fire Systems

Product: APG Fire System

Features: turns a swimming pool into a ready-to-use defense against wildfires; easy-to-install system draws water directly from the pool to protect property when every second counts; reliable, on-demand protection powered by your own water source

Contact: APGfire.com

D) Aqua Creek Products

Product: TruPro Rails and Ladders

Features: engineered for ADA compliance; built with corrosion-resistant stainless steel; available in standard and custom configurations for any commercial pool; provides secure, ergonomic access with easy installation

Contact: aquacreekproducts.com

E



G



F



H



E) Aquastar Pool Products

Product: Flow Sync Floor Return

Features: returns water evenly in all directions around the fitting through a sleek flush mount body that sits flush to the pool finish; designed to improve flow distribution and minimizes floor discoloration; ideal for sun shelves and beach entries

Contact: aquastarpoolproducts.com

F) Landmark Aquatic

Product: AquatiCare

Features: newly enhanced preventative-maintenance program; customized service plans align with each facility's unique needs, covering equipment inspections, routine maintenance, and precise chemical care

Contact: landmarkaquatic.com

G) Recreonics

Product: Recreonics Rescue Tubes

Features: 40- and 50- inch water rescue tubes with reach assist are made from high density, closed-cell foam; encapsulated in an 8-10 mils high-viscosity red vinyl skin with anti-fade additives; "GUARD" logo imprint; tapered ends; ABS quick-release buckles; 2-by-24-inch shoulder strap and a 1-inch-wide towline that extends through the entire length of the tube; made in the U.S.A

Contact: recreonics.com

H) Vacless

Product: Pump Shut-off System/SVRS

Features: VGB-compliant SVRSs feature an electrical pump shut-off system with an alarm or siren, which instantly turns the pump off upon entrapment; automatically resettable in 3 minutes; no false tripping, choice of air or no-air induction, and no bypassing for pool vacuum cleaning; installs in 5 minutes onto the pump

Contact: vacless.com

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(continued from page 13) will help promote smooth transitions and make sure that the operation runs efficiently. Inform instructors whether or not a lifeguard will be on duty in their session and why. If yes, explain the reporting protocol for times when no lifeguard is present. Explain the instructor's duties regarding monitoring – how should they watch and scan students? This is especially important if lifeguards are not planned. Discuss how they should respect students' boundaries with the correct hand placement and positioning, etc., as well as the rules for reporting when an employee or visitor breaches those boundaries or engages in dangerous behavior.

- *Shadow a variety of classes.* Before instructors begin handling full sessions on their own, they should shadow classes across levels, so they have a comprehensive understanding of the overarching curriculum and progression line. As a simple example, maybe they could begin with a mommy and me infant/toddler course, then shadow courses that provide an introduction to stroke development, then perhaps another that includes more advanced strokes.

- *Teach three micro-segments.* This exercise should also be performed before an instructor manages full classes. The new teacher should conduct three micro-segments of 5 to 10 minutes each, with a mentor present. This segment could be part of a lead instructor's or supervising instructor's full-length session. After shadowing, it's common to co-teach classes before new instructors are assigned their own students.

- *Demonstrate class structure.* Some facilities may structure their classes to have very specific opening routines. Maybe sessions for the younger children start with safety rules, safety talks, perhaps a welcome song. Then the class may move into transitions, such as going from station to station or from skill to skill. Finally, a closing routine may include a goodbye song or other way to end on a positive note, followed by teachers communicating with caretakers about the skills and summary of the lesson, before properly dismissing the students (and doing a head count).

END OF MONTH VERIFICATION

When the 30 days have passed, review the new instructor's progress. Check to verify that they do the following, and sign off before they move to the next phase of training and onboarding:



To improve an instructor's effectiveness as a deterrent to drowning, a thorough onboarding process is necessary, with the employees gradually working their way to having their own classes.

PHOTO COURTESY ANGELA WILD/ELEMENTAL AQUATICS

- *Maintains safe positioning and continuous scanning.* Instructors remain close enough as appropriate for the student at all times. Notice whether instructors maintain proper distances while providing individual students with extra direction, or if they get sidetracked and move too far away from some of the children. Also verify that the teacher adequately monitors students during the session.

- *Uses safe physical supports appropriate to level.* These could include noodles, kick boards, a pool buoy, or various toys. Verify that the instructor uses them safely.

- *Participates in one EAP drill.* These should be both and in-water.

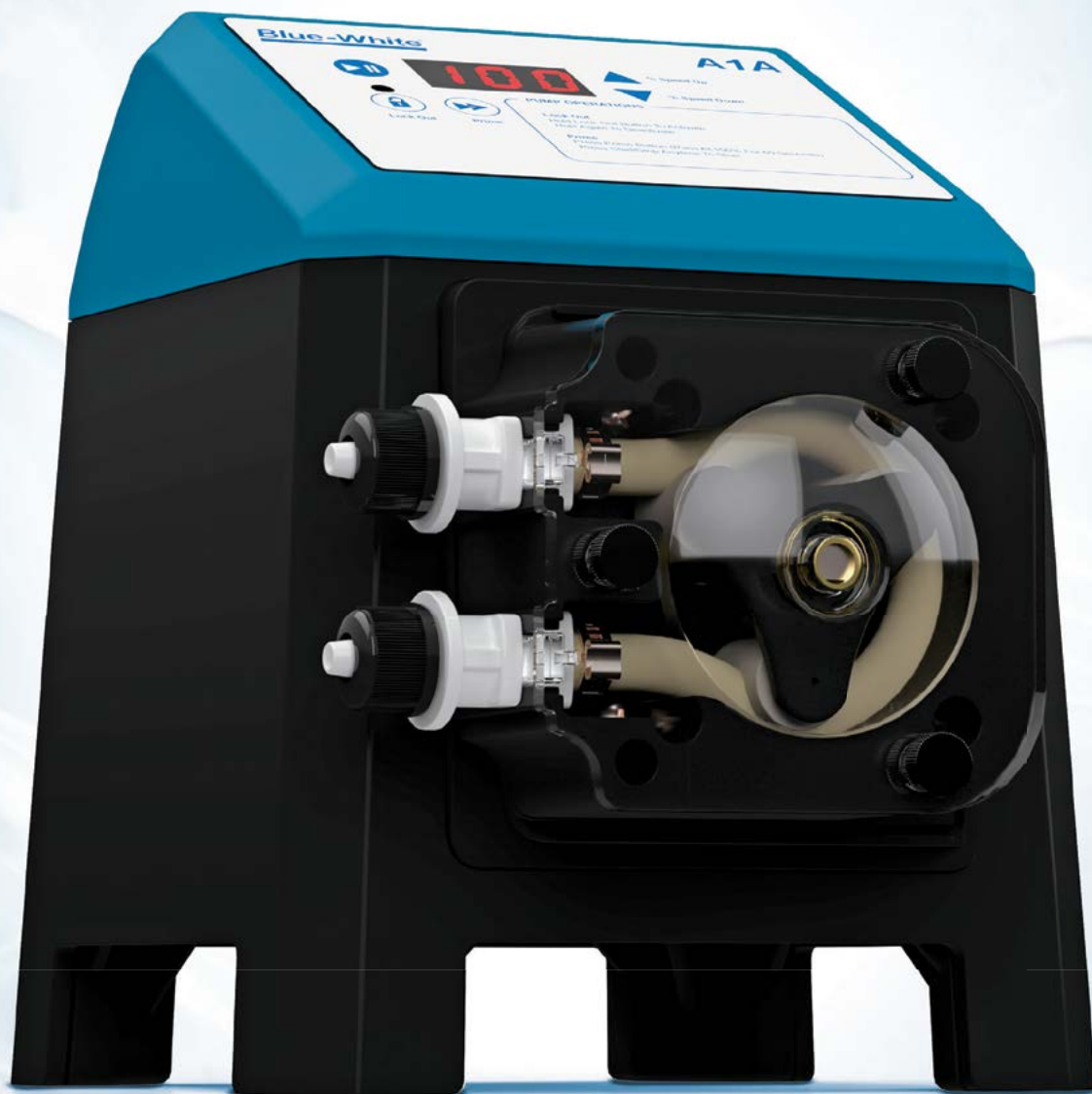
- *Role-plays caregiver scripts for consistent communication.* Explain to new instructors your standards for communicating with caregivers. Role-play various scenarios, such as fielding caregivers' questions about their child's progress, or objections to how you're handling their instruction.

Once the 30 days has passed and instructors have demonstrated these skills, you can clear them for limited independent teaching, at defined levels only.

Angela Wild is a swim instructor and owner of San Diego-based Elemental Aquatics. She also established the Buoy Up Foundation, which provides scholarships, endowments, education, and training for families, aquatics professionals, and communities. She has 20 years' experience as a swim instructor.

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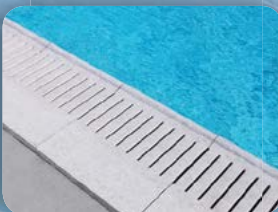
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