

TRAINING REGISTRATION FORM

Complete one form per participant



Course	Class Date(s)
<input type="checkbox"/> Lifeguard <input type="checkbox"/> Lifeguard Review <input type="checkbox"/> Shallow Water Lifeguard <input type="checkbox"/> Shallow Water Review	

First Name	Last Name	Age	DOB MM/DD/YYYY

Address/ City/State/Zip	Cell Phone	Email

Medical Conditions / Allergies

Emergency Contact Name	Emergency Contact Phone	Emergency Contact Relationship

PROGRAM POLICIES	
<p>No Refunds –Class fees are nonrefundable and no refunds will be issued once fees have been submitted. In the event that a participant is unable to pass the prerequisites or final exams the participant may transfer to a class at a later date (if available). If a participant is absent from any scheduled class days or times, the participant will not be offered a transfer or refund of any kind.</p> <p>No Visitors – Only registered participants are allowed on the pool deck or in the classrooms during training. All visitors including parents must wait in the parking lot.</p> <p>I HAVE READ AND AGREE TO THE TERMS OF THE STATED PROGRAM POLICIES AND CLEARLY UNDERSTAND THE NO REFUND POLICY.</p>	
<p>_____</p> <p>Participants Signature or Parent/Guardian Signature (if under age 18)</p>	<p>_____</p> <p>Today's Date</p>

RELEASE OF LIABILITY FOR PARTICIPANTS - READ BEFORE SIGNING	
<p>IN CONSIDERATION OF MYSELF and/or my minor child/ward ("my child"), being allowed to participate in any way in the Safe Swim program, related events and activities including but not limited to Lifeguard Training, Lifeguard Instructor Training, CPR/AED/First Aid Training, and Water Safety Instructor Training, the undersigned acknowledges, appreciates, and agrees that:</p> <p>The risk of injury to myself and/or my child from the activities involved in these programs is significant, including the potential for permanent disability and death, and while particular rules, equipment, and personal discipline may reduce this risk of serious injury does exist; and,</p> <p>FOR MYSELF, SPOUSE, AND CHILD, I KNOWINGLY AND FREELY ASSUME ALL SUCH RISKS, both known and unknown, EVEN IF ARISING FROM THE NEGLIGENCE OF THE RELEASED PARTIES or others, and assume full responsibility for my and/or my child's participation; and,</p> <p>I willingly agree to comply with the program's stated and customary terms and conditions for participation. If I observe any unusual significant concern in my and/or my child's readiness for participation and/or in the program itself, I will remove myself and/or child from the participation and bring such attention to the nearest official immediately; and,</p> <p>I myself, my spouse, my child and on behalf of my/our heirs, assigns, personal representatives and next to kin, HEREBY RELEASE THE other participants, sponsoring agencies, sponsors, Safe Swim program owners and staff, advertisers, and if applicable, owners and lessors of premises used to conduct the event (collectively the "Released Parties"), WITH RESPECT TO ANY AND ALL INJURY, DISABILITY, DEATH, or loss or damage to person or property incident to my and/or my child's involvement or participation in these programs, WHETHER ARISING FROM THE NEGLIGENCE OF THE RELEASED PARTIES OR OTHERWISE, to the fullest extent permitted by law.</p> <p>I, for myself, my spouse, my child, and on behalf of my/our heirs, assigns, personal representatives and next of kin, HEREBY INDEMNIFY AND HOLD HARMLESS all the above released parties from any and all liabilities incident to my and /or my child's involvement or participation in these programs, EVEN IF ARISING FROM THEIR NEGLIGENCE, to the fullest extent permitted by law.</p> <p>I HAVE READ THIS RELEASE OF LIABILITY AND ASSUMPTION OF RISK AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.</p>	
<p>_____</p> <p>Participants Full Name</p>	<p>_____</p> <p>Participants DOB</p>
<p>_____</p> <p>Participants Signature or Parent/Guardian Signature (if under age 18)</p>	<p>_____</p> <p>Today's Date</p>

LIFEGUARD CLASS STUDY GUIDE

Print a copy to complete during class

Name: _____

Chapter 1: The Professional Lifeguard

1. What is the primary responsibility of a lifeguard?
2. List five (5) examples of secondary responsibilities that should never interfere with patron surveillance.
3. List five (5) characteristics of a professional rescuer.
4. Lifeguards should always be _____ and _____ or _____ upright when on _____ duty.
5. A lifeguard is texting while on surveillance duty and fails to recognize a swimmer in distress. What legal principle could be a problem for this lifeguard?
6. List five (5) steps that a lifeguard should take when obtaining consent from an injured or ill person before providing first aid or emergency care:
7. What is the validity period of an American Red Cross Lifeguarding certification?
8. How does an American Red Cross certified lifeguard get recertified?
9. Why is it important to attend a pre-season orientation and training?
10. What does EAP Stand for?
11. Why is it important for lifeguards and other team members to understand and practice the EAP?
12. What is the best practice for the frequency of in-service training participation at well-managed aquatic facilities?
13. List four(4) topics that could be discussed during in-service training.

Chapter 2: Facility Safety

1. What items are considered to be personal protective equipment for a lifeguard?
2. What equipment should be worn or carried by a lifeguard at all times while on duty? List at least two and include the reason(s) why this equipment should be worn or carried.
3. What safety equipment/items should be easily accessible for a lifeguard while on duty? List at least two and describe how/when each item is used.
4. As a lifeguard, you are responsible for consistently _____ your facility's _____ and _____.
5. List three (3) common pool rules.
6. Explain what it means to be "equipped and rescue-ready".
7. How do you respond to a patron breaking the rules or engaging in dangerous activities?
8. Identify at least two (2) reasons why each lifeguard in the images below is not equipped or rescue-ready and indicate what can be done to improve each situation.



- 1.
- 2.



- 1.
- 2.



- 1.
- 2.

9. Information about which hazardous chemicals are in the facility, where the chemicals are stored, the specific dangers of those chemicals, how to identify the chemical hazards, how to protect themselves and others from being exposed and what to do if they are exposed are located in the _____ or ____.
10. If an accidental fecal release (AFR) occurs, you should direct ____ patrons to leave all of the pools that use the same _____ system. Remove as much of the fecal _____ as possible with a _____ or _____, trying not to break formed stool apart. _____ of the feces using _____ procedures. Do not _____ the feces.
11. Severe _____ can cause a power _____. In the event of a power failure, you should _____ the pool because _____ and _____ of pool water will not be possible. Follow the facility's _____ for severe weather conditions.

Chapter 3: Surveillance and Recognition

1. Match the following: ___Distressed Swimmer ___Drowning Active Victim ___Drowning Passive Victim
 - a. Head above water, breathing, horizontal or diagonal body position, little or no forward progress, able to call for help, at the surface of the water.
 - b. Face-up or face-down in water, submerged, not breathing, horizontal or vertical, no movement, no sound.
 - c. Head tilted back with face looking up, struggles to breathe, vertical body position, no forward movement, cannot call out for help, either at the surface of the water or sinking.

2. Match each station type: ___Roving Stations ___Elevated Stations ___Ground-Level Stations ___Floating Stations
 - a. Puts you close to the patrons to easily make assists.
 - b. Used in waterfront facilities to patrol the outer edge of a swimming area.
 - c. Ideal for a single guard facility.
 - d. Good to use with a crowded zone.

3. A lifeguard on duty should be able to recognize and reach a drowning victim within _____ seconds.

4. The size of a zone should allow for a lifeguard to recognize an emergency, reach the victim, extricate and provide ventilations within _____ to _____ minutes. Explain why:

5. What is the difference between total and zone coverage?

6. Lifeguards should be actively _____ their zones. Why?

7. When scanning, make sure to _____, don't _____. Why?

8. You are guarding a lap swim with only two patrons. What should you do to deal with the monotony?

9. It is very hot in your facility and you are starting to doze on the stand. What should you do to stay alert?

10. You are distracted by the glare of the lights on the water and the water movements are making it hard to see all areas of your zone. What should you do?

11. Why is it important for lifeguard managers to conduct drills to test zones?

12. Due to inadequate _____ to body tissues, the victim may suffer _____. This can occur in as little as _____ after submerging. Brain damage or death can occur in as little as _____.

13. _____, which can be described as rapid, deep breathing, is a dangerous technique used by some swimmers to try to swim long distances underwater or to hold their breath for an extended period while submerged in one place. If you see these dangerous activities, you must intervene.

14. What does "RID" stand for? R = _____ I = _____ D = _____

15. During rotation, to ensure there is no lapse in patron surveillance, even for a brief moment, what should each lifeguard do?
The incoming lifeguard should:

The outgoing lifeguard should:

Chapter 4: Injury Prevention

1. List the three (3) major strategies a lifeguard can use to help prevent injuries at an aquatic facility.
2. List three (3) things that help determine if a life jacket is appropriate for use.
3. Many facilities have unique challenges that demand different kinds of surveillance. For each situation listed below, list two guidelines you should keep in mind when providing surveillance for patrons.

Guarding areas for young children:

Play structures:

4. Why is it important to educate your patrons about safety in, on and around the water?
5. You are in the lifeguard office taking a break from surveillance duty and a camp counselor requests a swim test for a new camper. You use the Red Cross water competency sequence to conduct a swim test. Put the proper steps in order.

	Exit from the water
	Recover to the surface and remain there for at least one minute (floating or treading)
	Rotate 360 degrees and orient to the exit
	Enter the water and completely submerge
	Level off and propel yourself on the front or the back through the water for at least 25 yards

Chapter 5: Emergency Action Plans

1. Why should an EAP be facility specific?
2. Provide three (3) examples of situation-based EAPs.
3. Place the following EAP actions in order for a situation where the victim is responsive and does not require additional care.

	Rescue
	Equipment check/corrective action
	Signal
	Return to duty
	Report, advise, release

4. Describe the actions of the additional safety team members listed below during a rescue where the victim is unresponsive and requires additional emergency care.

Other lifeguards:

Additional safety team members: (Front desk staff, maintenance staff or others as designated by the EAP)

5. When completing a report, you should _____ all _____ information about what was _____, _____ and the actions taken.
6. Why might a supervisor choose NOT to re-open a facility that was closed during an emergency?
7. Members of the safety team, including non-lifeguard personnel, should be trained and certified in _____ and _____/_____ at the same level of the _____ team (for professionals).
8. After the emergency has been resolved, there are still three important tasks to complete. Explain each task.
 REPORT :
 ADVISE:
 RELEASE:
9. You must be prepared to respond to emergencies that are outside of the immediate aquatic environment and not part of your zone of responsibility. Describe three (3) areas where these emergencies could occur.

Chapter 6: Water Rescue Skills

1. Put the following general procedures in order, for situations involving a water rescue.

	Provide emergency care as needed
	Remove the victim from the water
	Move the victim to a safe exit point
	Enter the water, if necessary
	Report, advise and release
	Perform an appropriate rescue
	Activate the emergency action plan (EAP)

2. What are some factors that should be considered when deciding how to enter the water?

What additional factors should be considered when deciding how to enter the water and why?

3. Match the following: ___Slide-in entry ___Stride jump ___Compact jump ___Run-and-swim entry
 - a. Use in shallow water, crowded pools or when a victim with a head, neck or spinal injury is close to the side of the pool.
 - b. Use to enter the water from a gradual slope. zero-depth area, such as a shoreline or wave pool.
 - c. Use only if the water is at least 5 feet deep and you are no more than 3 feet above the water.
 - d. Use to enter water from the deck or from a height, depending on the depth of the water. The water must be at least 5 feet deep if you are more than 3 feet above the water, in a lifeguard stand.

4. Identify the appropriate entry for each scenario listed below:

SCENARIO	ENTRY
You are seated on an elevated lifeguard stand in the deep end during recreational swim and spot a passive-drowning victim. The area surrounding your station is clear of patrons and objects.	
You are searching your zone from an elevated station when you spot a patron who appears to have a head injury as a result of diving in shallow water.	
You spot an active drowning victim while searching your zone from a ground-level station located in the middle of the pool where the water is 4' deep.	
You are searching your new zone as you walk toward the elevated lifeguard stand in the deep end before a rotation and you spot an active drowning victim.	
You have just rotated to a roving station during open swim at a crowded waterfront and spot a swimmer in distress.	

5. What are the two (2) most common assists and when should each be used?

6. You are approaching a victim who is vertical in the water, near the surface in 4 feet of water. The victim is facing you and appears to be unconscious. What kind of rescue should you use?

7. You are approaching a child who is facing away from you and struggling to keep their head above water. What kind of rescue should you use?

8. You are approaching a victim from behind who appears to be unconscious. What kind of rescue should you use?

9. If victim in the water is not breathing, you should always do what?

10. What are four (4) core objectives in any rescue situation?

Chapter 7: Before Providing Care and Victim Assessment

1. Touching soiled dressings that are contaminated with potentially infectious material is an example of _____ contact.

2. List three (3) examples work practice controls that reduce the likelihood of an Bloodborne Pathogens exposure incident.

3. OSHA's recommended solution to use for disinfecting contaminated or soiled equipment and surfaces is ___ part _____ per ___ parts water.

4. Put the following general procedures for injury or sudden illness on land in order:

	Perform a primary assessment
	Provide care for the conditions found
	Summon EMS, if needed and not already done
	Size up the scene
	Report, advise and release
	Perform a secondary assessment

5. Describe six (6) actions you should take or determinations that you should make while performing a scene size-up:

6. Provide a situation and specific example of when you should move a victim who is on land.

7. What does AVPU stand for? What do Lifeguard use it for?

8. If you are alone when responding to someone who is ill, you must decide whether to Call First or Care First.
 When should you Call First?

 When should you give Care First?

9. How do you tell the difference between an adult, a child and an infant?
 Adult: _____ Child: _____ Infant: _____

10. The primary assessment includes checking the victim for _____, _____, and a _____.

11. During the primary assessment, you find the victim is not breathing and has no pulse. When would you give 2 ventilations before starting CPR?

Chapter 8: Breathing Emergencies

1. Lack of oxygen can eventually stop the heart (cardiac arrest) and prevent blood from reaching the brain and other vital organs in as little as _____ minutes after submerging. Brain cell damage or death begins to occur within _____ to _____ minutes.

2. Describe the two (2) types of respiratory emergencies:
 Respiratory Distress:

 Respiratory Arrest:

3. List five (5) possible causes of respiratory distress.

4. When caring for a person in respiratory distress, you should:

5. List five (5) possible causes of respiratory arrest.

6. True or False - When checking to see if someone is breathing:

_____ Look to see if the victim's chest clearly rises and falls.	_____ Look away from the victim's chest
_____ Check for breathing before checking for a pulse.	_____ Keep the victim's mouth closed.
_____ Check for breathing and a pulse simultaneously.	_____ Listen and feel for air against the side of your face.

7. The normal breathing rate for an adult is between ___ and ___ breaths per minute.
8. What is a lifeguard's objective when caring for a drowning victim who is not breathing?
9. When giving ventilations, give 1 ventilation every ___ to ___ seconds for an adult; and give 1 ventilation every ___ seconds for a child or infant. After ___ minutes, you should reassess for _____ and a _____.
10. What should you do if you are giving ventilations and the victim's chest does not rise after the first breath?
11. For a conscious choking adult, perform a combination of ___ back blows followed by ___ abdominal thrusts. If you cannot reach far enough around the victim use _____ thrusts instead.
12. For a conscious choking child, perform _____ back blows and _____ abdominal thrusts with _____ force than you use for a _____.
13. For a conscious choking infant, perform a combination of ___ back blows and _____ chest thrusts with even _____ force.
14. Continue care until: the object is _____ and the victim can _____ or _____, or until the victim becomes _____.
15. If a conscious choking victim becomes unresponsive, what should you do?
16. For unconscious choking, for adult, child or infant, give _____ chest compressions, _____ inside mouth and _____ object if seen, then attempt _____.
17. When you are providing care, an unconscious victim may have isolated or infrequent _____ in the absence of other breathing, called _____ gasps.
18. Agonal gasps can occur even after the _____ has _____.
19. Normal, _____ is regular, quiet and effortless.
20. Agonal gasps are not breathing; care for the victim as though he or she is _____ at all by giving ventilations or providing _____.

Chapter 9: Cardiac Emergencies

1. Describe the five links in the Cardiac Chain of Survival for Adults:
 - a. _____ of _____ and activation of the emergency _____ system.
 - b. Early _____ to keep _____ - _____ blood flowing and to help delay _____ and _____.
 - c. Early _____ to help restore an _____ rhythm and significantly increase the patient's chance for _____.
 - d. Advanced _____ support using advanced _____ who can provide the _____ tools and _____ needed to continue the lifesaving _____.
 - e. Integrated _____ - _____ arrest care to optimize _____ and _____ and treat _____ immediately after the return of spontaneous _____.

2. For each minute CPR and defibrillation are delayed, the victim's chance for survival is reduced by about ___ percent.

3. What should you do if you think someone is having a heart attack?

4. Signs of cardiac arrest include:

5. What does CPR stand for: C = _____ P = _____ R = _____
 What is the objective of CPR?

6. Compressions given at the correct rate are at least _____ per minute to a maximum of _____ per minute.

7. When performing CPR, the compression depth should be at least _____ inches for an adult, about _____ inches for a child and about _____ inches for an infant.

8. For one-person CPR, there are _____ compressions to _____ ventilations for an adult, child and infant.

9. For two-person CPR, there are _____ compressions to _____ ventilations for an _____ and _____ compressions to _____ ventilations for a _____ and an _____.

10. When providing two-rescuer CPR, when should rescuers change positions?

11. You arrive on the scene when another lifeguard is performing CPR, what should you do first?

12. What two (2) techniques change when providing CPR for an infant with two-rescuers?

13. Why do the number of compressions for an infant change when there are two-rescuers performing CPR?

14. Provide three (3) examples why a lifeguard could or should stop CPR.

15. When using an AED:
 - a. Avoid getting the _____ or _____ wet.
 - b. Do not place the AED pads directly over a _____ or other implanted device.
 - c. Remove excess _____ that makes pad-to-skin contact difficult.
 - d. Do not place pads directly over _____ jewelry or _____, instead adjust pad _____ if necessary.

16. Is it appropriate to use an AED on a victim who is pregnant? _____
 Why?

Chapter 10: First Aid

1. What does SAMPLE stand for?
 - S _____
 - A _____
 - M _____
 - P _____
 - L _____
 - E _____

When should SAMPLE be used?

2. List five (5) symptoms of sudden illnesses:

3. List the general precautions for injury or sudden illness on land:

4. In a diabetic emergency, give 15 to 20 grams of _____ in the form of _____ to the victim. If not available, 15 to 20 grams of _____ from several sources can be given including glucose and _____-containing candies, _____, orange juice or whole _____.

5. List two (2) reasons to summon EMS personnel for a victim of a diabetic emergency.

6. List three (3) reasons to summon EMS personnel for a victim who is having, or had a seizure.

7. You are a lifeguard at a crowded facility and recognize a patron in the water who appears to be having a seizure. Put the following response and care steps in order.

	Remove the person from the water
	Perform a primary assessment
	Support the person with their head above water until the seizure ends
	Size up the scene
	If breathing normally, position the victim on their side and monitor airway and breathing

8. You are conducting a secondary assessment on an adult patron who lost their balance on the pool deck. The patron is slurring his speech while explaining that his arm is feeling numb. What sudden illness could this patron be experiencing?

9. What does FAST stand for?
 - F _____
 - A _____
 - S _____
 - T _____

10. How can you tell if a person is suffering heat exhaustion or heat stroke?

11. What are the lifeguard's objectives while waiting for EMS personnel to arrive?

12. What are signs and symptoms of shock?

13. _____ is a life-threatening condition that occurs when the body's systems are overwhelmed by heat and stop functioning.

14. What does RICE stand for?
 - R _____ I _____ C _____ E _____
 When would you use RICE?

Chapter 11: Caring for Head, Neck and Spinal Injuries

1. Head, neck or spinal injuries often are caused by high-impact/high-risk activities. List three (3) examples of high-impact/high-risk activities in an aquatic environment.
2. What are some signs and symptoms of a head, neck or spinal injury?
3. Spinal injuries rarely happen during _____ diving into _____ water.
4. For a victim of a suspected head, neck or spinal injury, your objective is to _____ movement of the _____, _____ and _____.
5. Backboards work best when they are equipped with a _____ to secure the victim to the board and a _____ device that can be attached to the top, or head-end, of the board.
6. If you encounter a patron who is _____ but has a suspected head, neck or spinal injury on land, activate your facility _____, have someone bring a _____ and have the victim _____ so they don't fall. Minimize _____ of the victim's _____ by telling the victim to remain _____ and _____ turning or _____ their head, neck or _____.
7. Higher priority is given to airway management, giving ventilations or performing CPR than to _____.
8. Put the general rescue procedures for caring for a head, neck, or spinal injury in the water in order:

	Check for responsiveness and breathing
	Activate the EAP
	Perform a rescue providing manual in-line stabilization
	Re-assess the victim's condition and provide appropriate care
	Safely enter the water
	Remove the victim from the water using the appropriate spinal backboarding procedure

9. The _____ technique is used for performing manual in-line stabilization for victims in the water.
10. When rescuing a victim of a suspected head, neck or spinal injury using the spinal back boarding procedure, communication with the victim is important. What should the lifeguards tell the victim?
11. Put the following Spinal Extraction Steps in order:

	The assisting responder(s) on deck brings the backboard to the edge of the water and removes the head immobilizer, placing it within reaching distance.
	The rescuing lifeguard places the victim on the center of the backboard with the head on the designated head space.
	The assisting responder(s) on deck places the board at an angle in the water, submerging the head space of the board if possible.
	The rescuing lifeguard moves to the foot end of the board while the assisting responder holds the backboard at the head of the board from the pool deck.
	The rescuing lifeguard enters the water to perform in-line stabilization using the head splint technique and swims with the victim toward the side of the pool.
	Working together, the lifeguards pull and push the backboard onto the deck, then begin to assess the victim's condition and provide the appropriate care.
	With the head of the backboard resting on the pool edge, the assisting responder stabilizes the board by pressing down on it with both elbows and stabilizes the victim by placing both hands on the victims arms and applying pressure, using the head splint. The rescuing lifeguard can release the arms.
	The assisting responder lifts the head of the backboard so the runners are on the deck.
	The rescuing lifeguard now approaches the board and moves to the side of it. The rescuing lifeguard then places one foot (steps on) the end of the backboard to hold it down.
	The rescuing lifeguard secures one strap across the victim's chest, under the armpits, and then stabilizes the victim by placing one hand and arm on the victim's chin and chest and the other hand and arm under the backboard. The assisting responder then releases the victim's arms and lowers the victim's arms down and secures the victim's head to the backboard using a head immobilizer and strap across the forehead.

ANSWER SHEET: LIFEGUARDING SKILLS

Name: _____ Date: _____

Exam **(A)** **(B)**

1. (a) (b) (c) (d)

2. (a) (b) (c) (d)

3. (a) (b) (c) (d)

4. (a) (b) (c) (d)

5. (a) (b) (c) (d)

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33. (a) (b) (c) (d)

34. (a) (b) (c) (d)

35. (a) (b) (c) (d)

AFTER CLASS INSTRUCTIONS

Thank you for training with Safe Swim. Below is some information to help you after class.

Certification

- Upon successfully completing the online course and the in-class sessions participants will receive an American Red Cross Digital Certificate valid for 2 years
- The certificate will be emailed to you from the Red Cross with in 2 business day after completing the class (please check your spam folder if you do not get the email)
- If you do not receive an email, go to: www.redcross.org/getcertificate and enter your First Name, Last Name, Postal Code (92653) and the Last Date of Class
- If you require a wallet size certificate please call 1-800-RED-CROSS

Print a Receipt

- To print a class receipt, go to: www.safeswim.com/print
- Note: To customize your class receipt, you will need [Adobe Reader](#) and input the fields as they pertain to the course(s) you completed.





Date: _____

To whom it may concern,

This letter is confirmation that _____ has successfully completed the American Red Cross course(s) listed below on _____.

Safe Swim Training Support Team
949-420-0804

TRAINING RECEIPT

PARTICIPANT:	DATE:	
DESCRIPTION	QUANTITY	PAID
	TOTAL PAID	