

RENO | RESCUE

VOLUNTEER TRAINING HANDBOOK
2019



Professional Association of Therapeutic
Horsemanship International

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2019 VOLUNTEER TRAINING HANDBOOK

A PATH International Premiere Accredited Center

PATH Member Number 699350

Welcome to Reno Rescue, Inc.!

We are so grateful that you are interested in becoming a part of our team. With your generous contributions of time, energy, creative resources, and care for the people and horses in this program, you will find that the rewards are many!

About Reno Rescue

Reno Rescue offers horseback riding lessons for individuals of all abilities, including individuals with disabilities and/or who are in need of therapeutic riding (also known as "adaptive riding"). We are a PATH International Accredited Center and volunteers who wish to be involved in therapeutic riding lessons should also refer to the information and guidelines included in "Section 2" of this manual in addition to the Section 1 General Guidelines and Expectations.

Mission

Reno Rescue, Inc. is a 501c3 non-profit that provides both mounted and non-mounted experiential therapeutic riding instruction to disadvantaged youth, the physically disabled, veterans and seniors. Much like many of these students, the horses used in the program have hardened pasts, unusual stories and special needs. We exist because we believe that horses can heal physical and emotional needs in ways that are unique.

Volunteer Education

Four times per year, Reno Rescue offers Volunteer Education sessions where our volunteers, new and experienced alike, will learn and review basic horsemanship skills, maintenance, tour the tack rooms, etc. Volunteers must attend 2 Volunteer Education days per year to maintain their volunteer status and stay current with the ranch and its horses.

Our Volunteer Education Sessions are designed to teach you the basics of our safety procedures, our program methods and policies. A willingness to learn and contribute is important. In these sessions, (and in our regular programs and events), we hope that you will learn some new information and leave feeling excited and confident! We encourage questions, suggestions and fresh ideas, and promise that we will provide as much support as we can!

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Section 1: General Volunteer Guidelines

These guidelines apply to any and all volunteers of Reno Rescue, Inc.

Facility Protocols, Rules and Guidelines

1. No dogs allowed during any program or event. Permission must be given to bring dog in other situations. Dogs must always be on a leash.
2. Be professional and respectful towards both human and equine participants.
3. Dress appropriately. Remember that you may be outside in the weather for several hours, will be walking in loose and potentially deep footing, and may be running for short periods.
 - a. Close toed shoes, ie: boots
 - b. No revealing or inappropriate clothing
 - c. Do not wear dangly jewelry or strong perfumes
4. Bring your own food and beverage.
5. No obscene language.
6. Be on time.
7. Give sufficient notification of cancellation.
8. Keep cell phone off or in your car. Even vibrating phones in your pocket can startle a rider or horse. If you are expecting an urgent call, please inform the instructor before the lesson so that appropriate arrangements can be made.
9. No smoking, illegal drugs or alcohol.
10. Respect Reno Rescue's facilities and equipment.

Volunteer Job Descriptions

Reno Rescue has several ways in which volunteers can contribute both inside and outside of the arena. Here is a brief list of duties that you might be interested in:

- Grant Writing- Research and write grant/foundation/corporate requests.
- Special Events- Assists in planning and implementing occasional special events
- Photography/Video Production
- Horse Care - Feed horses, clean paddocks, grooming, etc. on non-lesson days.
- Horse Management - Help with training, conditioning and routine exercise of program horses. (Volunteers must be competent riders and screened by the Program Director first.) Weight limit may not exceed 190 lbs for riders (however, this limitation is subject to change given that each rescue horse has its own weight limit and ability).
- Financial Assistance
- Maintenance- Provide general improvements including painting, cleaning, weeding, and other tasks as necessary
- Lessons- The primary jobs during lessons are "leader" and "side walker" (see information below).

Volunteer Dismissal Policy

While it may be unpleasant to think about, it is important to address the situations that may cause a volunteer to be dismissed from his or her duties. All staff, volunteers and guests involved in any activity of Reno Rescue are expected to:

- ❖ Act in a professional manner
- ❖ Be respectful and courteous towards participants (human and equine)
- ❖ Follow the confidentiality policy (see Section 2: Therapeutic Riding)
- ❖ Dress appropriately
- ❖ Refrain from use of obscene or vulgar language
- ❖ Follow established safety procedures
- ❖ Take direction from supervising personnel
- ❖ Be on time
- ❖ Give sufficient notification of cancellation (24 hours is preferred)
- ❖ Not use alcohol or illegal drugs
- ❖ Adhere to No Smoking Policy.
- ❖ Use appropriate interactions with riders/students, staff, volunteers, visitors at all times including but not limited to the following:
 - touch, not being alone with students, content of conversation

If a volunteer's actions are not appropriate, Reno Rescue, Inc. reserves the right to dismiss anyone from participating at any time. If the volunteer's behavior results in gross negligence by the volunteer or the deliberate endangerment of a rider, a volunteer may be dismissed immediately. If the behavior is something that does not pose an immediate safety risk, but is something that needs to be corrected, the following procedure will be followed. The instructor who noticed the behavior will talk to the other instructors and/or staff. The volunteer will be given a formal warning by the instructors/staff. If the volunteer does not correct the behavior in question, they may be dismissed by a majority vote of the instructors upon the next occurrence of the behavior. If the volunteer feels that they have been treated unfairly, they may contact the board of directors to file a complaint.

Volunteer Schedules and Cancellation Policy

- Please inform the Program Director ahead of time if you there are days/times you cannot make it so we can find a replacement.
- Instructors, fellow volunteers and students all rely on you showing up on your scheduled day and at your scheduled time. If you need to cancel, please let the Program Director know at least 24 hours in advance. In the event of emergencies, call or text 775-873-7226 ASAP.
- Occasionally lessons may need to be canceled. Cancellations may occur because of weather, because there are not enough volunteers to safely conduct lessons, or riders have canceled. Please call or text (775) 873-7226 or email renoriding@gmail.com if you are wondering about cancellations. Notifications will be made via email, unless the cancellation occurs 2 hours or less before lessons begin for the day, in which case the instructor will call or text you.

Treat Policy

Bringing Treats for the Horses: If you would like to bring a treat, be aware that some horses have dietary restrictions and may not be able to eat it - it's not personal! Ask before you give any horse a treat. NEVER hand feed the horses!! This trains them to get pushy and sometimes to bite. Treats can go in feeders or buckets after their lesson has finished. Please check with instructor before giving any treats.

Safety

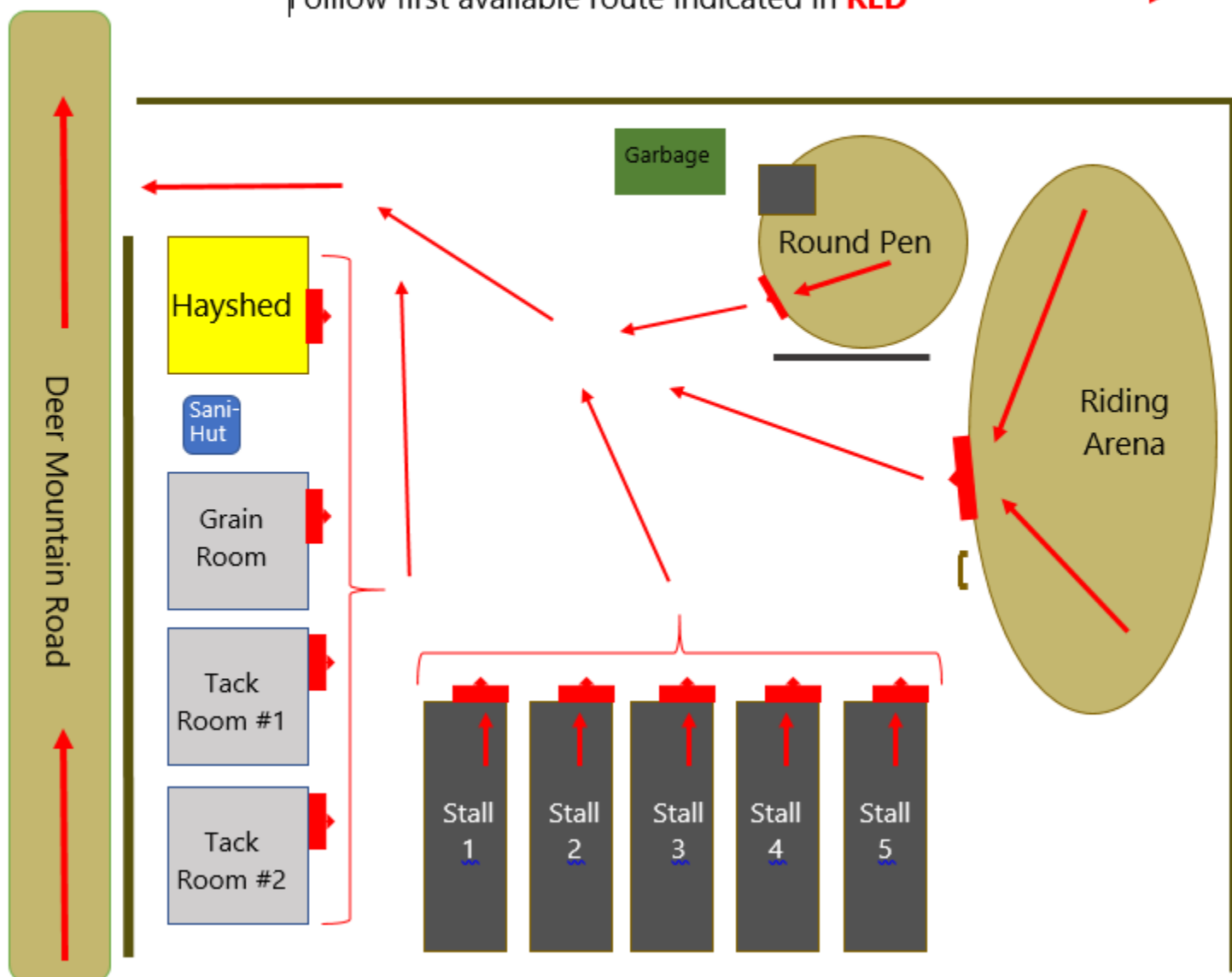
Our job is to ensure our participants enjoy their lessons in a fun and SAFE environment! Our instructors and staff are specially trained to ensure all procedures are followed, but it is impossible for them to catch every little detail. To help the instructor, you can go through this safety check list, be responsible for yourself, and speak up if something is missed, forgotten or seems unsafe. If there is anything you are uncertain about, ask! You are the instructor's extra set of eyes and ears. If at any time you have a concern about safety, the instructor is the first person you need to tell.

The instructor needs to know if you have any conditions that may prevent you from doing your assigned tasks, as it might create an unsafe lesson and could endanger the participants. Be sure to let us know if you have high blood pressure, allergies (to bee stings, for example), heart conditions, seizure history, strong medications, physical pain or weakness or other conditions that may be important. Remember – there is no need to act tough or “deal with it.” There is a job for everyone that needs to be done, regardless of special needs or conditions. Be sure to inform the instructor if you have a newly diagnosed medical situation, or if you will not be able to perform your usual job. Please let the instructor know if you begin to feel unwell or uncomfortable during lessons.

- Horse and Human First Aid Box with Backpack: Equine first response / first aid items are inside Tack Room #1.
- Fire Extinguisher: Inside Tack Room #1 and Hay Shed.
- Gathering place and procedures: In the case of fire or other natural emergency, do not attempt to save belongings or items. Your life and the rider's life are the priority. Gather at the front of the property if safe to do so. Do not leave the premises until your safety has been ascertained.

Reno Rescue Evacuation Plan

Follow first available route indicated in **RED** →



Section 2 – Lesson Volunteers (both therapeutic and traditional)

These guidelines apply to volunteers assisting in riding lessons of any variety, who must also adhere to the Section 1 Guidelines outlined in this manual

Lesson Schedules and Cancellation Policy

- Volunteers will be scheduled for the same time each week for a session and schedules will be emailed to you.
- Please inform the Program Director ahead of time if you there are days/times you cannot make it, so we can find a replacement.
- Instructors, fellow volunteers and students all rely on you showing up on your scheduled day and at your scheduled time. If you need to cancel, please let the Program Director know at least 24 hours in advance. In the event of emergencies, call or text 775-873-7226 ASAP.
- Occasionally lessons may need to be canceled. Cancellations may occur because of weather, because there are not enough volunteers to safely conduct lessons, or riders have canceled. Please call or text (775) 873-7226 or email renoriding@gmail.com if you are wondering about cancellations. Notifications will be made via email, unless the cancellation occurs 2 hours or less before lessons begin for the day, in which case the instructor will call or text you.

Reno Rescue Weather Policy

SAVE THIS PAGE FOR YOUR REFERENCE

Weather patterns can change quickly in Northern Nevada, and therefore a decision to cancel lessons will be made at least 1 hour before scheduled lesson time and up to 24 hours in advance.

The following guidelines will be used to determine whether to cancel lessons at Reno Rescue. It is the responsibility of the lesson instructor to determine whether the weather presents a hazard to the safety of lessons.

The following situations may cause the cancellation of lessons:

Heat

Temperatures above 95 degrees may be cause for cancellation of mounted lessons. The instructor may choose an un-mounted activity in lieu of cancellation.

Wind

High Wind Warnings, especially above 40 mph, including Blowing Dust Warnings and Blizzard Warnings.

Flash Flood Warnings

Threat of LOCAL flooding or a Flash Flood Warning issued by National Weather Service (NWS).

Thunderstorms

Thunderstorms are typically short-lived events; however, lessons will be cancelled when thunder is audible, and lightening occurs within 5-10 seconds of thunder, or if NWS has issued a Severe Thunderstorm Warning.

RENO RESCUE WEATHER POLICY (CONTINUED)

Rain

Forecasted rainfall over .25 inches during a 2-hour period. Forecasts for 20-50% (slight chance of rain to chance of rain) chance of rain is not sufficient for cancellation.

Winter Storm Warnings

Snow, Ice, Sleet and Hail Warnings – Forecasted duration of storm is to be considered. Outside Temperatures below 45 degrees may be reason for cancellations.

Bad Air Quality

Air quality at “unhealthy for sensitive groups” or worse.

Leader Training (may attend Volunteer Education Days)

We have a mandatory Leader training that any interested volunteers must attend before becoming a Leader. Please see Leader Manual for more details about horses, leader requirements and much more.

General Qualifications:

- Completion of Reno Rescue Basic Volunteer Training.
 - Satisfactorily demonstrate Reno Rescue leader protocol, as described in the leader job description.
 - Foster a respectful and mutually beneficial relationship with the horses.
 - Considerate practice of Reno Rescue guidelines to ensure consistency in leading as described in the most current version of the Reno Rescue Volunteer Manual & as demonstrated by Equine Manager(s) and Instructors.
 - Cooperatively works with others and demonstrates willingness to help others learn.
 - Demonstrate willingness to understand horse behavior, health and movement.
 - Attends 2 or more lesson days per month.
 - Demonstrated willingness to try new things.
 - Active participation in discussions related to horse behavior and training.
 - Capable of walking on uneven surfaces for 2 – 4 hours, with intermittent jogging
 - In order to perform the essential duties of the job, you must be able to hear and see.
 - Must have the mobility to work and in a farm environment under all types of weather-related conditions, all year around.
- Works closely with Lead Volunteer, Equine Manager, Instructor, Volunteers, and Staff.

Arrival and Lesson Preparations

Upon arrival:

- Log into the volunteer hours book. Don't forget to include your travel time both to and from the center. We track this information for insurance purposes and to use in grant applications.
- Put up safety/boundary chains and cones in parking lots and around the restricted areas of the facility.
- Put out portable wheelchair ramps.
- Check the lesson schedule. Your role and participation in each lesson will be listed. If you are not on the board for a particular lesson, there will be a list of chores and/or tasks that you can do.
- See what arena and trail props need to be used and set them up.
- Sweep mounting ramp and mats.

- Check to-do list on tack room door
- Look for ways that you can help:
 - Ensure all horses have available water
 - Mucking the arena and pens - one manure bucket should be by pens, one should be by arena
 - Helping set-up arena and trails for lesson
 - Make sure that there is nothing hanging on the fences that will not be used in the lesson.
 - Any fly spray, ointments or other chemicals need to be safely put away and out of reach of the riders and guests by the time that they arrive.

Preparing horses:

- Will be done by the Leader, please review the Leader Manual for how to catch, groom, tack, and warm up the horse.

Preparing rider:

1. When rider and families arrive, greet them kindly, but don't participate in any overly familiar ways. Some students may like holding hands or hugging or even kissing, but gently deter them and show them the appropriate way to shake hands, give a quick sideways hug, etc.
2. The rider should be supervised the entire time they're on the property. During their lesson time, a volunteer or the instructor are in charge of staying with the rider. If the instructor is busy, make sure the rider stays in the safe, designated areas until told otherwise.
3. Riders may be eager to visit the horses. Keep them in a safe area until instructor gives permission for them to safely approach the horses.
4. Helmet fit:
 - a. Must be ASTM/SEI certified
 - b. Remove all hair barrettes, high ponytails, etc. that would affect the fit of the helmet
 - c. When helmet is gently rocked back and forth on the head, the eyebrows and forehead should move
 - d. The chin strap should be snug. Two fingers should fit between the chin and strap
 - e. Side harness should surround the ear with the points meeting just below and in front of the earlobes
 - f. The harness in back should be snug but not squeezing their head
 - g. When the helmet is fully on, it should sit around 1" above the eyebrows

Please note: there is a helmet list with the correct fitting helmet assigned to each rider on a clipboard on the helmet rack.

HELMET FACTS

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(American Medical Equestrian Association)

1. Between 12 – 15 million persons in the United States ride a horse or pony every year.
2. Approximately 20% of horse-related injuries occur on the ground and not riding.
3. Most riding injuries occur during pleasure riding.
4. The most common reason among riders for admission to the hospital and death are head injuries.



5. A fall from 2 feet can cause permanent brain damage. A horse elevates a rider 8 feet or more above the ground.
6. A human skull can be shattered by an impact of 4-6 mph. Horses can gallop at 40 mph.
7. According to National Electronic Surveillance System figures, the most likely ages for injury are at 5-14 and 25-44 years with each decade having about 20% of the injuries.

8. A rider who has one head injury has a 40% chance of suffering a second head injury. Children, teens and young adults are most vulnerable to sudden death from second impact syndrome: severe brain swelling as a result of suffering a second head injury before recovery from the first head injury.
9. Death is not the only serious outcome of unprotected head injuries. Those who survive brain injury may suffer epilepsy, intellectual and memory impairment, and personality changes.
10. Hospital costs for an acute head injury can be in the range of \$25,000 per day. Lifetime extended care costs may easily exceed \$3 million. There is no funding for rehabilitation outside the medical setting.
11. Helmets work. Most deaths from head injury can be prevented by wearing ASTM (American Society for Testing Materials), SEI (Safety Equipment Institute) approved helmets that fit correctly and have the harness firmly applied. Other types of helmets, including bike helmets, are inadequate.
12. Racing organizations require helmets and as a result jockeys now suffer fewer head injuries than pleasure riders. The US Pony Club lowered their head injury rate 29% with mandatory helmet use. Britain's hospital admission rate for equestrians fell 46% after helmet design improved and they came into routine use.

The American Academy of Pediatrics, the American Medical Association through the Committee on Sports Medicine, the Canadian Medical Association, and the American Medical Equestrian Association/Safe Riders Foundation recommend that approved, fitted and secured helmets be worn on all rides by all horseback riders.

Lesson Procedures

Once the horse has been tacked up and warmed up, and the student has arrived and put their helmet on, you are ready for the lesson to begin!

Mounting the Rider:

1. Some riders mount from the ramp, and some will mount from the mounting block. You will be told which one prior to the lesson.
2. No rider should be on the ramp or block without the instructor present or without permission from the instructor
3. If there is a Horse Handler:
 - a. Walk horse toward the ramp/block on a straight line.
 - b. Approximately 5 feet before you reach the block, halt the horse and turn around so that you are now face to face with the horse.
 - c. SLOWLY - one step at a time - walk the horse to the ramp/block.
 - i. For the ramp, get the horses side as close to the surface as is possible.
 - ii. For the block, have the girth area of the horse end up about 10"-15" away from the top step.
 - d. Halt the horse so that the stirrup/girth area is lined up with the rider.
 - e. Get the horse to stand square - all 4 feet are as straight as possible under their body - so that they don't lose their balance when the rider puts their weight on them.
 - i. When trying to move on foot at a time, say "step" and just a small pull on the lead rope until the foot steps forward.

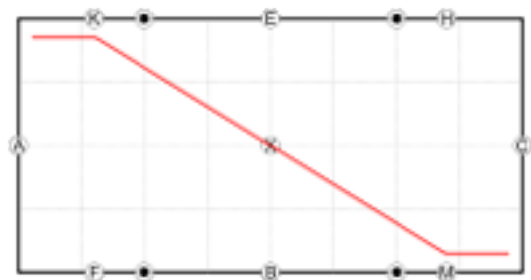
- f. Don't back the horse up in the mounting ramp.
- g. If the horse isn't aligned correctly, you can circle around and try again.
- h. While the rider is mounting, try to keep the horse as still as possible, but don't put a lot of pressure on them, otherwise it will turn into a stressful fight.
 - i. If the rider has to do a crest mount, you will need to lower the horse's head by slightly bowing down from your waist, putting very little pressure on the lead rope, resting your hand on the top of their head, and gently saying "down." Once the rider has their leg over the withers, you can let the horse relax their head.
- i. Once the rider or instructor says "walk on" you will SLOWLY lead the horse away.
- j. Continue walking backwards (facing the horse) until you are about 5' past the ramp/block and clear.
- k. Walk them straight so that anyone doing a thigh hold doesn't have to lean or accidentally fall off the ramp!
- l. You will continue on a straight path until the instructor or rider says "whoa."
- 4. If there is a Side Walker or off side person:
 - a. At the ramp, stand on top platform of the steps.
 - b. At the block, stand approximately 4' away, opposite the rider.
 - c. Do not touch the horse as they come through! You may be instructed to step a little closer, but that is all.
 - d. Do not touch the rider unless otherwise told by the instructor.
 - e. If you do get permission to help the rider, it will be to help them lift their leg clear of the croup/crest, support their hips for balance, settle their leg over the flap of the saddle or help put their feet in the stirrups.
 - f. Off side person will then be instructed to either do a hold or spot as they walk away from the ramp/block.

Lesson Procedure:

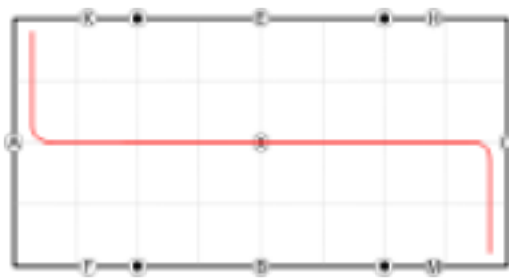
1. During lessons, don't converse with other volunteers or the rider unless it is appropriate to do so. While the instructor is talking is not one of those times.
2. If a rider is talking, just remind them to "listen to the teacher/instructor."
3. If you notice something out of place or potentially dangerous, speak up - the instructor might not be able to see it.
4. If you have concerns about safety or don't understand the instruction, speak up.
5. If you are uncomfortable in any way - you are too hot, need some water, your arm is getting tired and you need to switch sides, you feel ill, etc., SPEAK UP! We want everyone in the arena to be happy and enjoy themselves! Don't feel like you have to "tough it out."
6. Do not help the rider unless it is a dangerous situation, or unless the instructor tells you to. Our main goal is to foster INDEPENDENCE in our students, and we can't do that if everyone is helping them put their feet in their stirrups all of the time!
7. If at any time we are at a halt, the side walker must continue caring for the rider. If you've been doing a thigh hold, continue doing that until you are otherwise instructed. Leaders must face their horse and continue paying attention to them.

8. Arena Figures Used During Lessons

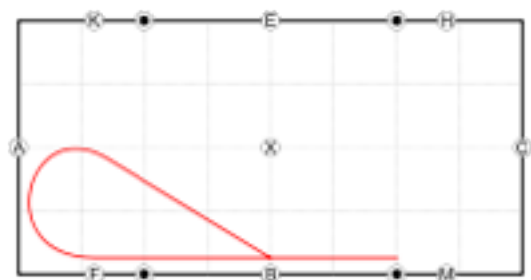
a. During lessons the instructor may ask the rider and team



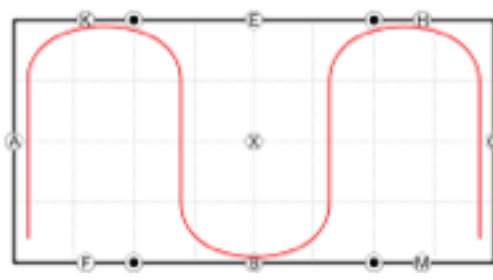
Across the diagonal and change direction



Up the center line and change direction



Half circle and reverse



3 loop serpentine

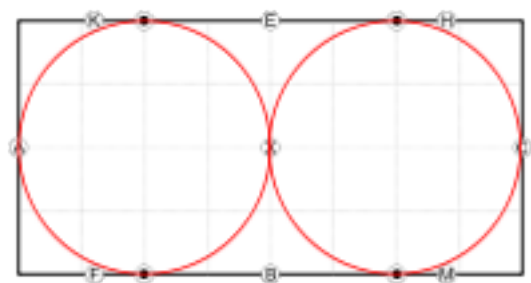


Figure eight

to ride patterns. These are a few of the most common arena figures that we will use:

Dismounting:

1. Leader will halt the horse in a safe area away from the fence and other obstacles.
2. The sidewalker will continue holding and/or monitoring the rider until they are dismissed.
3. We will never dismount on the block or the ramp.
4. If there is a Leader:
 - a. Keep horse steady and still. If a rider has poor body control, they may accidentally jab a toe into the horse's haunches on their way off and you'll be expected to appropriately control the horse's reaction.
 - b. If the rider does a crest dismount.
 - i. When rider is ready to lift their leg, you will lower the horse's head in the same way that you did when doing the crest mount.
 - c. We may encourage our riders to help lead the horses back to the tack area. You will be responsible for helping them.
 - i. If they are able to hold the rope, put it correctly in their hands and then you will walk on the opposite side of the horse's head and be ready to adjust the horse's pace and path if needed by pulling on the halter from your side. Watch that the hooves don't get too close!
 - ii. If the rider isn't capable of fully leading, you will give them the tail end of the rope, and you will stay by the horse's head.
5. If there is a Side Walker:
 - a. You will stay in your spot until the instructor steps in and dismisses you.
 - b. Don't help the rider unless told to do so by the instructor.
 - c. Make sure their foot is out of the stirrup. If it's not, tell the instructor.
 - d. You may be asked to help them lift their leg over the horse's croup. Do NOT grab their joints, try to use their pant leg.
 - e. If the rider does a crest dismount:
 - i. The instructor will steady the rider's hips while the side walker helps lift their leg over the horse's neck, if needed.
 - ii. Once the leg is over the neck, the side walker will grab the rider's hips to help keep them in the side saddle position.
 - iii. The instructor will then help the rider slide down onto the ground.

Emergency dismount procedure:

On rare occasions, a rider will have an “unscheduled” dismount. They may become agitated or scared and need to be removed quickly before it turns into an unsafe situation. They may have a seizure or lose control or consciousness. The horse may spook or misbehave. It is very important that you understand the procedure on how to safely remove a rider!

Understand what to do in an emergency situation. You are responsible for your horse or rider, depending on your assigned role. Emergency situations will be explained and demonstrated, and it is IMPERATIVE that you follow those rules.

The instructor will usually tell the sidewalkers to remove the rider, but if there is no time, the side walker must use their own judgement as to what is safest for the team.

How to perform an emergency dismount:

1. When side walker notices the rider coming off, they will call out something to alert everyone else to the situation. Say something like, “I’ve got him!” or, “She’s coming off!” or “OMG OMG OMG!!”
2. Remove rider’s foot from stirrup as quickly as possible.
3. Grab their hips and pull them away from the horse, pulling them towards your hips so you are baring their weight on your legs (not your back). If you absolutely cannot grab their hips, hook your arms under their arm pits and pull them away to a safe distance.
4. If there is a side walker on the “off” side (the opposite side that the rider is falling), you will remove their foot from the stirrup and then rush away from the horse, but on a forward path toward the horse’s head.
5. The Horse Handler will turn the horse’s head TOWARD the sidewalker who initially yelled out and the side the rider is emergency dismounting from. This will swing the hind end away from the rider. This is also why the off side person needs to run forward - away from the swinging haunches!

LESSON CHECKLIST:

1. **Be aware of the weather conditions.**

- a. Are you prepared? Water, sweatshirt, sunscreen, hat, etc.

2. **In the arena and trail:**

- a. Are the gates to the arena securely closed during the lesson?
- b. Does the footing look safe?
- c. Are obstacles and toys placed safely? Are they broken?
- d. Are the arena and trail free of debris, branches, manure, large rocks?
- e. Are there any items hanging on the fence?

3. **General environment:**

- a. Are spectators (including family) and other nearby activities under control and in a safe area (not entering the off limit areas)?
- b. Are other riders or vehicles a potential hazard?
- c. Are gates all closed?
- d. Are the horses that are not being used in the current lesson safely tied or corralled away from the riding area?
- e. Are there any items that may blow away, fall down or otherwise do something to startle the horses or riders?

4. **How does the Horse look?** With time you will learn what each horse normally looks like. If you notice something unusual, inform the instructor. This is best done discreetly.

- a. While you are getting the horse ready for the lesson, do you notice anything out of the ordinary such as:
 - i. Cuts, hives, ticks, watery eyes, diarrhea, swelling
 - ii. Any signs of colic or illness
 - iii. How is the horse behaving? Is this unusual behavior?

5. **How does the Tack look?**

- a. Is the pad or blanket correctly positioned under the saddle/tack?
- b. Does the saddle fit correctly?
- c. Is the girth/cinch in the right place? Is it twisted? Not too loose or too tight?
- d. Are the safety stirrups on and attached correctly?
- e. Is all of the leather smooth and supple, stitching secure, buckles and snaps in working order, tree sound on saddle, flaps/skirts laying flat?
- f. If the horse wears a bridle, is it properly fitted?
- g. Is the halter tied or buckled correctly and safely?
- h. Are the proper reins attached properly?
- i. If the horse wears boots, are they completely on and snug?

6. **How does the Rider look?**

- a. Is the helmet on correctly?
- b. Is the rider dressed for riding? Long pants, tie on shoes with heel.
- c. No gum or candy in mouth or pockets. Nothing in pockets.
- d. How is the rider feeling? Prepared, need to use the bathroom before mounting, scared?

7. BE READY 10 minutes before Lesson Start Time:

- a. Be respectful of scheduling. There are many chores to do before the lesson starts, including having the horse(s) all tacked-up and warmed-up. **The team posted on the white board should be ready and with the horse when the rider is ready to start his/her lesson.**

End of lesson procedure:

1. If the horse is to be used in the next lesson, check to see if the tack needs to be switched.
2. If the horse has a break between lessons, either untack them and let them rest in their pen, or loosen girth and remove bridle (not halter). Offer them water.
3. If he is done for the day, fully untack the horse and set him loose in his pen. Make sure they have access to water.

End of day procedure:

1. Make sure all horses are in the areas that the instructor has indicated and that they have access to water.
2. Put tack away in its proper place.
3. Return all items used in the arena and on the trail to their proper places.
4. Remove barrier signs/cones.
5. Put away all items including saddle stands and bridle hooks from tacking area.
6. Make sure big arena gates are closed and locked.

Don't forget to sign out!

The Role of the Leader By Susan F. Tucker

A leader's first responsibility is the horse, but he must also consider the sidewalkers, making sure there is enough room along the fence and around obstacles for them to pass.

An effective leader pays close attention to the rider's needs as well as to where the horse is going. This reinforces the rider's attempts to control the horse. However, you should not execute an instruction for the rider before he has time to process the information and make an effort to comply. Sometimes it may be appropriate to walk into the corner and stand until the student figures out what to do.

Avoid the temptation to talk to the rider or sidewalkers. A rider may get confused by too much input and not know who's in charge. (Instructors often make terrible leaders because they can't keep their mouths shut!)

Figure A depicts a few faults common among leaders. Here is a leader grimly marching along— head down, one hand on the lead snap, the other inside the coiled end of the rope—dragging a strung-out horse. In a battle with a horse, you lose. You must get the horse to cooperate. Walk alongside the horse, about even with his eye. This helps keep him in a proper frame, which is more beneficial for everyone.

Talk to the horse; most of them know whoa, walk and trot, or can the words. Watch where you're going and what's happening around you. Walk backward to look at the rider. It's dangerous for everyone and the isn't eager to follow someone who can't see where he is going.

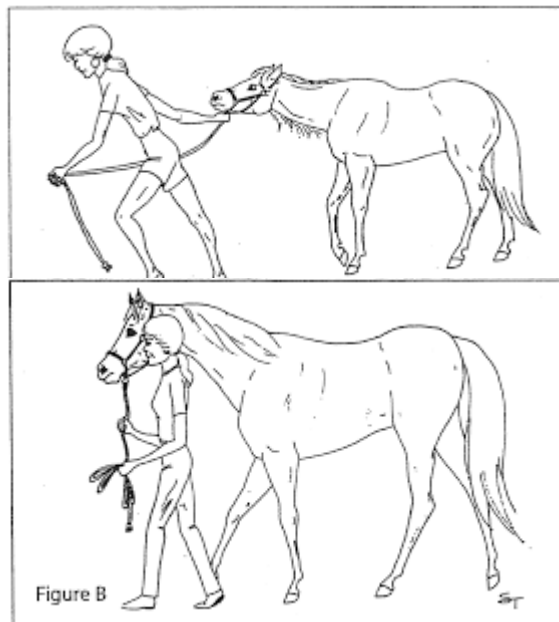
Figure B shows the correct position for leaders. The lead shank is with the right hand 6 to 12 inches from the snap, allowing free motion of horse's head. This is more therapeutic to the rider and less irritating to the horse. The tail end of the lead should be looped in a figure-eight in the left hand to avoid tripping on it. Never coil the rope around your hand. That could end a relationship with your fingers!

Use short tugs rather than a steady pull to keep a lazy horse moving. The horse can set himself against a steady pull, but tugs keep him moving. Move out, about 1,000 steps per 15 minutes, to provide the most therapeutic benefit.

When you halt for more than a few seconds, stand in front of the horse with your hands on the halter's cheek pieces (if the horse permits), or hold the lead or reins. Standing in front is a psychological barrier for the horse and he will stand more quietly than if he has an easy chance to move out. If you have your thumbs, don't put them through the snaffle or halter rings.

If the worst happens and there is an accident, stay with the horse. There are other people to care for a fallen rider. The situation could easily become more dangerous if there are loose horses running around the arena. Move your horse as far from the fallen student as possible and keep calm. Listen for the instructor's directions.

These suggestions can help you control your horse, be a good aide to a rider and be a valuable assistant to an instructor. You will provide real therapeutic input to your rider, as well as make it safe for him to have fun riding.



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Effective Sidewalking By Susan F. Tucker and Molly Lingua, RPT

Sidewalkers usually get the most hands-on duties in therapeutic riding. They are directly responsible for the rider. As such, they have the capability to either enhance or detract from the lesson. In the arena, the sidewalker should help the student focus his attention on the instructor. Try to avoid unnecessary talking with either the rider or other volunteers. Too much input from too many directions is very confusing to anyone, and to riders, who already have perceptual problems, it can be overwhelming. If two sidewalkers are working with one student, one should be the designated talker.

When the instructor gives a direction, allow your student plenty of time to process it. If the instructor says "Turn to the right, toward me," and the student seems confused, gently tap the right hand and say, "Right," to reinforce the command. You will get to know the riders and learn when they need help and when they're just not paying attention.

It's important to maintain a position by the rider's knee. Being too far forward or back will make it very difficult to assist with instructions or provide security if the horse should trip or shy.

There are two ways to hold onto the rider without interfering. The commonly used is the arm-over-the thigh hold. The sidewalker grips the the saddle (flap or pommel depending on the horse's size) with the hand the rider. Then the fleshy part of the forearm rests gently on the rider's careful that the elbow doesn't accidentally dig into the rider's leg.

Sometimes pressure on the thigh can increase or cause muscle especially for riders with cerebral palsy. In this case, the therapeutic hold used. Here, the leg is held at the joints, usually the knee or ankle. Check instructor or therapist for the best way to assist. In the (unlikely) event of an emergency, the arm-over-the-thigh hold is the most secure.

Avoid wrapping an arm around the rider's waist. It is tempting, when walking beside a pony with a young or small rider, but it can offer too and uneven support. At times, it can even pull the rider off balance and make riding more difficult. Encourage your student to use his own trunk muscles to the best of his abilities.

When you are ready for relief for your arm, ask the leader to move into the center to stop. Then trade sides, one at a time, with the other sidewalker.

During exercises, pay attention to the student. Sometimes volunteers forget that the riders are to do the exercises and the sidewalkers are to reinforce and assist. The same applies to games. Don't get so competitive that your rider doesn't get to use his skills because you do it for him in an effort to win.

The ultimate goal for [therapeutic] riding is to encourage the rider to stretch and grow. You are right at his side, so help the instructor to challenge him to the best of his ability.



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Section 3: Therapeutic Horseback Riding

These guidelines apply to volunteers assisting in therapeutic riding lessons whom must also adhere to the Section 1 Guidelines and Section 2 Lessons Volunteers outlined in this manual.

“ADAPTIVE RIDING”

“Therapeutic riding” is the term traditionally used for a special training program in which people with a range of physical, emotional, cognitive, social and behavioral special needs learn horsemanship skills in order to pursue their area of interest, whether it be of a therapeutic nature or for recreation. These horsemanship skills provide multi-task learning that can help a person with special needs to achieve daily living skills.

There are several different kinds of programs that utilize horses and horseback riding for therapeutic benefits. As a part of the growing field now called “equine assisted activities”, therapeutic riding allows a person with a disability to participate in a complex and therapeutic activity in the same manner as an able-bodied person. People with disabilities can ride for rehabilitation, exercise, or for fun and recreation. They can develop skills or take part in competition with others who have disabilities, or competition with people who are able-bodied.

“Therapeutic riding” refers specifically to horseback riding lessons for people with special needs in which the therapeutic benefits of riding are a result of learning riding skills. The 3-dimensional swing of the horse’s walk (forward-backward, side to side, rotational) is similar to the human walk, and this movement is transferred from the horse to the rider. In addition, the rider is activated by the sensory stimulation received from the horse.

Other equine assisted activities include *hippotherapy*, in which a certified physical, occupational or speech therapist works with the horse as a therapeutic tool, and *equine-facilitated psychotherapy* in which a certified mental health professional uses the horse in various ways for therapeutic benefit. *Equine assisted learning* pairs horses and humans to achieve educational goals or life skills.

Riding a horse provides a unique and often profound experience for many people. The motion of the horse, concentration needed to acquire riding skills, and riding atop a 1,000-pound animal is an exhilarating experience that naturally produces a sense of self-empowerment.

Riding, like many other alternative therapies, can also be considered a form of recreational therapy and has been recognized by many medical professionals, therapists and educators as a very positive experience for just about anyone.

About PATH International

Mission Statement: The Professional Association of Therapeutic Horsemanship International (PATH Intl.) changes and enriches lives by promoting excellence in equine-assisted activities and therapies.

Vision Statement: The Professional Association of Therapeutic Horsemanship International (PATH Intl.) is a global authority, resource and advocate for equine-assisted activities and therapies and the equines in this work that inspire and enrich the human spirit.

What is PATH Intl?

PATH Intl. was founded in 1969 as the North American Riding for the Handicapped Association (NARHA) to promote safe and effective therapeutic horseback riding throughout the United States and Canada. Today, PATH Intl. has nearly 800-member centers and over 6,300 individual members in countries all over the world, who help and support more than 42,000 men, women and children with special needs each year through a variety of equine-assisted activity and therapy programs.

Though PATH Intl. began with a focus on horseback riding as a form of physical and mental therapy, the organization and its dedicated members have since developed a multitude of different equine-related activities for therapeutic purposes, collectively known as equine-assisted activities and therapies (or EAAT). Besides horseback riding, EAAT also includes therapeutic carriage driving; interactive vaulting, which is similar to gymnastics on horseback; equine-facilitated learning and mental health, which use the horse as a partner in cognitive and behavioral therapy, usually with the participation of a licensed therapist; ground work and stable management; and NARHA Equine Services for Heroes, which uses a variety of EAAT disciplines specifically to help war veterans and military personnel. In addition, many of PATH Intl.'s 25 volunteer-driven committees are working on identifying and refining even more disciplines and activities that might be put to use in the world of EAAT.

PATH Intl. upholds its mission to promote excellence in EAAT through four primary program areas: instructor certification, center accreditation, educational opportunities and advocacy work. PATH Intl. certifies instructors and accredits centers according to a set of field-tested standards designed to ensure the highest levels of safety, ethics and effectiveness in the industry. Instructors must attend workshops and pass both a written and practical exam to become certified to teach EAAT programs, and centers may undergo a voluntary site visit to become accredited service providers. The process is led by trained PATH Intl. members who volunteer their time and expertise to help teach, test and grade fellow professionals seeking certification or accreditation. To date PATH Intl. has over 3,500 certified instructors in several disciplines and almost 800-member centers who confidently provide EAAT services according to PATH Intl. standards.

In addition to certification and accreditation, PATH Intl. offers many different educational resources to its members and other industry professionals, including hands-on workshops, educational publications and industry newsletters, mentor programs and peer networking, and regional and national conferences. In addition to these educational opportunities, PATH Intl. also advocates for the application of professional standards in all realms of EAAT and partners with like-minded organizations to promote the use of EAAT in new and innovative ways.

CORE VALUES:

Access and inclusion –	promoting diversity and opportunity in equine-assisted activities and therapies.
Compassion and caring –	providing a culture of safety, understanding and ethical treatment of humans and horses engaged in equine-assisted activities and therapies.
Cooperation and collaboration –	connecting and partnering with those who share the PATH Intl. vision in a mutually beneficial manner.
Education –	sharing valued knowledge with our constituents to facilitate their success.
Excellence –	promoting quality in all undertakings.
Innovation –	encouraging and supporting creativity, inquiry and cutting-edge research.
Integrity and accountability –	ensuring that all business is based on ethical principles and conducted with transparency.
Professionalism –	enhancing the value and credibility of the industry.
Service –	providing effective and responsive information and programs to our constituents.
Holistic –	promoting an awareness of body, mind and spirit in equine-assisted activities and therapies.

THERAPEUTIC RIDING FACILITY PROTOCOLS, RULES AND GUIDELINES

In addition to the protocols, rules and guidelines included in Section 1 of this manual, volunteers interested in being involved with therapeutic riding must also adhere to the following, additional guidelines:

1. Use appropriate interactions with all participants:
 - a. Do not be alone with students
 - b. Be mindful of conversation content – stay professional, polite and courteous
2. Adhere to confidentiality protocol:
Any discussions or treatments of any individuals condition, state or mental health, family unit, performance in and outside the adaptive riding setting will be held in strict confidence among staff and volunteers. If a student chooses to share personal history with you, remember to keep the information confidential, unless the information is important to the student's safety, in which case, you must inform the instructor. Do not ask staff or instructors about a rider's diagnosis, age, etc. Any information you need to know in order to safely do your job will be shared by the instructor.

STUDENTS AND DISABILITIES

1. We are all individuals with special attributes. We expect that you will treat the riders, staff, other volunteers and horses as the unique individual that they are.
2. Individuals have disabilities. Please refer to the individual first, their disability second (i.e. "A person who is blind", not "A blind person").
3. Likewise, people are not "confined" to their wheelchair. Wheelchairs and crutches are devices used for mobility and to enhance their freedom. It is more appropriate to say "An individual who uses a wheelchair."
4. Avoid terms such as "suffering with a disease," "afflicted with," "burdened by".
5. Talk about the same things that you would with anyone else. Focusing on accomplishments, abilities and quality of life are always uplifting topics.
6. Treat adults as adults and expect children to use their abilities to grow. Please do not talk "baby talk" to any rider.
7. It is okay to ask a person with a disability "how" you can help them.
8. If a person has difficulty speaking, allow them to finish their sentence. If you do not understand what they are saying, tell them so. Do not pretend that you understood if you didn't.
9. Do not offer the rider too much help. It will be requested if needed.
10. Be patient. Riders will set their own pace at walking, talking and thinking.
11. Do not show pity or sentimentality.
12. Always have high expectations of our riders.
13. Enjoy your friendship.
14. Do not ask embarrassing questions. If a participant would like to talk about themselves, they will bring it up.
15. If a rider uses a wheelchair, crutches or other adaptive equipment, do not move these things away from him or her unless you are asked to do so.

DISABILITIES YOU MAY SEE

Please remember that our focus here is NOT on an individual's disability, but rather on their abilities and unique personalities. The instructor will tell you what you need to know in order to interact effectively and safely with a student. Although you are certainly welcome to ask questions of the instructor about a student, you may not get all of your questions answered. This is because our riders may want to keep their history private, and the staff and volunteers must respect their privacy. In the course of your volunteer experience you will gain insight and knowledge about the differences that make each of us unique and valued.

The following are brief, non-medical descriptions of some disabilities and conditions of participants in therapeutic riding:

Amputation: The absence of limb(s) due to a congenital condition, injury, or disease. Some individuals use prostheses (artificial limbs) as a substitute.

Aphasia: A difficulty in speaking, often found in stroke victims. This is a language disorder in which the processing of words is interrupted, resulting in confusion and misunderstandings. To the untrained person, this behavior can be mistaken for not following directions or inattention. Patience is most important here. Encourage the student to think of the specific words they want, and then use those words several times to facilitate retention.

Arthritis: Inflammatory disease of joints.

Benefits: Gentle rhythmic movement to promote joint mobility and relieve pain.

Autism: There are three distinctive behaviors that characterize autism. Autistic children have difficulties with social interaction, problems with verbal and nonverbal communication, and repetitive behaviors or narrow, obsessive interests. These behaviors can range in impact from mild to disabling. The hallmark feature of autism is impaired social interaction. Extreme sensory issues are very common in people with autism. Some individuals cannot tolerate sounds or hugs, while another is oblivious to sounds and craves hugs. One person may have an explosive and exaggerated reaction to loud noises, while another may not react at all. People with autism and with sensory issues have difficulty filtering sensory input. Their nervous systems do not know what to block out and what to amplify.

Benefits: Interaction in a group setting diverts interest away from self and toward others and the horses. The horse's environment adds many sensory-integration opportunities.

Blind and Visual Impairment: Blindness may be due to disease, injury or be congenital in origin. Blind people often have intensified senses of hearing, touch, taste, or smell.

Benefits: Stimulates spatial awareness, proprioception, posture and coordination. Provides social outlet, structured risk-taking and freedom of movement.

Cerebral Palsy: Also referred to as CP, is a group of chronic conditions affecting body movement and muscle coordination. It is caused by damage to one or more specific areas of the brain, usually occurring during fetal development; before, during, or shortly after birth; or during infancy. Today doctors categorize CP into three different categories:

Spastic: Muscles are stiffly and permanently contracted.

Athetoid: Characterized by uncontrolled, slow, writhing movements.

Ataxic: There is a lack of balance sensation, a lack of position sense in space and uncoordinated movement.

Benefits: Normalization of tone, stimulation of postural and balance mechanisms, muscle strengthening and perceptual motor coordination

DISABILITIES YOU MAY SEE - CONTINUED

Cerebral Vascular Accident – Stroke: Hemorrhage in brain, which causes varying degrees of functional impairment.

Benefits: Promotes symmetry, stimulates balance, posture, motor planning, speech and socialization.

Deaf and Hearing Impaired: The result of birth defects, injury or disease. Communication occurs through signing, lip reading and/or partial hearing.

Benefits: Stimulates self-confidence, balance, posture and coordination. It also provides appropriate social outlets and interactions.

Developmental Delay: Is a severe, life-long disability attributable to mental and/or physical impairments, manifested before the age of 22. The term is most commonly used in the U.S. to refer to disabilities affecting daily functioning.

Benefits: Provides opportunities for success, as well as for sport and recreation, and stimulating body awareness.

Down Syndrome: A chromosomal anomaly occurring during the first stages of cell division in a fetus. Classic appearance consists of slanted eyes, broad, flat face and neck and hands which are also broad and short. Joints tend to be more flexible and muscles tend to have lower tone than in the general population. People with DS have varying degrees of Developmental Delay.

Benefits: Riding improves expressive and receptive language skills, gross and fine motor skills, balance, posture, muscle tone and coordination.

Epilepsy: Abnormal electrical activity of the brain marked by seizures with altered consciousness.

Petit Mal: These seizures usually last only a few seconds, and can frequently be overlooked initially; you may think the student is daydreaming. The eyes may stare, and a slight twitching of the face may be noticed.

Grand Mal: Rider may have warnings prior to an attack. Once in seizure, the person may exhibit exaggerated limb movements, emit frightening crying sounds, lose bladder / bowel control, froth at the mouth, turn blue. In most instances, the seizure lasts less than one minute. (Note: An active seizure disorder is a contraindication for horseback riding)

Learning Disabilities: Catch-all phrase for individuals who have problems processing, sequencing and problem solving but who appear to have otherwise normal intelligence skills. Characterized by short attention span, easily frustrated, often immature.

Benefits: Effects depend upon the particular disorder. Stimulates attention span, group skills, cooperation, language skills, posture and coordination.

Multiple Sclerosis (MS): Progressive disease of the nervous system, commonly occurring to individuals in the 20 to 40-year-old range. Parts of the nerve tissue in the brain and spinal cord degenerate, with resulting spasticity of the legs and arms; the speech may become slurred, and vision may be impaired. Student fatigues easily, and can be sensitive to extreme changes in weather.

Benefits: Maintains and strengthens weak muscles and provides opportunities for emotional therapy.

Muscular Dystrophy: A hereditary disease marked by progressive shrinking and wasting of skeletal muscle. Mainly affects males.

Benefits: Provides opportunity for group activity, may slow progressive loss of strength, stimulates postural and trunk alignment, and allows movement free of assistive devices.

DISABILITIES YOU MAY SEE - CONTINUED

Paralysis: Temporary or permanent complete loss of movement.

Paraplegia: Paralysis of the lower part of the body

Hemiplegia: Paralysis of the limbs on one side of the body

Quadriplegia: Paralysis of all limbs (arms and legs)

Scoliosis: A condition that involves complex lateral and rotational curvature and deformity of the spine.

Benefits: Stimulates postural symmetry, strengthens trunk muscles.

Spina Bifida: Congenital failure of the vertebral arch closure with resulting damage to the spinal cord, resulting in varying degrees of paraplegia and sensory loss.

Benefits: Stimulates posture and balance, improves muscle strength and self-image

Spinal Cord Injury (SCI): Traumatic injury to the spinal cord resulting in varying losses of neurological function. Paralysis, fatigue, sensory loss and pressure sores are some of the characteristics of SCI.

Benefits: Stimulates posture and balance, strengthens trunk muscles, is an option for sports participation and recreation.

Traumatic Brain Injury (TBI): Injury to the brain resulting in death of brain cells. Gross and fine motor skills can be affected as well as memory, speech, balance and vision. Psychological effects can also occur.

Benefits: Stimulates balance, posture, gross and fine motor skills, speech and perceptual skills.

Section 4

GLOSSARY OF COMMON TERMS

From: Dictionary of Equine Terms, Compiled by New Horizons Equine Education Center, ©1998

Groom:	to clean the coat and feet of a horse
Horse:	the general term for an equine animal, whether he be a stallion, mare, or gelding
Stallion:	a mature male horse that has not been castrated
Gelding:	a male horse that has had his testicles removed
Mare:	a mature female horse four years or older
Foal:	a young horse of either sex; less than 12 months of age
Colt:	a young male horse under 3 years of age
Filly:	a young female horse under 3 years of age
Pony:	a horse of any small breed that stands 14.2 hands or less at maturity
Hand:	the unit by which the height of a horse is measured; equals four inches; height is measured from the withers to the ground
Track Left:	counterclockwise movement in an arena so that the left leg is on the inside
Track Right:	clockwise movement in an arena so that the right leg is on the inside.
Change Rein:	to change the leading leg at the canter or lope
Half Halt:	a movement that changes the horse's balance by a shift of the weight of the horse from the forehand to the quarters or hindquarters
Halt:	a dressage term meaning to stop the horse
Gait:	sequence of foot movements such as walk or trot; a particular way of going, either natural or acquired, that is characterized by a distinctive rhythmic movement of the feet and legs
Walk:	a natural, slow gait of four beats in which each foot strikes the ground in separate intervals in the following sequence: near hind, near fore, off hind, off fore; the walk should be free moving, even and flat footed
Trot:	a natural, two-beat gait in which the front foot and the opposite hind foot take off together and strike the ground together; a natural gait in which the tracks of the hind legs fall directly in the tracks of the forefeet
Canter:	a slow, restrained gallop or run; a three-beat gait in which the two diagonal legs are paired, thereby producing a single beat that falls between the successive beats of the other unpaired legs.
Gallop:	a four-beat gait resembling the canter, but the diagonal pair breaks, creating four beats; a more ground-covering gait than the canter.
Lope:	a slow to medium-fast collected canter exhibited in western classes; a three-beat gait with an initiating hind leg followed by a diagonal pair (including the leading hind leg) and finally by the leading foreleg
Lameness:	an abnormality of gait or movement
Sound:	free from any abnormal deviation in structure or function that interferes with the usefulness of the horse; physically fit and shows no signs of weakness or illness

THANK YOU!

Thank you, thank you, thank you.

Our organization could not run without YOU! We are so grateful for the time and dedication you put in. Each and every one of you brings a unique perspective to our center. If you have any ideas, suggestions, thoughts, or concerns please do not hesitate to communicate with us. We love to hear your ideas!



VOLUNTEER QUESTIONNAIRE

Name

Telephone

Address

Email

Tell us a little bit about yourself! What do you like to do in your free time, interests, hobbies, etc.?

Please tell us why you are interested in volunteering at Reno Rescue, Inc.:

Have you ever had a negative experience with a horse? Please explain:

Reno Rescue has several ways in which volunteers can contribute both inside and outside of the arena. Please indicate which opportunity(ies) you are most interested in:

- Grant Writing- Research and write grant/foundation/corporate requests.
- Special Events- Assists in planning and implementing occasional special events
- Photography/Video Production
- Horse Care - Feed horses, clean paddocks, grooming, etc. on non-lesson days.
- Horse Management - Help with training, conditioning and routine exercise of program horses. (Volunteers must be competent riders and screened by the Program Director first.) Weight limit may not exceed 190 lbs for riders (however, this limitation is subject to change given that each rescue horse has its own weight limit and ability).
- Maintenance- Provide general improvements including painting, cleaning, weeding, and other tasks as necessary
- Traditional Riding Lessons
- Therapeutic Riding Lessons

I agree that I have read and understand the Reno Rescue Volunteer Training Handbook and agree to abide by all of its terms and conditions:

SIGNATURE:

DATE:

RELEASE OF LIABILITY & PHOTO RELEASE

CIRCLE: PARTICIPANT and/or VOLUNTEER

Name

Telephone

Address

Email

I acknowledge that horseback riding is a sport in which carries inherent risks of injury and damage to myself, my horse, and my property. I knowingly assume all risks, whether known or unknown, of horseback riding, interacting with or being around horses.

I acknowledge that I have read and agreed to abide by the RENO RIDING & RESCUE and RENO RESCUE INC. Terms and Conditions, provided to me and available freely on renorescue.org. I also attest that all information I put on the Registration forms is true and correct. I acknowledge that I understand there are height and weight limits; for the safety and health preservation of both horse and rider these limits have been declared as Height 6'4" and Weight 225lbs. These approximate limits are at the sole discretion of the owners and may change according to animal and circumstance. I hereby list my accurate height_____ and weight_____ and state this information is true and correct.

I hereby release RENO RIDING & RESCUE and RENO RESCUE INC. (hereinafter referred to as RENO RIDING & RESCUE and RENO RESCUE INC.) from liability for any act of negligence or want of ordinary care on the part of RENO RIDING & RESCUE and RENO RESCUE INC. and / or any of its agents. In consideration of my participation in events organized and sponsored by RENO RIDING & RESCUE and RENO RESCUE INC., I waive, release, and discharge RENO RIDING & RESCUE and RENO RESCUE INC., their directors, officers, agents, and members, their representatives, heirs, executors, and assigns from any and all claims of liability for injury or damage to myself, my animals, or my property, arising out of my participation. This agreement is binding upon my executors, heirs, and assigns.

I agree that I will indemnify and hold harmless RENO RIDING & RESCUE and RENO RESCUE INC., their officers, directors, members, and agents against all claims, demands and causes of action, including court costs, and actual attorney fees, arising from any proceeding or lawsuits brought by or prosecuted for my benefit, on which this release is upheld.

RENO RIDING & RESCUE and RENO RESCUE INC., its agents or employees or volunteers shall not be liable for any damage in which may accrue from any cause of as a result of fire, theft, running away, state of health, injury to person, horse or property.

I acknowledge that I have read this release of liability and understand its contents and that this release form applies to "any and all activities" of RENO RIDING & RESCUE and RENO RESCUE INC. for the period of January 2015 to January 2019.

Signature

Date

Minors Do Not Sign This Form PARENT OR LEGAL GUARDIAN MUST COMPLETE FOLLOWING SECTION

I, the undersigned parent or guardian of the above participant in consideration of my minor's participant in the event, agree that the terms and conditions of the Release of Liability shall be binding as to damage or injury to my minor, his animals and property arising of his participation in the events I acknowledge that I have read this Release of Liability and know and understand its contents.

Name (Last, First):

Telephone:

Address:

Signature:

Relationship to Minor:

Date:

PHOTOGRAPHY RELEASE

I grant Reno Riding & Rescue and Reno Rescue Inc. (Cara Virden and all volunteers and employees) the right to use any photographs of my child that are taken at the facility and during events pertaining to Reno Riding & Rescue and Reno Rescue Inc. for publishing, marketing material and promotional work/advertising. I authorize the above named, their assigns and transferees to copyright, use and publish the same in print and/or electronically. I agree that the above named may use such photographs with or without my child's name and for any lawful purpose, including for example such purposes as publicity, illustration, advertising, and Web content and I acknowledge that no compensation will be due to me in return.

By signing this I am agreeing to the above. If the persons involved are under the age of 18, I am signing as the parent/legal guardian of any/all minors listed above.

Name (Last, First):

Telephone:

Address:

Signature:

Relationship to Minor:

Date: