

# Ivy Hill Therapeutic Equestrian Center

1811 Mill Road  
Perkasie, PA 18944

## Volunteer Manual



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## Ivy Hill Therapeutic Equestrian Center: Our Riding Program

Ivy Hill Equestrian is a non-profit organization supported by a very dedicated group of paid staff and volunteers. Our mission is to provide the highest quality services to individuals who can benefit from the programs we offer. Our staff members have degrees in areas of Special Education, Physical Therapy, and Psychology, with additional specialized training and certification in Therapeutic Riding and Hippotherapy.

Ivy Hill Therapeutic Equestrian Center creates therapeutic programs for individuals with cognitive, physical, emotional, behavioral and psychological needs utilizing the equine experience. Our vision is to be the recognized standard bearer for professionalism, excellence, advocacy and sportsmanship in equine-assisted activities and therapies.

### *Therapeutic Riding & Hippotherapy*

Therapeutic riding uses horseback riding to address the needs of individuals with cognitive, emotional, and behavioral challenges as well as individuals with physical disabilities. Therapeutic use of the horse involves the whole person – mind, body and spirit. Horseback riding has been shown to improve posture, balance, and self-esteem while fostering personal growth. The horse often serves as a strong motivator in helping these individuals work through challenges to improve the quality of their lives.

Hippotherapy is physical therapy utilizing the natural movement of the horse to help riders regain physical strength, mobility, and coordination. The similarities between a horse's pelvic movements at a walk, and the movement of a normal human pelvis enables the rider to physically learn or relearn skills and movements that may have been lost or compromised. Speech, physical, or occupational therapy patients can improve muscle tone, balance, posture, coordination, respiration, strength, and body awareness as they sit upon and ride a horse in an enjoyable and effective method of treatment. Hippotherapy patients tend to be the best motivated physical therapy patients, as they enjoy the work!

*Therapeutic riding has shown strong benefits in a variety of populations, including but not limited to:* Autism Spectrum Disorder, Cerebral Palsy, Down Syndrome, Learning Disabilities, ADHD, Multiple Sclerosis, Spina Bifida, Developmental Delays, Intellectual Disabilities, Speech Disorders, Brain & Spinal Cord Injuries, and a variety of other mental health diagnoses.

### *Benefits of Therapeutic Riding*

The benefits of therapeutic riding are available to individuals with all forms of disabilities. Research shows students who participate in therapeutic riding can experience physical, emotional, and mental improvements. For individuals with impaired mobility, horseback riding gently and rhythmically moves their body similar to a human walking gait. These riders can experience increased balance, muscle control and strength. Individuals with learning or mental disabilities are motivated by riding to increase concentration, patience and discipline. If a psychological or emotional diagnosis is present, the unique relationship formed with a horse can help improve interpersonal relationships. As is expected, the majority of riders experience increased self-esteem, confidence, and independence.

*Hippotherapy has shown strong benefits in a variety of populations, including but not limited to:* Spinal Cord Injury, Convulsive Disorders, Amputation, Muscular Dystrophy, Scoliosis, Arthritis, Autism, Spina Bifida, Head Trauma, Paralysis/Paraplegia, Stroke, Dyspraxia, Down Syndrome, Multiple Sclerosis, and Cerebral Palsy.

## Volunteer Policies

### Record Management:

The Volunteer Coordinator maintains records on each volunteer throughout the organization. Records include dates of volunteer service, positions held, duties performed, evaluation of volunteer performance, trainings attended, and awards/recognitions received. Volunteer records, including application, reference checks and background checks, are confidential. Volunteers are responsible for submitting and updating information contained in their files to the Volunteer Coordinator.

### Dress Code:

Volunteers are representatives of Ivy Hill Therapeutic Equestrian Center and are responsible for presenting a positive image to the constituent and the community. Volunteers will dress appropriately for the conditions and performance of their duties and wear Ivy Hill shirts that designate them as volunteers. Volunteers that serve in a capacity as a presenter, speaker or other face-to-face constituent contact will wear an Ivy Hill name tag. Volunteers who work as support in an office situation will dress according to the code of that office. Individual volunteers will be informed of the dress standard for their duties at the time of assignment.

### Attendance and Time:

Volunteer attendance is important to the operation of each program. Volunteers should notify their supervisor one week in advance if they are unable to be present on their scheduled day or presentation. Volunteers are responsible for completing and submitting their volunteer time at the Volunteer Sign-In desk daily. Time not accounted for is the responsibility of the volunteer.

### Change of Placement:

Volunteers may request a change in placement anytime during their volunteer service. If a volunteer elects to be re-assigned, inform the Volunteer Coordinators, and they will set you up to receive all appropriate training.

### Training:

Volunteers receive training as part of their volunteer service with Ivy Hill Therapeutic Equestrian Center. All volunteers must complete an orientation, on-the-job or program training, and participate in a volunteer education class. Volunteer orientation provides an overview of Ivy Hill, its mission, history and goals. The training details the skill and knowledge necessary to perform their volunteer assignment.

### Youth Volunteer and/or Service Learning:

The minimum age requirement for Ivy Hill Volunteers is 14, in accordance with PATH Standards. Volunteers under 18 must have written consent of a parent or guardian before volunteering. Students volunteering for service-learning credit hours for their school must submit school name and contact information before volunteering. Volunteers 18 and older must have Child Abuse Clearances, Criminal Background Check and Federal Background Check and Fingerprints pursuant with Pennsylvania Law.

## Ivy Hill Disaster Policies

### In the Event of a Fire:

- All lessons shall stop; riders dismount and exit the Indoor Arena with their horses through the door at the parking lot.
- All riders on property shall dismount and meet on driveway.
- The most senior Staff Member is responsible for all directions when outside and will assign someone to call 911.
- All riders, parents, volunteers, guests, and staff shall exit barn and meet outside.
- Survey the scene to make sure it is safe to enter.
- The senior staff member will designate staff and individuals to begin evacuating horses when all participants are out of the barn.
- Lead horses through the nearest door beginning with horses closest to the fire to the nearest paddock.
- Frightened horses may not want to leave their stalls...talk to them in a reassuring tone of voice, it may be necessary to cover their eyes with a towel or cloth.
- If a horse is unmanageable or refuses to leave its stall, leave the door open and move to the next horse.
- Be prepared that a horse may try to run back to the barn once outside.

### In the Event of a Thunderstorm or Loss of Electricity:

- All lessons in Indoor Arena shall stop; riders dismount and horses should be returned to their stalls.
- All riders outside shall dismount and return horses to their stalls.
- The most senior staff member is responsible for all direction.
- All office personnel, instructors, riders, parents, volunteers, and guests shall proceed to the office and hallway.
- If the horses are outside, leave horses in pasture.

## Ivy Hill Emergency Procedures

### Procedure in Case of Emergency

#### A. Person sent by instructor to call for help:

- a. Call 911.
- b. Also inform any staff on duty.
- c. Stay calm.
- d. Tell the operator:
  - i. Your name
  - ii. The location and directions.
  - iii. Phone number.
  - iv. What happened?
  - v. The injured persons(s) condition.
  - vi. The help being given.
  - vii. Stay on the phone until Emergency Medical Service (EMS) arrives. Request no lights or sirens.

#### B. Person(s) sent by instructor to wait for EMS:

- a. Open all gates to location of injured persons(s) if necessary.
- b. Obtain the injured person(s) medical form from the filing cabinets in the office to give to the EMS crew.
- c. Go to the end of the driveway to wait.
- d. Explain to EMS the exact location of injured person(s).
- e. Ask the EMS to shut off lights and sirens.

#### C. Person(s) sent by instructor to obtain necessary supplies:

- a. Obtain the First Aid Kit and Blanket from office or tack room.
- b. Locate the parent/guardian of injured persons(s)
- c. Follow additional instructions by instructor only.

### Things to Keep in Mind:

- It is most important to maintain necessary communication with all people who are working in the emergency.
- Stay calm and communicate.
- If a horse suddenly pulls backwards, do not pull against him. Instead, slowly and calmly follow the movement of the horse until he stops.

## Introduction to Common Disabilities at Ivy Hill

### **Autism Spectrum Disorder:**

Autism, or autism spectrum disorder, refers to a range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication, as well as by unique strengths and differences. We now know that there is not one autism but many types, caused by different combinations of genetic and environmental influences.

<https://www.autismspeaks.org/what-autism>

### **Down Syndrome:**

Down syndrome is a condition in which a person has an extra chromosome. Chromosomes are small “packages” of genes in the body. They determine how a baby’s body forms during pregnancy and how the baby’s body functions as it grows in the womb and after birth. Typically, a baby is born with 46 chromosomes. Babies with Down syndrome have an extra copy of one of these chromosomes, chromosome 21. A medical term for having an extra copy of a chromosome is ‘trisomy.’ Down syndrome is also referred to as Trisomy 21. This extra copy changes how the baby’s body and brain develop, which can cause both mental and physical challenges for the baby.

<https://www.cdc.gov/ncbddd/birthdefects/downsyndrome.html>

### **Intellectual Disabilities:**

A disability characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, which covers a range of everyday social and practical skills. This disability originates before the age of 18.

<https://aaid.org/intellectual-disability/definition/faqs-on-intellectual-disability#.WQoQeLxk8Y>

### **Cerebral Palsy:**

A neurological disorder caused by a non-progressive brain injury or malformation that occurs while the child’s brain is under development. Cerebral Palsy primarily affects body movement and muscle coordination. Though Cerebral Palsy can be defined, having Cerebral Palsy does not define the person that has the condition.

<http://www.cerebralspalsy.org/about-cerebral-spalsy/definition>

### **Paraplegia:**

Partial or complete paralysis of the lower half of the body with involvement of both legs that is usually due to injury or disease of the spinal cord in the thoracic or lumbar region.

<https://www.merriam-webster.com/dictionary/paraplegia>

### **Stroke:**

A stroke occurs when the blood supply to part of your brain is interrupted or severely reduced, depriving brain tissue of oxygen and nutrients. Within minutes, brain cells begin to die. It is a medical emergency. Prompt treatment is crucial. Early action can minimize brain damage and potential complications.

<http://www.mayoclinic.org/diseases-conditions/stroke/home/ovc-20117264>

### **Emotional Disabilities:**

It is a term which is used to cover many mental and emotional health issues. It is an inability to learn that cannot be explained by intellectual, sensory, or health factors and an inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

<http://www.parentcenterhub.org/repository/emotionaldisturbance/>

**Learning Disabilities:**

A neurological disorder. In simple terms, a learning disability results from a difference in the way a person's brain is "wired." Children with learning disabilities are as smart or smarter than their peers. But they may have difficulty reading, writing, spelling, reasoning, recalling and/or organizing information if left to figure things out by themselves or if taught in conventional ways.

<http://www.ldonline.org/ldbasics/whatisld>

**Selective Mutism:**

A complex childhood anxiety disorder characterized by a child's inability to speak and communicate effectively in select social settings, such as school. These children can speak and communicate in settings where they are comfortable, secure, and relaxed.

<http://selectivemutismcenter.org/whatisselectivemutism/>

**Speech Delays (expressive and receptive disorders):**

When a person is unable to produce speech sounds correctly or fluently, or has problems with his or her voice, then he or she has a speech disorder. Difficulties pronouncing sounds, or articulation disorders, and stuttering are examples of speech disorders. When a person has trouble understanding others (receptive language), or sharing thoughts, ideas, and feelings completely (expressive language), then he or she has a language disorder. A stroke can result in aphasia, or a language disorder.

<http://www.asha.org/public/speech/disorders/>



## Soon to be Second Nature

### The Stall

#### Entering a Stall

Always approach the horses from the front where they can see you. As you approach the horse speak to them in a quiet voice. If you must approach the horse from behind, talk to the horse and touch the horse lightly so that they are aware that you are coming.

#### Taking A Horse Out of The Stall

When taking a horse out of the stall always use a halter and a lead shank. Be sure to look up and down the aisle before exiting. Don't be afraid to ask for help

#### Putting A Horse in The Stall

When putting a horse back into the stall always use a halter and lead rope. When entering the stall make sure to walk ahead of the horse, turn the horse's head to the stall door and remove the halter before leaving the stall. Don't be afraid to ask for help.

### Placing A Horse in Crossies

The horse must be placed in the crossies always for grooming and tacking up. *When attaching the crossies to the horse always make sure to attach the snaps to the halter not the bridle.* When placing the bridle on the horse, slide the halter from the horse's head and place it on the horse's neck. Leave the crossies attached to the halter during this transition; only remove the crossies once the bridle is completely secured.

### Grooming

Each horse should be groomed before and after each lesson. Each horse has their own tote in the tack room. First use a currycomb in a circular motion to loosen the excess dirt. Then use a hard brush to clean and loosen dirt away by brushing in the direction of the hair. Then finish the body with a soft brush. When the horse's body is clean, use a hoof pick to clean the dirt out of the hooves. Please remember to watch for cuts, scrapes, or other sores and tell the instructor before the lesson.

If at any time you do not feel comfortable, please ask for help.

### Tacking

There is a lesson list outside the tack room door detailing what the horse should be tacked in. The information will include the instructor's name, the horse name, the tack needed and what time they are needed. All the horse's tack is in the tack room labeled with each horse's name.

Please ask for help if you are not sure what something means, we are happy to help!

### Instructional Locations

The primary arena available for all lessons is the indoor arena. Be sure to stop at the door and look to ensure not to collide with other riders/horses. Call out, "door," before opening the door to enter or exit the arena. It is important to close all doors when entering or exiting the arena for safety. Once the rider and instructor are ready to begin, the lesson can be completed in the indoor or outdoor. Please follow rules of etiquette of passing left to left in the arena or communicating where you are going next with other riders and instructors.

## Horse Body Language & Facial Expressions

**EQ CHART OF THE MONTH**

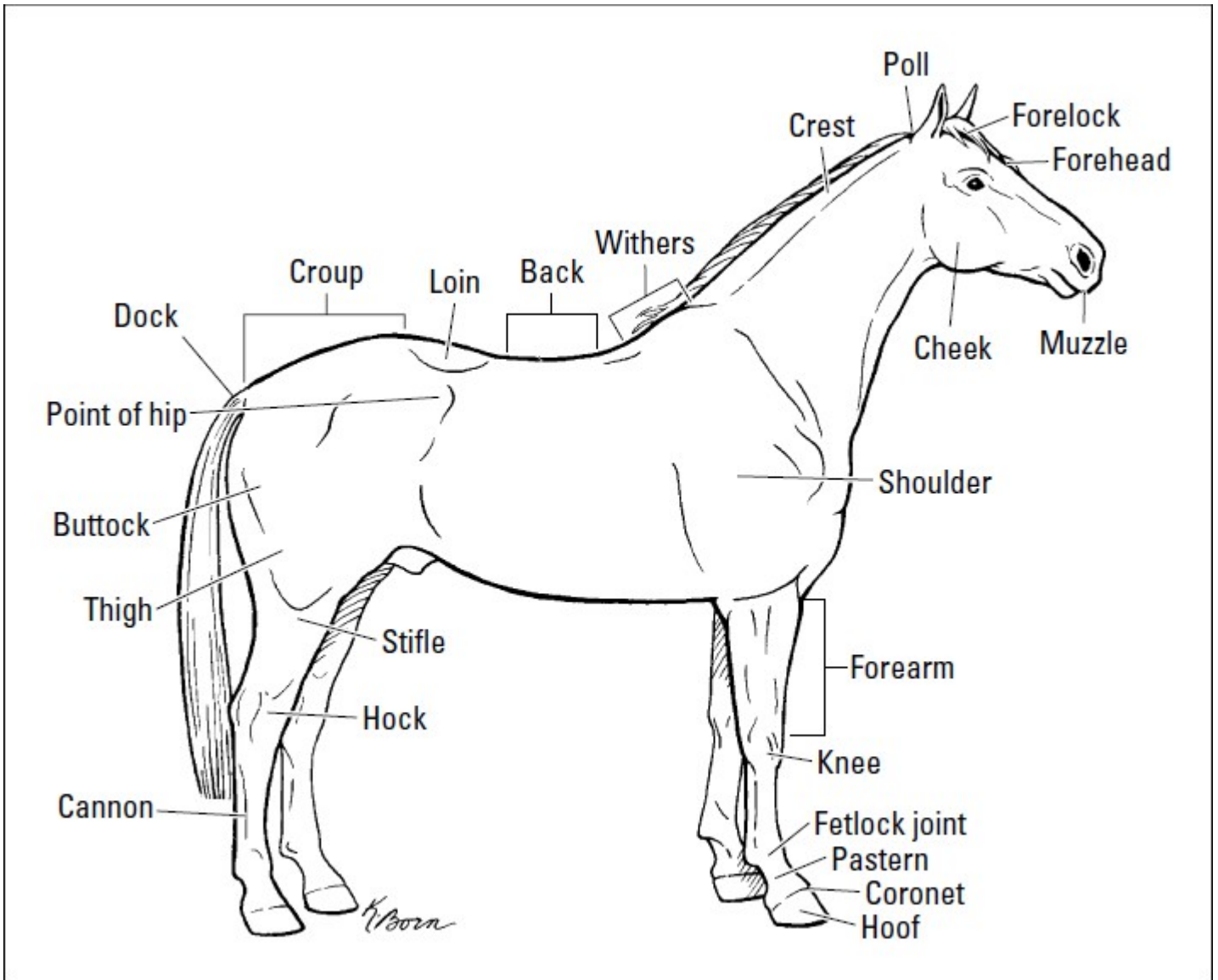


**Body language** Your horse cannot communicate with words, but you can tell a great deal about what he's feeling by observing his stance and his most expressive body parts.

Physical clues to your horse's moods.

EMOTIONAL STATE	HEAD & NECK	EARS	EYES	NOSTRILS	MUZZLE	LEGS/ FEET	TAIL	OVERALL STANCE
<b>angry/ annoyed</b>	neck out-stretched, "snaky"	pinned	closed to slits		pursed	stomping, striking, kicking	swishing	
<b>bored/ at rest</b>	head down	held at "half mast"	droopy		slack	inactive, disengaged	low, still	slack
<b>challenging</b>	head and neck stretched up and out, may move slowly back and forth	extremely active	focused	flared, active	active: lipping, chewing	prancing	held high, swishing	tense, collected
<b>content/ satisfied</b>	head held steady, neither high nor low	neutral	open, unfocused			casual, one foot may be cocked	relaxed with some casual movement	relaxed but engaged
<b>curious</b>	head and neck extended toward object of curiosity	intently pricked forward	intently focused	sniffing, blowing	pursed	squarely planted	held up	moving stiffly
<b>expectant</b>	head shakes, neck "snakes"	darting	dilated, attentive	quivering	lip smacking, vocalizing	restless, pawing	switching	restless
<b>fearful</b>	head turned toward source of fear, neck pulled in	fixed on source or flicking if source has not been identified	wide open with whites showing, fixed on source	alternately flared and snorting		stands frozen or flees	clamped	crouches, backs up or wheels away and presents hind end defensively
<b>submissive</b>	head held low and averted	held at "half mast"	averted		low, clamped with lip smacking or chewing in foals and yearlings			placid
<b>uncertain</b>	head up, neck tense	flicking rapidly back and forth	darting, focus unfixed	quivering		may be frozen in place or moving around gingerly		tense, alert, possibly sweating

## Parts of the Horse



## Volunteer Roles & Responsibilities

### Leader

The leader oversees the horse always.

#### Types of Leaders:

- Active leaders: give horse directions explicitly via the lead rope.
- Passive leaders/long-lead: just attached for safety.
- Passive off-lead: volunteer stays by horse's head unattached, but the leader steers.
- Spotter/aid: standing away from horse's head (away from horse 5+ feet or in center with instructor).

#### Duties:

- While mounting riders stand in front of the horse to stabilize the horse and act as a blockade.
- Avoid the temptation to interact and assist the rider during mounting and dismounting and while leading the horse.
  - Instructor and/or rider will tell the horse to walk on, lead the horse away from the ramp slowly and quietly. If the stirrups need adjustment, stop in middle of/end of the ring and position yourself in front of the horse so the horse will not move forward.
- Walk on the left beside the horse's head, staying just behind the horse's nose.
- Hold your right hand a little below the clip end of the lead rope.
- Hold extra rope folded in your left hand. **Never wrap it around your hand.**
- Look up and forward, but always keep aware of the horse's focus.
- Keep your attention on the lesson and your team. Glance back occasionally at the rider and sidewalkers to make sure they are safe.
- Keep a horse length distance between your horse and the other horses.
- Wait for your rider to ask the horse to "walk on" or "trot" before proceeding. If the rider is unable tell horse to walk/trot wait for the instructor's command.
- When trotting - look up and forward, keeping aware of your horse's focus. Start jogging slowly, cluck with your voice, and gently tug forward on the lead rope.
- During the walk and the trot, avoid downward tugs or pulls on the lead line, the horse will do the opposite to avoid unwanted pressure!
- Do not let the horse's head get too low to the ground, this may unseat the rider and it affects the way the horse moves.
- Adjust your step to the horse - be careful not to get too far ahead, behind, or away.
- Be aware of what the rider is asking of the horse - turn as or after the rider uses the reins, not before. Encourage the rider to do as much as possible on his own. Do not do it for the rider.



## Side Walker

The sidewalker is responsible for the rider always.

### Duties:

- Assist instructor in mounting rider if needed. Instructor will guide you as to how they need help. Your job is to support the rider as much as possible keeping them secure until they are out of the ramp. Instructor will check equipment and make it appropriate for the rider unless instructed otherwise.
- The rider's safety. You are the rider's main support and balance.
- Assist the rider in maintaining balance. Depending on the rider's balance, one or two side walkers will be assigned to a rider by the instructor.
- Learn to visualize the basic riding position so you can help your rider adjust his/her position.
- If the rider slips in one direction or another, have the rider regain position in the center of the horse.
- Limit conversation during lessons. Direct the rider's attention to the instructor.
- If you need to change sides with the other sidewalker, ask the leader to bring the horse to the center of the ring and stop. Sidewalkers change side one at a time. Never leave the student alone or unassisted.
- Always check with the instructor before asking the leader/student to adjust or change.

Different methods are used with individual riders depending on their needs. The instructor will tell you how much support the rider needs. Common examples of sidewalker assistance:

- Give support at the thigh and ankle. Try not to lean on the horse or to put pressure on the rider's leg. When you do put pressure on the leg of the rider, the horse will think he must go faster.
- Hold at base of foot so you can feel the rider shift but are not supporting them and they are not supporting themselves on you. The less contact you have the better.
- Walk beside rider's leg assisting only when told, for example at the trot or to reinforce the instructor's directions. Stay with the horse by holding on to excess stirrup leather or other piece of tack.
- If the instructor forgets to tell you what kind of hold to do, you should immediately go to a thigh hold.

Thigh Hold



Ankle Hold



No Hold





## Mounting & Dismounting

Mounting: Leader stands in front of horse, side aid assists rider's leg over horse. Instructor oversees mounting.

- Watch foot while walking out of the ramp on both sides.
- Walking backwards just on platform part of the ramp then walk on angle or on off side so horse and instructor stay close to ramp.
- Standing in front when halting or doing stirrups.
- Standing square in ramp and when doing stirrups.

Dismounting: Leader again stands in front of horse, side aid assists rider's leg over the horse. Instructor oversees dismounting.

- Notify instructor if a rider still has a foot in one stirrup.
- Typical dismount would entail swinging a leg over the horse's hind end and sliding to the ground.
- Crest dismount is bringing the leg over the horse's neck and sliding down that way.
- Either type of dismount can also be done at the ramp or mounting block if the distance is too far for the rider.
- It is at the instructor's discretion to decide which type of dismounting should be used.

Mounting:



Dismounting:



# Tack & Equipment

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English Saddle



Soft Saddle



El Compañero



Safety Stirrup



Devonshire Stirrup

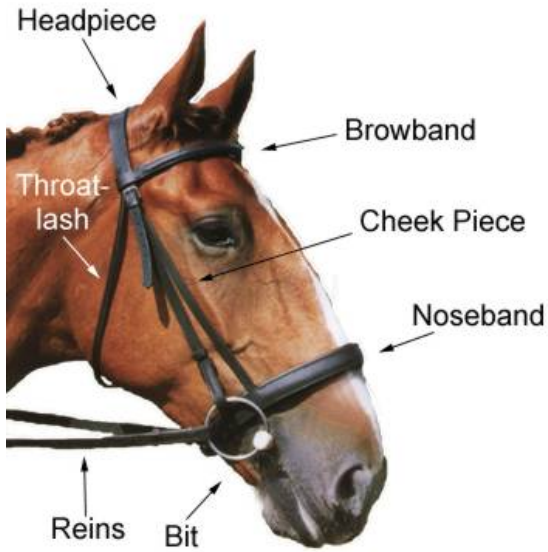


Rainbow Reins

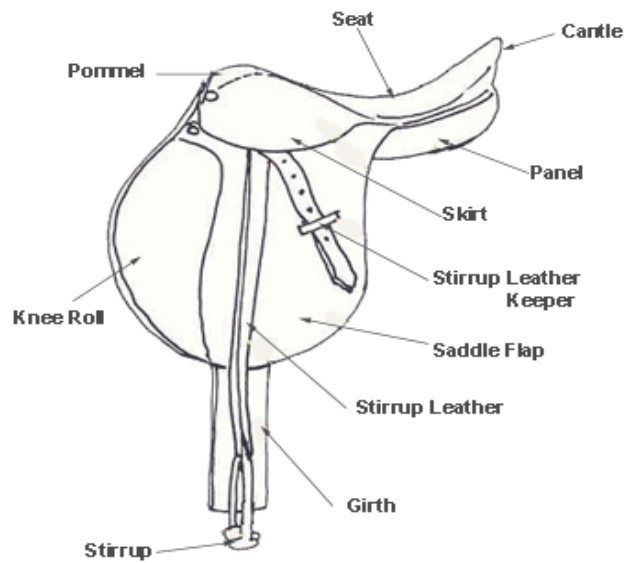


## Parts of Tack & Grooming Tools

Parts of an English Bridle



Parts of an English Saddle



### Grooming Tools: In Order

1. Curry Comb



2. Hard Brush



3. Soft Brush



4. Mane & Tail Comb



5. Hoof Pick





## Be Prepared & Helpful in Lessons

If a rider falls from the horse:

- Leader shall halt the horse and very carefully move the horse away from the fallen rider.
- The side-walker on the side closest to where the rider is falling shall try to soften the rider's fall.

If a rider becomes unbalanced:

- Leader stops horse.
- Side-walkers try to keep rider in the saddle by stabilizing the rider with a thigh hold.

If a rider must be removed from the horse:

- The instructor will notify the rider, leader, and side-walkers of an emergency dismount.
- Leader shall stop the horse, side-walkers shall remove the rider's feet out of stirrups and an instructor will dismount the rider to the ground quickly and quietly.
- The instructor shall tell the offside side-walker "Let go, I have the rider."
- If the horse will not stand quietly, the instructor shall hug the rider around the waist from side and slide the rider off and away from the horse.
- Leader shall remove the horse away from the scene by turning the hindquarters away OR back the horse away from the rider.

Assisting the Instructor with the Lesson Plan:

- Be attentive.
- Be ready to interpret the requests and commands of the instructor for your rider.
- Give the rider the opportunity to follow the instructor's directions. Assist only when the rider is unable to accomplish the request by himself.
- When assistance is needed, be positive in your approach. Avoid criticisms.
- Be specific. Our riders often have problems with directions and need them simplified.
- Be encouraging, yet firm with your assistance.
- Report unusual behavior to the instructor (change in color of lips, finger tips, face or fatigue)

Assisting After the Lesson:

- At the end of the lesson, all therapeutic riding tools, should be cleaned up. Please help the instructor to make sure this is taken care of.
- The horses need to be un-tacked and tack needs to be returned to the tack room.
- The horse needs to be brushed and returned to his/her own stall, slide the door shut behind you before releasing them so they do not sneak out.
- Before securing the horse in his/her stall, please REMOVE the halter and place on the hook on the outside of the stall door.
- If a lesson is cancelled last minute, please use your time effectively. There is plenty to do. Please check to see what needs to be done. Your help is very much appreciated.

Assisting the Student - Advice from their Perspective:

- Laughter and humor make the world a better place for all of us.
- A student who cannot speak, can often hear and understand.
- To have a friend, you must be a friend.

## Glossary

- **Bridle:** The piece of equipment placed on the horse's head for riding purposes, usually leather and often has a bit.
- **Crossties:** Ropes that hang from either wall in an aisleway that hook onto the square pieces of the halter by the horse's nose to hold the horse in place.
  - Do not hook crossties to a bridle or bit – only hook them to a halter.
- **Halter:** The piece of equipment that is placed on the horse's head for control of all activities except riding. Often made of a strong fabric material or leather, and does not include a bit.,
- **HIPAA:** Health Insurance Portability & Accountability Act; holds several purposes:
  - Provides the ability to transfer and continue health insurance coverage for millions of American workers and their families when they change or lose their jobs;
  - Reduces health care fraud and abuse;
  - Mandates industry-wide standards for health care information on electronic billing and other processes; and
  - Requires the protection and confidential handling of protected health information.
- **Hippotherapy:** Hippotherapy is a form of physical, occupational and speech therapy in which a therapist uses the characteristic movements of a horse to provide carefully graded motor and sensory input.
- **Leadrope:** Rope that hooks onto the halter for control.
- **PATH:** Professional Association for Therapeutic Horsemanship; a federally-registered 501(c3) nonprofit, was formed in 1969 as the North American Riding for the Handicapped Association to promote equine-assisted activities and therapies (EAAT) for individuals with special needs.
- **Stall:** Where the horse stays inside the barn.
- **Tack:** All encompassing term for riding equipment, such as saddle, saddle pad, reins, bridle, etc.
- **Therapeutic Riding:** An emerging field in which horses are used as a tool for building communication skills, physical capabilities, social skills, and emotional growth. ... When the human begins to make conscious and appropriate requests, rather than demands of the horse, cooperation begins to happen.
- **Therapy Leadrope:** A leadrope with a two-hooked piece at the end that attaches to the bit, for the leader to help control the horse in lessons.
- **Washstall:** Crossties that also have a hose and a drain – not found in the aisleway.

## COVID-19 Polices, Procedures, & Roles

### Groomer/Tacker Procedure

Mask required at all times.

1. Groomer/Tacker will enter Ivy Hill from the parking lot into the office entrance. They will scan the volunteer QR code, complete the health survey, and sanitize their hands. They may then enter the barn.
2. Groomer/Tacker will choose one brush box to keep with them for the duration of their shift. They will be responsible for sanitizing said brush box and tools with sanitary wipes at the end of their shift. Do not touch any other brush box.
3. Groomer/Tacker will be responsible for wiping door handles in the tack room, clips in wash stalls, and stall latches at the end of their shift and/or whenever time allows.
4. Groomer/Tacker will refer to the posted horse(s) list next to the tack room door to see which horses need to be groomed and tacked.
5. Groomer/Tacker will bring horse(s) to the wash stall or cross ties for grooming and tacking. Once the horse is groomed and saddled with a loose girth, the horse may go to a holding stall if available to wait for the start of the lesson, allowing room for other horses to be groomed and tacked. Please leave the bridle on the holding stall door until the horse is ready to enter the arena. Do not leave a bridled horse unattended.
6. If Groomer/Tacker is finished early, they may start grooming horses for next session.
7. When it is time for the lesson to begin, Groomer/Tacker will lead the horse into the ring and hold the horse until the instructor is ready to take said horse. Once the instructor takes the horse from Groomer/Tacker, they are required to leave the ring. If there is more than one horse in the lesson, the instructor will lead the other horse into the ring.
8. Groomer/Tacker is not expected to help out in the lesson itself. Groomer/Tacker is to return to the barn and start preparing horses for the next lesson.
9. Groomer/Tacker is expected to clean up and sanitize their work area and brush box at the end of their shift and may help turn out horses if needed.

Cleaner/Sanitizer Procedures

Mask required at all times.

1. Cleaner/Sanitizer will enter Ivy Hill through the parking lot front barn entrance. They will scan the volunteer QR code, complete the health survey, and sanitize their hands. They may then enter the barn.
2. Cleaner/Sanitizer may have free time at the beginning of the shift since their primary job is un-tacking and sanitizing after lessons. They may use this time to:
  - a. Hang up any laundry that is finished in the washer,
  - b. Put away any dry saddle pads and tack that are hanging in the drying area,
  - c. Start a new load of laundry following the directions posted on the washing machine.
3. When it is time for the lesson in the ring to end and the rider(s) have been dismounted, the Cleaner/Sanitizer will go to the arena door by the wash stalls and open it.
4. Cleaner/Sanitizer will then take the horse from the instructor and lead the horse to its home stall to be untacked. If there is more than one horse in the lesson, the instructor will lead the other horse to its stall and then bring the bridle and saddle of that horse to the cleaning area.
5. Cleaner/Sanitizer will make sure that all of the tack is brought over to the new cleaning and sanitizing area that is located outside of the staff tack room.
6. Cleaner/Sanitizer will use a premixed disinfecting solution in a labeled spray bottle ("Horse Cleanser" - pink topped bottle) to spray and wipe off each horse's neck and mane. They will keep their cloth with them for their entire shift and will place it in the dirty laundry basket at the end of their shift.
7. If the premixed disinfecting solution runs out, the Cleaner/Sanitizer should let a staff member know, and the staff member will refill it.
8. Cleaner/Sanitizer will then go to the tack cleaning area to begin sanitization of equipment.
9. Saddle pad will go directly into the dirty laundry basket.
10. Half pad, therapy lead, and reins will be wiped down with disinfecting wipes or sprayed and wiped with a labeled disinfecting spray ("Disinfecting Spray" - black topped bottle).
11. Saddle and bridle will be cleaned using the labeled leather safe tack cleaner ("Leather Wash" - teal topped bottle - or Lexol Leather Cleaner) ONLY.
12. Once all of the tack from the lesson is clean, the Cleaner/Sanitizer can put it away in the tack room. Only clean tack is allowed in the tack room.
13. Cleaner/Sanitizer is responsible for cleaning up and sanitizing their area at the end of their shift. This includes wiping down any stall latches they have touched and making sure any sponges or clothes they used during the shift are placed in the dirty laundry basket.
14. Once all tack is cleaned and put away, if the washing machine is empty, fill it with the dirty laundry from the laundry basket, and run it according to the directions posted on the washing machine.

# Welcome to the Ivy Hill Family!

“Horses + Love = Hope”



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