SAFEDOC

HAIRSTYLING AND AESTHETICS TECHNOLOGY

ONTARIO COUNCIL FOR TECHNOLOGY EDUCATION

SAFE ACTIVITY FOUNDATIONS IN EDUCATION DOCUMENT

Revision May 2013, Revision July 2022

THJ2O	Hairstyling and Aesthetics: Open
THJ3E/4E	Hairstyling and Aesthetics: THJ3 Prerequisite
THJ3M/4M	Hairstyling and Aesthetics: THJ3 Prerequisite

TXJ1O1	Exploring Hairstyling and Aesthetics
TXA3E	Hairstyling and Aesthetics: Aesthetics
TXH3E	Hairstyling and Aesthetics: Hairstyling
TXA4E	Hairstyling and Aesthetics: Aesthetics
TXH4E	Hairstyling and Aesthetics: Hairstyling

takeTECH.

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Disclaimer

This material was designed to assist teachers implement the Ontario Curriculum – Technological Education (revised Grade 10 -12), but is fully adaptable to the Ontario Curriculum Grade 1 – 8 Science and Technology curriculum. This material was created by members of the Ontario Council for Technology Education (OCTE) subject association and is intended as working guides for classroom, lab or shop activities. Permission is given to reproduce these materials for any purpose except profit. Teachers are encouraged to amend, revise, edit and adapt this material for educational purposes. Please acknowledge the source in all uses. Any references in this document to particular to commercial resources, materials or equipment reflect only the opinions of the writers of this material, and do not reflect any official endorsement by the Ontario Council for Technology Education, the Ontario Ministry of Education, or any other agency or government body.

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SECTION 1: GENERAL

Safe Activity Foundation in Education: Hairstyling & Aesthetics

This ***SAFEdoc*** was designed to provide safety data sheets, posters, safety passports, and safety resources for all technology educators. While originally developed as a resource for the Course Profiles, it is available for any grade level or any technology education environment.

In 2013 another resource called the safetyNET was created by OCTE with many subject-specific exemplars of exciting student projects that incorporate varying levels of safety risk. Please review exemplar OCTE safetyNET for TXJ resource documents created 'by teachers for teachers' with experienced tips and customization options for your course projects.

The ***SAFEdoc*** created for eleven separate disciplines per Ontario Ministry Courses:

Communications, (COM)	Hospitality and Tourism (HOST)
Computer Engineering Technology (CET)	Manufacturing (MANU)
Construction, Custom Woodworking (CON)	Technological Design (DESIGN)
Green Industries (GREEN)	Transportation (TRANS)
Hairstyling and Aesthetics (H&A)	Exploring Technologies (EXPL)
Health Care (HC)	

Please note that due to the cross-curricular nature of Technological Education, there may be a need to refer to other **SAFEdocs** for cross-discipline data sheets. For example, a Health Care teacher may need to utilize food production and handling equipment, therefore may need to refer to the HOST **SAFEdoc**. Teachers are encouraged to download ALL **SAFEdocs** for reference.

Teachers are encouraged to add to this **SAFEdoc** with data sheets, tests or other materials on an ongoing basis. Additions or revisions to this document will be posted on the **Ontario Council for Technology Education (OCTE)** website (http://www.octe.ca) periodically.

This document is a practical safety resource that compliments and elaborates on other recommended resources for technical teachers. See the appendix for linking information such as the **Young Workers Awareness Program**, and industry associations dedicated to safe working practices.

It is imperative that all students are made aware of the issues of health and safety particular to your class, and that you have assessed and evaluated their understanding before they are allowed to work in a shop environment or on specific procedures or tools. The use of Safety Passports, Safety Agreements, and Safety Tests (provided in this document) is highly recommended.

NOTE: While it is important to give students initial safety training and testing at the beginning of the semester, it is also important to practice **JIT Safety Training (Just In Time).** Reinforce specific safety procedures and rules each day before initiating new procedures or using equipment. For example, before students use a curling iron, review the safety aspects and ask key questions of students before allowing its use.

Usage of the SAFEdocs

Teachers are encouraged to use and modify this document as they see fit. Individual pages may be directly printed, or custom formatting may be applied for printing any part of the document. **General Guidelines** may be used in Board or school policy documents. **Safety Guidelines** may be used as student handouts, as a teacher reference for tests, or printed and mounted as posters around equipment.

The ***SAFEdoc*** also contains sample **Safety Passports**. These can be used as verification that students have been trained and understand the safety aspects of each equipment or procedure, they need to use to accomplish their tasks. There are several formats that may be used. Teachers are encouraged to keep consistent records at all times.

It is important that teachers are knowledgeable about their own Board and school policies regarding safety, and that they are familiar with local municipal regulations.

Responsibilities for Safety

[from the Ontario Ministry of Education The Ontario Curriculum (Revised)2009,Technological Education, Grades 9 and 10 (page 28); Grade 11 and 12(page 33)]

Health and safety is of paramount importance in technological education. In every course, students must be made aware that health and safety is everyone's responsibility at home, at school, and in the workplace. Before using any piece of equipment or any tool, students must be able to demonstrate knowledge of how the equipment or tool works and of the procedures they must follow to ensure its safe use. Personal protective gear must be worn as required.

Classroom practice and all aspects of the learning environment must comply with relevant municipal, provincial, or federal health and safety legislation, including the following:

- the Ontario Workplace Safety and Insurance Act
- the Workplace Hazardous Materials Information System (WHMIS)
- the Food and Drugs Act
- the Ontario Health Protection and Promotion Act
- the Ontario Building Code
- the Occupational Health and Safety Act
- local by-laws

Teachers should make use of all available and relevant resources to make students sufficiently aware of the importance of health and safety. These resources include:

- Ministry of Labour, Immigration, Training and Skills Development – website (http://www.labour.gov.on.ca/english/) and related resources
- Young Workers Awareness – website (https://www.labour.gov.on.ca/english/atwork/youngworkers.php) and related resources
- Workplace Safety and Insurance Board (WSIB) – website https://www.wsib.ca/en and related resources
- Workplace Safety and Prevention Services (WSPS) – website (https://www.wsps.ca/Home.aspx) and related resources
- Canadian Centre for Occupational Health and Safety (CCOHS) – website (http://www.ccohs.ca/) and related resources
- Ontario Ministry of Health – website (Ministry of Health | Ontario.ca) and related resources
- Appropriate Safe Workplace Associations (SWAs) and clinics, such as:
    - the Infrastructure Health & Safety Association of Ontario (IHSAO) – website (https://www.ihsa.ca/Homepage.aspx)
    - the Workers Health & Safety Centre (WHSC) – website (http://www.whsc.on.ca/)
    - the Occupational Health Clinics for Ontario Workers (OHCOW) – website (http://www.ohcow.on.ca/)

Teachers should also be aware of the Occupational Health and Safety Act, Regulations 857, Amended to O. Reg. 352/91. The Occupational Health and Safety Act can be found at: http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_900857_e.htm

Delegating the Responsibilities for Safety

There are key areas of responsibility that must be clearly delegated for all technological subject areas and they must be addressed for their individual board, school and facility.

These may include administration, department heads, leaders, technology teachers, students, board facilities, union safety representatives and other local partners or board-defined roles.

To understand the areas of responsibility, contact your school board and union for more information.

You may also check the OCT website for further safety information.

Safety Perspective Overview

Health and Safety Resources and Curriculum

These resources identify safety rules associated with hazards and processes. They are applicable to a wide range of occupations and situations.
e.g. *Occupational Health and Safety Act,1990 ,Live Safe! Work Smart!*

Based on the Ontario curriculum this resource contains safety lessons for technology subjects

Classroom Safety Resources

These resources identify safety policies and procedures that ensure the safety of people in schools.
e.g. WHMIS Training Sessions, Board Safety Policies, **SAFEdocs-** These resources provide a framework for developing safety procedures in school classrooms
It is highly recommended that all teachers complete an **OCTE SafetyNET** template for their individual experience / program / classroom / school / board. This is an excellent starting point for self-reflection and preparation for MOL/MOE inspection.

Equipment and Hazard-Specific Safety Rules

These resources are Just-in-Time (JIT) safety rules. They are applicable to specific equipment in the facility and may apply to specific hazards associated with a program emphasis.

These rules are developed at the classroom/school level to implement safe work practices. They may be adapted from a variety of sources including equipment manufacturer's manuals. A summary is often posted near equipment.

Safety Management

The teacher develops these resources. The daily classroom safety routines and policies are based on the above safety resources and applied to each individual facility/classroom. Protocols developed to teach safe behaviour directly should include managing safe work practices and behaviour through demonstration and reinforcement of safe working procedures, establishment of clear safety rules, safety passports, assignments, quizzes, and research.

Again, it is highly recommended that teachers complete a SafetyNET template to review their unique projects and procedures and consider risks as advised by OSBIE, and other professional health and safety partners.

Safety Topics for the Classroom

The following are suggested topics for teaching in the classroom. See Appendix A for available resources pertinent to general safety and particular safety rules and procedures for your subject area. See Appendix B for specific resources or links that are associated with Hairstyling and Aesthetics. See also your Board, school and relevant municipal policies for local safety rules and procedures.

Emergency Procedures	procedures for handling fire, security threats, and other emergencies
First Aid	procedures for handling breathing difficulties, bleeding, burns, allergic reactions, epileptic seizures, etc.
Hand Washing	procedures for hand washing
Eye Wash Stations	location and procedures for the use of the eye wash station
Personal Protective Equipment	use of eye, hearing, foot, body, respiratory protection
Ergonomics	proper use of equipment in order to avoid repetitive stress injuries
Material Handling	procedures for safely handling heavy loads, chemicals, potentially hazardous materials
Housekeeping and Storage	procedures and rules regarding maintaining safe facilities and proper storage of materials and equipment
Fire Protection	location and types of fire protection equipment, procedures to follow in the event of a fire or fire alarm
WHMIS 2015	Workplace Hazardous Materials Identification System 2015 governs the identification and safe use of hazardous materials

Communication

It is important for the safety of all students and staff at a school that safety be taught and reinforced on a daily basis. Some basic methods of communication are:

- Safety Notice Board, containing posted minutes from the joint health and safety committee and the Occupational Health and Safety Act (must be posted by law)
- visible WHMIS binders, symbols and SDS sheets
- readily available manuals for the operation of various types machinery, tools or equipment
- safety posters around major equipment and work areas
- clear and precise instructions, reinforced each time a procedure or equipment is used
- clearly marked areas that contain safety items such as fire extinguishers, eye wash stations, first aid kits, etc.

Safety Expectations

The following are safety related expectations from The Ontario Curriculum 2009 Revised) - Technological Education for:

TXJ2O -HAIRSTYLING AND AESTHETICS

Grade 10 - Open

B. HAIRSTYLING AND AESTHETICS SKILLS
B1. perform a variety of salon/spa services, using appropriate tools and products in a professional and safe manner;
B1.3 comply with workplace health and safety regulations in handling salon/spa products and equipment (e.g., regulations for handling and storing chemicals, preventing harm from spills and vapour emissions, wearing personal protective equipment);

D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES
D1.comply with occupational health and safety standards in performing salon/spa services;
D1.1 use safe and sanitary work practices in performing hairstyling and aesthetics services(e.g., develop an inspection program and a safety checklist for tools and equipment; label products correctly; use a fresh towel for every customer; keep floors swept and dry) and identify potential problems related to working in an unsanitary unsafe work environment (e.g., possibility of infection from contaminated instruments; danger of slipping on wet floor);
D1.2 describe common health and medical issues that may arise during hairstyling and aesthetics procedures (e.g., burns, cuts, abrasions, electric shock, heat exhaustion, fainting, nose bleeds);

TXJ3E - HAIRSTYLING AND AESTHETICS

Grade 11 - Workplace

B. HAIRSTYLING AND AESTHETICS SKILLS
B1. perform a variety of salon/spa services that meet industry standards, using appropriate materials, techniques, and equipment safely and correctly;
B1.1 select and use appropriate materials, tools and products to perform professional salon/spa services (e.g., hair colouring, hair cutting, hairstyling, chemical texturizing, make-up applications, nail care and skin care treatments);

C. INDUSTRY PRACTICES, THE ENVIRONMENT, AND SOCIETY
C1. describe the environmental impact of practices and products in the hairstyling and aesthetics industry, and identify safe practices and environmentally friendly solutions to problems;
C1.1 identify and explain environmental and health issues related to various products used in the hairstyling and aesthetics industry (e.g, the need for biodegradable products and refillable containers; the need for warnings/controls for carcinogenic/toxic ingredients; the need for proper ventilation in salons/spas);
C1.2 describe and apply practices for the recycling and responsible disposal of waste from salon/spa operations (e.g., routines to reduce, reuse, and recycle; techniques for safe handling),and identify some sustainable purchasing practices for the hairstyling and aesthetics industry(e.g., purchasing products available in refillable containers, products with natural ingredients, non-toxic cleaning products, energy-saving products).

D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES
D1. apply health and safety standards related to the use of hairstyling and aesthetics equipment,

materials, and techniques and the maintenance of a safe work environment.
D1.2 use safe and sanitary work practices to prevent the spread of pathogens and protect their own and others' health (e.g., sanitize, disinfect, and/or sterilize implements and equipment; work in a well-ventilated space; wear safety glasses and appropriate clothing; handle products correctly; practice good posture and apply ergonomic principles; wash hands frequently; use deodorant regularly);
D1.3 demonstrate an understanding of procedures to ensure safe and productive work practices in the hairstyling and aesthetics workplace (e.g., using a checklist to keep track of tools and equipment; developing and following routines/protocols for the correct use of scissors, curling irons, electric cords, waxing heaters, autoclave, glass bead sterilizer, steamer, chemicals);

TXJ4E - HAIRSTYLING AND AESTHETICS

Grade 12 - Workplace

B. HAIRSTYLING AND AESTHETICS SKILLS
B4. demonstrate exemplary practices for maintaining a safe and healthy work environment for students and clients.
B4.1 use safe and healthy work practices in performing hairstyling and aesthetics services(e.g., proper handling of equipment, monitoring of contra-indications and benefits for all treatments and products);
B4.2 identify and report potential problems that might lead to an unsanitary, unsafe, or unhealthy work environment (e.g., problems related to electrical cords, spillage, chemical products, contaminated tools, inadequate ventilation, contact with blood or body fluids, disposal of syringes);
B4.3 use ergonomic work practices to reduce health risks for self and clients (e.g., adjust stools, tables, chairs, aesthetic beds, and/or trolleys to the optimum height);
B4.4 demonstrate an understanding of procedures for maintaining a safe and productive work environment (e.g., develop an inspection routine and a safety checklist for tools and operations) and engage in professional activities that will keep them informed about the most current health and safety practices and issues in the industry(e.g., read current professional literature, join professional associations);

D. PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES
D1. explain the purpose of legislation related to health and safety in the hairstyling and aesthetics industry;
D1.2 use safe and sanitary work practices to prevent the spread of pathogens and protect their own and others' health (e.g., sanitize, disinfect, and/or sterilize implements and equipment; work in a well-ventilated space; wear safety glasses and appropriate clothing; handle products correctly; wash hands frequently; use deodorant regularly);
D1.3 identify health and safety certification and training that are appropriate for the hairstyling and aesthetics industry (e.g., first aid, cardiopulmonary resuscitation [CPR], Passport to Safety certificate, automated external defibrillation [AED]) and organizations that offer health and safety information, training, and certification (e.g., the Workplace Hazardous Materials Information System [WHMIS], the Red Cross, St. John Ambulance)..

INTERNET ACCEPTABLE USE AGREEMENT FORM

The form below is a sample agreement form that can be used with your board Internet use policy and guidelines. The Teacher/Instructor must follow the guidelines/policies established for their school board.

INTERNET ACCEPTABLE USE AGREEMENT FORM

To Students:

I, the undersigned, indicate by my signature that I have read and understand fully the Acceptable Use Policy and related guidelines. I agree that I will abide at all times to the rules and responsibilities as outlined in the Acceptable Use Policy and related guidelines. I also agree that I clearly understand the consequences of my failure to abide by these rules and regulations.

To Parents/Guardians

As a parent or guardian signing below, I indicate that I understand the rules, regulations and consequences of misuse governing my son or daughter's use of the Board's computer and information technology facilities and resources. I understand that all Board staff will make every attempt to ensure proper and acceptable use in line with relevant policies, laws and regulations. I hereby allow my son or daughter to access the Board's supervised facilities and resources.

Student Name:

Student Signature:

Date:

Parent/Guardian Full Name:

Parent/Guardian Signature

Date:

To be used as an example only; Please See Board/School Policy

Hairstyling & Aesthetics Student Conduct Agreement

A signed agreement that outlines the student's responsibilities is one way of establishing the seriousness of daily safety vigilance. An agreement covers the elements common to all technology classrooms and labs and lays out the framework for a safe and healthy working environment for both staff and students. An example of an agreement is given below.

Safety Awareness

Personal Protective Equipment [PPE]
Wear gloves, safety eyewear, aprons, masks, and other PPE as per instructed when using chemicals, heat, biological materials, hand or powered instruments and tools.
Ensure other workers and customers are protected before performing operations that can be dangerous.

Lift Support and Movement
Move heavy objects only with teacher approval.
Use assistance to lift items over 23 kilograms (51 pounds) or 2 meters (six feet) in length
Do not lift any load if it cannot be handled safely due to its size or shape.
Secure and support heavy or long objects on approved shelves.

Equipment
Operate equipment, chemicals or tools only after receiving proper instruction and permission from the teacher.
Never leave equipment, chemicals or tools unattended.
Do not attempt to repair any electrical connections, see your instructor.
Remove from service any equipment or tools that need repairing.

Storage and Handling of Chemical Substances
Understand and follow WHMIS, and SDS instructions before handling chemical substances.
Secure all flammable chemicals and corrosives in approved cabinets.
Maintain good housekeeping practices when dealing with chemical substances.
Be responsible for cleaning up your workstation, tools and work area.
Sort recyclable liquids and solids and biological materials into proper approved storage containers

STUDENT CONDUCT AGREEMENT

A signed agreement that outlines the student's responsibilities is one way of establishing the seriousness of daily safety vigilance. An agreement covers the elements common to all technology classrooms and labs and lays out the framework for a safe and healthy working environment for both staff and students. An example of an agreement is given below.

STUDENT CONDUCT AGREEMENT FORM

I, _____ agree to:

Ensure a safe classroom, shop and/or lab

1. Inform teachers of all injuries, damaged equipment and potentially dangerous situations.
2. Make sure I know all fire exits and power shutdown switches and how to use them during emergency situations.
3. Never block fire exits, doorways and/or aisles. Never pull fire alarms unless for emergencies. Do not touch electrical panels.
4. Know where the eye wash stations are and how to operate them.
5. Not compromise the safety of others through horseplay or aggressive action.
6. Only use equipment when properly trained, always with any necessary personal protective equipment, and when I fully understand all related safety issues.
7. Stop and ask for assistance from the teacher when I am unsure of the proper procedures or health and safety issues.

Prescribed and Non-prescribed Medications

1. Report any use of prescription medications and inform teachers of any possible side effects of the medication [e.g. penicillin, phenobarbital].
2. Report any use of non-prescription medication and any possible side effects of the medication [e.g. Reactine, Benadryl, cough syrups].
3. Never enter a shop or lab carrying, or under the influence of illegal substances.

Consequences for Improper Action

I understand that failure to comply with this agreement may result in injury to myself or others, and that failing to comply with safety procedures may result in my temporary removal from the class, shop and/or lab.

I have read the above and understand the expectations and consequences.

Student signature: _____

Parents signature _____

Date: _____

SECTION 2: SAFETY INFORMATION SHEETS

SECTION OVERVIEW

This section contains information regarding safety specific to Hairstyling and Aesthetics and general safety.

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Please see specific equipment manuals for further safety information, as well as local, Board and school policies and regulations. Please review exemplar TXJ OCTElab safetyNET resource documents for experienced teacher tips and customization options for your course projects.

Personal Hygiene

The following points outline some of the things that hairstyling and aesthetics students can do to maintain good hygiene.

1. Bathe daily and shampoo hair regularly.
2. Practice good oral hygiene such as tooth brushing and the use of mouthwash.
3. Fingernails should be clean and trimmed neatly.
4. Always wear clean clothes.
5. Shoes should be appropriate to the workplace: closed toe with non-slip soles.
6. Always wear a clean smock.
7. Always follow the appropriate PPE guidelines.
8. Do not work with clients if you are ill.
9. Do not wear heavily scented perfumes or deodorants due to scent sensitivities or allergies.
10. Do not wear jewelry or other accessories that may harm your client.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Draping and Shampooing

Proper draping is very important in order to prevent the clients clothing from being damaged. This is especially true if you are performing a chemical service. All services start with proper draping. This also gives the Hairstylist the opportunity to check for scalp diseases or disorders (head lice). Always have a consultation with your client to ensure that there are no contraindications before performing the service.

1. The client's sweater, or shirt must be tucked under away from the area of the neck to prevent from getting wet.
2. Always use freshly washed, clean towels and capes on each client.
3. The towel must be wrapped around the client's neck area so that the collar of the cape does not come in contact with the skin of the client. A sanex strip may also be used.
4. Ensure the client is seated correctly and comfortable in the shampoo chair (this will change depending on the style of the chair in your salon).
5. Check the water temperature (on the inside of your wrist) to ensure that it is warm, not hot. Ask your client if the temperature is suitable. Always keep one finger in the water when you are shampooing so that you will know immediately if there is a temperature change.
6. Thoroughly wet the hair, being sure not to get the client's face and ears wet.
7. Apply shampoo – a small amount in the palm of your hand to begin with, work into lather, complete manipulations as directed by your instructor.
8. Rinse thoroughly, repeat step 7 and rinse again.
9. Apply finishing conditioner and rinse.
10. Wrap a towel around the client's hair so that water does not drip on the client or the floor.
11. Replace towel if necessary, wipe sink and counter area free of excess water.
12. Decontaminate any contact points of the sink.

See Appendix B for Head Lice Information

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Wet Hair Services

Always have a consultation with your client to ensure that there are no contraindications before performing the service.

When performing wet-hair style services, always use sanitized and disinfected tools and equipment. If in doubt, sanitize/disinfect equipment again.

1. Never work on a client you may suspect has a parasitic infection; i.e., lice
2. Never work on a client if *you* have a parasitic infection.
3. Wash your hands before and after each client service or if there is a break in the service.
4. Ensure the floor around your work area is dry and free of debris.
5. Only use electrical equipment that has been CSA approved.
6. Do not use electrical equipment that has frayed cords.
7. When using a blow dryer do not use metal implements.
8. When using a blow dryer, keep it moving at all times to prevent burning the client's scalp. Point the nozzle of the dryer away from the client's scalp.
9. Keep the protective screen on the blow dryer free from debris to prevent it from overheating.
10. Ensure hair is completely dry before using a hot iron.
11. Replace all equipment in the equipment holder when you are not using it. Do not leave blowers on the counter.

See Appendix B for Head Lice Information

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Curling and Flat Irons

Always have a consultation with your client to ensure that there are no contraindications before performing the service.

1. Use sanitized and disinfected tools and equipment.
2. Do a thorough hair analysis to determine the condition of the hair.
3. Set the temperature of the iron according to the condition. For example, chemically processed, fine hair requires a lower temperature and less contact time.
4. Ensure the hair is 100% dry before using irons.
5. Apply thermal protection products if available.
6. Protect the eyes of your client when using hair spray or other products.
7. Exercise extra caution when working around the hairline and ears to avoid burning the client.
8. Protect the scalp of your client with a comb when using a curling iron to prevent burns from accidental contact with the skin.
9. If a burn occurs follow the first aid procedure for burns.
10. Return the iron to the proper holder and do not leave it on the counter.
11. Do not place capes on the stations. They can wind up on top of a curling iron and you could start a fire and/or ruin a cape.
12. Remember to disconnect and turn off irons when not in use.
13. Ensure electrical cords do not present a tripping hazard.

AT ALL TIMES – IF IN DOUBT, STOP, AND ASK YOUR INSTRUCTOR.

Hair Colour and Lightening Applications

Always have a consultation with your client to ensure that there are no contraindications before performing the service.

1. Wear PPE, safety glasses, disposable gloves and a water/ chemical resistant lab coat when applying colour treatment to a client.
2. Complete a preliminary strand test on a client to determine timing and results.
3. Do a predisposition (patch) test to ensure there are no contraindications (redness, swelling, hives, burning sensations are a few).
4. Check the client for scalp diseases or disorders.
5. Protect the skin around the client's hairline with a barrier cream.
6. Do not apply hair colouring/lightening products if abrasions are present on the client's scalp.
7. Do not allow hair colouring/lightening products to get into client's eyes.
8. Do not overlap a colour/lightening retouch as breakage may occur.
9. Follow manufacturer's directions and previous strand test for timing.
10. When timing is complete, take the client to the shampoo area and ensure the cape is on the outside of the chair. Rinse hair using tepid water until the water runs clear.
11. Apply a shampoo for colour treated hair and massage into the scalp. Ensure that you do not use your nails, rinse. Apply a conditioner, and rinse.
12. Ensure all product is rinsed out of hair, to avoid irritation to the client's scalp.
13. Sanitize and disinfect the sink area.
14. Sanitize and disinfect all tools and equipment used during the colouring process (foil boards, combs, bowls, brushes) with a low level disinfectant.
15. Discard excess solution in the garbage, not down the sink.
16. Discard any foil papers that are single use items.
17. Crochet hooks used for cap highlights must be cleaned and disinfected with an intermediate level disinfectant.
18. Cap must be cleaned and low level disinfected or a disposable cap can be used.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Permanent Wave and Relaxers

Always have a consultation with your client to ensure that there are no contraindications before performing the service.

1. Perform a Disposition (patch) test to determine if there are any contraindications.
2. Check for scalp diseases or disorders.
3. Do not perm damaged or relaxed hair.
4. Perform a test for metallic salts. If the test is negative proceed.
5. Wear Personal Protective Equipment (PPE) such as safety glasses, disposable gloves and a waterproof or chemical resistant smock when applying solution to a client.
6. Properly drape the client for a chemical service with a waterproof cape.
7. Once the permanent wave rods are placed, protect the client's skin by applying a protective barrier cream around the hairline, forehead and neck area.
8. Wrap a band of cotton around the entire hairline.
9. Cover the client's eyes with a clean dry towel.
10. Apply the lotion to the perm rods evenly.
11. Once the lotion has been applied, replace the cotton coil around the hairline, patting the skin where solution may have come into contact.
12. Follow manufacturer's instructions for processing times.
13. Rinse the hair with lukewarm water for the recommended time. Pat dry using a clean towel or paper towel.
14. Never leave your client unattended during a chemical process.
15. Discard excess solutions.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Haircutting

Always have a consultation with your client to ensure that there are no contraindications before performing the service.

1. Only use equipment that has been sanitized and disinfected.
2. If equipment is dropped on the floor, sanitize and disinfect again.
3. Hold the scissors using the ring (third) finger in the still blade, and the thumb in the ring on the moveable blade. This allows for best control of the scissors during cutting.
4. Always palm the scissors by removing either your thumb or ring finger from the grip. This will ensure the points of the scissors remain closed.
5. Never point scissors toward clients.
6. When cutting, always know where the point of the scissor is prior to closing the blades. This way you cannot cut the client.
7. Never cut past your second knuckle, this will prevent the stylist from cutting themselves.
8. Ensure hands are dry prior to using the scissors.
9. Sweep the floor immediately after you have finished cutting the hair to prevent falls.
10. Razor blades used for cutting hair must have a proper guard in place to prevent the blade from coming in contact with the skin.
11. The guard of the razor must always face the stylist while cutting the hair.
12. Razor blades used for shaving skin must be single-use, disposable and discarded into a sharp's disposal container.
13. Straight razors with fixed blades must be sanitized and sterilized between uses.
14. Handles and cradles that hold blades must be cleaned and intermediate level disinfected.
15. Always stand in front of the section you are cutting, do not bend to one side or the other to prevent body injuries.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Facials

Always have a consultation with your client to ensure that there are no contraindications before performing the service. Products must be chosen in conjunction with the appropriate skin type.

1. Only used sanitized and disinfected tools and equipment.
2. Always use clean freshly laundered towels and linens.
3. Wash and sanitize hands. Make sure nails are well cared for with no jagged edges.
4. Drape the client properly for the service to be provided so the client is comfortable and their clothes are protected.
5. Do not perform a facial if you think the client may have a condition that should be treated by a doctor, dermatologist, or if they have a contagious disease. (see list of potential contraindications)
6. Always use a clean spatula to remove products from containers. Never dip fingers into products, as that will contaminate the product.
7. Ensure that product expiry dates are adhered to. Some products have specific time allowances while others have 12-24 months after opening expiry dates. Make note of when the product was opened.
8. When using hot towels, check the temperature of the towel before applying it to the client's face.
9. When using a steamer, ensure that the flow of steam is a safe distance from the face and decollete areas, this will avoid burning the skin.
10. If you are extracting blackheads or whiteheads, be sure to cover your fingers with finger cots or gloves. Do not exert excessive pressure, as bruising may result.
11. Lancets and comedone extractors should only be used following the manufacturers instructions and under the direct supervision of the instructors.
12. Lancets must be pre-packaged, sterile and single-use, never be reused, even

on the same client, never be recapped, always be discarded in an approved sharps disposal container

13. Discard examination paper and launder any towels/linens used after each client.

14. Discard single-use, disposable items (cotton pledgets, sponges, wooden spatulas after each client.

15. Multi use items such as bowls must be cleaned with a low level disinfectant.

16. Double looped comedone remover used for extractions is not meant to penetrate the skin and must be sanitized and cleaned with an intermediate level disinfectant

17. Instruments or equipment that come in contact with blood or body fluids must be sanitized and cleaned using an intermediate to high level disinfect

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Makeup

Always have a consultation with your client to ensure that there are no contraindications before performing the service.

The following makeup safety precautions are extremely important in the prevention of spreading dangerous bacteria. Students need to demonstrate safe and sanitary practical applications.

1. Always wash your hands before applying makeup or if there is a break in the service.
2. Drape your client for the service using freshly laundered capes, headbands and towels.
3. Make sure to use disposable applicators to prevent cross-contamination i.e., mascara wands, sponges, lip brushes and spatulas.
4. Sharpen all pencils before and after each use using a sanitized and disinfected sharpener.
5. Remove products if you see signs of allergic reaction to cosmetic products, such as redness, swelling, or inflammation.
6. Avoid excess pressure in and around the eye area.
7. Exercise extra precaution to avoid getting products or implements in the eyes.
8. Keep your fingernails well-groomed to avoid scratching your clients.
9. Never share makeup products with other students as this could lead to bacterial infections.
10. To clean your brushes, remove excess product on a towel or paper towel. Always clean your brushes with soap and water or 70-90% isopropyl alcohol or 3% hydrogen peroxide after each use.
11. Make sure to use special effects makeup products in a well-ventilated area i.e., liquid latex, spirit gum, rigid collodion and Pros aide.
12. Always read and follow the manufacturer's instructions.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Hair Removal/Waxing

Always have a consultation with your client to ensure that there are no contraindications before performing the service. A major contraindication is any skin thinning products such as Accutane, Retin A, Renova, these can cause the skin to be removed with the wax and cause skin damage or scarring.

1. Single use, disposable spatulas/applicators must be used when dispensing wax (no double dipping)
2. Do not reuse waxing products.
3. All clean instruments and equipment (e.g. tweezers, brushes, scissors, etc.) must be stored in a clean container with a lid to prevent contamination.
4. If the client has been shaving or using a chemical depilatory system, have the client discontinue the use of these for at least three weeks prior to the application of wax.
5. Cleanse the area to be waxed with an astringent.
6. To avoid burning the client, test the temperature of the wax on the back of your hand or the inner part of your wrist.
7. Do not apply wax over warts or if abrasions or open sores are present.
8. Wax must be applied in the direction of the hair growth and removed in the opposite direction of hair growth, pulling parallel to the skin to avoid ingrown hairs.
9. To prevent potential burns or skin damage, never apply wax to an area more than once during an appointment.
10. When the hair has been removed from the area, apply a soothing (antiseptic) lotion to the area.
11. Discard examination paper and launder any towels/headbands used after each client. Sanitize and disinfect all tools.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Manicure/Pedicure

Always have a consultation with your client to ensure that there are no contraindications before performing the service.

1. All equipment must be new or sanitized and disinfected. Do not use items such as emery boards or orangewood sticks on more than one client.
2. Do not store single-use, disposable items on-site for return clients.
3. Ultraviolet light sterilizers are not to be used as they do not sanitize or disinfect tools.
4. Work surfaces must be cleaned and low level disinfected after each client and covered with a clean, single-use covering such as a towel.
5. Check the client for any skin diseases or disorders.
6. Check the client for any nail diseases or disorders.
7. Do not perform manicures or pedicures if there is a contraindication.
8. Nail mold can often be identified in the early stages as a yellow or green spot that becomes darker with time.
9. Nail fungus can appear as a discolouration of the nail that spreads towards the cuticle.
10. Refuse to provide service if the client's skin is broken, irritated or has visible skin conditions. Advise the client to seek medical attention.
11. Never offer to treat any skin conditions or nail diseases.
12. Multi-use items are non-porous (i.e. glass and metal) and are able to withstand repeated cleaning and disinfection.
13. Clean and intermediate level disinfect all reusable instruments and equipment (e.g. nail scissors, clippers, etc.).
14. Store all clean items in a clean, labeled container with a lid to prevent contamination.
15. Instruments or equipment that are cracked, chipped or in poor condition cannot be properly cleaned and disinfected must be discarded.
16. Avoid breaking the client's skin, especially when cutting cuticles or filing nails.
17. Gloves must be worn when using cuticle nippers. If skin is broken, apply an antiseptic. If

blood is present follow the Blood Spill Protocol.

18. Use clean dry towels ONLY.

19. Use small circular motions to loosen the cuticle, do not push the cuticle straight back or too far.

20. Do not break the eponychium as this can allow bacteria to enter.

21. Only file the nail in one direction, from the corner to the centre, avoid using a seesaw motion.

22. Styptic pencils should not be used to stop bleeding on clients.

23. Powder or liquid styptic products can be used only if applied with a disposable applicator.

24. If any multi-use instruments and equipment come in contact with blood or bodily fluids, they must be cleaned and intermediate to high level disinfected.

25. Whirlpool foot baths or those with circulating jets can be a source for disease causing organisms such as mycobacterium, these baths need to be cleaned following the proper protocol.

26. For paraffin wax treatments, clients may not dip their hands directly in the paraffin bath. Put the wax in a single-use, disposable bag and have the client place their hand or foot in the bag.

27. The temperature of the paraffin bath should be between 125 and 130 degrees F.

28. Avoid giving paraffin treatments to anyone who has impaired circulation, cuts, burns, rashes, warts or eczema.

29. Be cautious with clients with sensitive skin caused by medications or age-related thinning of the skin.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Biohazards

When working with people, always be aware of biohazards. Wearing of appropriate protective devices, keeping work areas clean and sanitized, and knowing proper procedures can minimize or reduce risks associated with biological hazards.

1. Wear proper Personal Protective Equipment PPE as directed at all times (e.g. safety eyewear, masks, gloves, aprons, etc.)
2. Ensure all tools and equipment are properly decontaminated as required.
3. Handle sharp objects with extreme care.
4. Store all equipment, tools, and materials in approved containers ONLY.
5. Dispose of biological material in approved containers ONLY.
6. Clean any spills and remove any contaminated materials immediately.
7. Call attention to any potential contamination or dangerous conditions to your supervisor and/or instructor immediately

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Chemical Handling

Many operations in hairstyling and aesthetics involve different types of chemicals. Make sure you know how to handle these chemicals: their use, as well as storage and disposal procedures.

1. Before handling any chemicals, ensure you understand the safe handling procedures as outlined on container labels, WHMIS data sheets, designated instructions or posted classroom procedures as appropriate. If you are unsure, stop and ask your instructor before proceeding.

2. Place any chemicals in approved, labeled containers ONLY.

3. DO NOT mix chemicals without prior knowledge of the consequences.

4. Discard any used chemicals in approved disposal containers ONLY. Inform your instructor of near-full containers. DO NOT dispose of chemicals down drains. Ask your instructor for proper disposal methods and procedures.

5. Ensure that there is adequate ventilation when using chemical substances.

6. Do not use any chemical for any other purpose other than what it is designed for.

7. Use appropriate PPE (personal protection equipment) at all times when handling chemicals. PPE includes eye protection, skin protection, gloves, aprons or coveralls, foot protection, as required under safe operating procedures.

8. Take note of expiry dates and storage requirements of chemicals. Do not use chemicals beyond their expiration.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Electrical Hazards

Touching an exposed electrical wire or electrical equipment that has not been grounded properly causes shocks. Shock can vary from a slight tingle to a rocking jolt. A very severe shock can cause death. Do not touch equipment or electrical wires that have been exposed to fluids. Protect yourself against shocks by following these rules:

1. Check the condition of electrical cords on equipment. Report all problems to your instructor immediately. Replace worn or damaged cords.

2. Do not touch equipment that has come in contact with fluids. Risk of electric shock is greater in areas that are wet or damp. Do not operate any electrical equipment or computers in wet or damp areas.

3. Be aware that unusually warm or hot outlets may be a sign that unsafe wiring conditions exist. Unplug any cords to these outlets and do not use them until your instructor has checked the wiring.

4. Make sure extension cords do not present a tripping hazard.

5. Know where the circuit breakers are located in case of an emergency.

6. When disconnecting a cord, pull on the plug. Never pull on the cord. You may loosen the wires and get a shock.

7. Be sure an appliance is turned off before plugging it into an outlet.

8. Make sure you use proper power supplies and cables designated for use with specific pieces of equipment.

9. Store all electrical equipment in areas designated by your instructor.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Facility Emergency Procedures

1. Make sure you know the location of all fire alarms, emergency exits, and emergency power stop buttons

2. EMERGENCY PROCEDURES AND EVACUATION ROUTES must be clear at all times, and occupants must know and understand these procedures and routes.

Location of Emergency Exits and Fire Alarms:

Locations of Emergency Stops:

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Fall Protection

Studies of accidents in the service industry show that most injuries are caused by falls. Observing a few simple rules will help to avoid most accidents of this type.

The points below give guidelines for preventing falls.

1. Walk; do not run.
2. Keep the floor clean and dry. A wet floor is slippery, so wipe up any spills immediately.
3. Wear low-heeled comfortable shoes with rubber soles, these grip the floor well.
4. Keep floor mats flat to prevent stumbling. Wrinkled mats or ones with curled corners can cause falls.
5. Keep work areas and traffic lanes clear. Electrical cords should not extend across traffic lanes. Put mops and brooms away promptly. Never leave boxes or crates in the aisles.
6. Look where you are going at all times. Get assistance to carry items that can block your vision.
7. Use a stepladder, never a chair or table, if you need to reach something on a high shelf.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

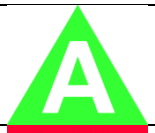
Fire Extinguishers

1. Know your Fire Safety Plan
2. If you see a fire, call for attention; get everyone out, pull the fire alarm.
3. Stay calm.
4. If using a fire extinguisher:

    - **PULL THE PIN, AIM LOW AT BASE OF FIRE**
    - **SQUEEZE HANDLE, SWEEP SLOWLY AT BASE OF FIRE**
    - **STAY LOW TO AVOID HEAT AND SMOKE**

5. Have the fire department check to make sure the fire is out.
6. Ventilate when fire is completely out.

Learn and know the types of fire extinguishers (see below):

CLASS A **water**		**Ordinary Combustibles**: paper, cloth, wood, rubber, many plastics.
CLASS B **CO2**		**Flammable Liquids:** oil, grease, gasoline, some paints, solvents etc.
CLASS C **dry chemical**		**Electrical:** wiring, fuse boxes, electrical equipment etc.
CLASS D **special liquid or powder**		**Combustible Metals:** magnesium, sodium.

First Aid

The immediate response to an emergency often involves First Aid. First Aid involves assisting an injured person until professional medical help can be provided.

The general action tips in the list below should be followed in an emergency. They do not replace the need to be properly trained in first aid. Your teacher will provide you with instructions on what to do in cases of emergencies.

1. Check the scene for dangers, (e.g. electrical shock hazards, chemical spills, hot objects, fire), stay calm and call out for help. Do not touch the victim until immediate dangers such as electrical current are removed.

2. Assist if asked by your teacher to keep the victim comfortable and calm.

3. Call the office for medical help if requested by the teacher.

4. Care for the victim by administering first aid according to your teacher's instructions.

5. Help keep people who are not needed away from the victim.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

First Aid Kits

ALL INJURIES MUST BE REPORTED TO MAIN OFFICE
REPORT ANY USE OF FIRST AID KIT TO TEACHER TO ENSURE THAT ANY SUPPLIES THAT ARE USED ARE REPLACED

Suggested list (add items specific to your needs) See WSIB Regulation 1101, Required first aid kit items (at https://www.wsib.ca/sites/default/files/documents/2019-01/faeng.pdf)

DATE CHECKED:
CHECKED BY:

ITEM	Number
St. Johns Ambulance First Aid Manual	
Masks	
Disposable latex gloves	
Pair of scissors	
Plastic Emesis basin	
Wooden splints	
Rolls of splint padding	
Adhesive strip bandages	
3"x3" sterile gauze pads	
4" compress bandages	
6" Tensor bandages	
Triangular bandages	
Safety Pins	
Sterile gauze bandages	
Sterile gauze field dressing	
1 ½" width roll adhesive tape	
Antiseptic swabs	
Burn cream	
Instant cold packs	

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Personal Protective Equipment (PPE)

PPE is equipment worn to minimize exposure to hazards that cause serious workplace injuries and illnesses. It also is worn by the worker as part of Routine Practices to prevent the transmission of microorganisms between the client, the worker. PPE for personal services includes but is not limited to: gloves, gowns, arm barriers, and facial protection.

Gloves:

1. Worn if there is a risk of their skin coming into contact with blood or body fluid or when using chemicals.
2. Should be single-use only.
3. Be selected for the task. Non-sterile, disposable gloves can be used for most services.
4. Sterile gloves are to be worn for services requiring sterile techniques such as ear piercing.
5. Gloves worn for cleaning and equipment reprocessing are to be compatible with the chemicals being used for the task
6. Gloves are to be fitted to the hands (i.e., not too large or small).
7. Wash hands before putting on gloves
8. Wear gloves if you have cuts, sores, rashes, cracked or splitting skin
9. Change gloves for each service or when there is a break in the service.
10. Use the hand-to-hand glove to glove technique of removing the gloves.
11. Do not wash or use ABHR on single use gloves.
12. Dispose of gloves in a waste basket and perform hand hygiene.
13. Reusable rubber gloves used to clean may be cleaned with a disinfectant and dried.
14.

Gowns, arm barriers or aprons:

1. Worn if there is a risk of their skin or clothing coming into contact with blood or body fluid.
2. If chemicals are used for cleaning.
3. If chemicals are used in personal services, such as colouring, perming, and relaxing.
4. Remove the PPE after the activity making sure not to touch the outside.
5. Only reuse the PPE if it can be laundered in between uses.
6. Perform hand hygiene after removing the PPE.

Masks and Respirators

1. Masks and respirators should be worn if there is a risk of contact with blood or body fluid.
2. If there is a risk of a splash of a chemical to the eyes, nose, or mouth.
3. Masks and eye protection are recommended to be worn during nail filing due to

the nail dust.
4. Change the mask or respirator if it becomes wet.
5. Do not touch the mask while you are performing the service.
6. Do not reuse the mask or respirator.
7. Place the used PPE in the waste.
8. Perform hand hygiene.

Eye Protection:

1. Includes safety glasses, safety goggles, face shields; and visors attached to masks.
2. Should be worn if there is a risk of contact with blood or body fluid or when using chemicals, dusts.
3. May be single use or if they are reusable they must be cleaned with a low-level disinfectant.
4. Should be comfortable and not affect your vision.
5. Remove the eye protection from the arms not from the front.
6. Disinfect reusable eye protection after each use.
7. Perform hand hygiene.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Hand Washing

Hand- washing and effective hand sanitation are extremely important methods of preventing the transmission of dangerous bacteria. A hairstyling and aesthetics worker's hands should be washed regularly using the following procedure:

1. Wet wrists and hands with warm water.
2. Apply enough soap to build up a good lather.
3. Lather the soap and rub hands palm to palm.
4. Rub in between and around fingers.
5. Rub the back of each hand with the palm of the other hand.
6. Rub fingertips of each hand in the opposite palm.
7. Rub each thumb clasped in the opposite hand.
8. Rinse thoroughly under running water
9. Pat hands dry with a paper towel.
10. Turn off water using a paper towel.
11. Discard the paper towel.

Note: Only use liquid or foam soap. Bar soaps should not be used as they may contain harmful microorganisms.

Only use single-use paper towels or hand dryers. If cloth towels are provided they must be laundered after each use.

Always wash your hands:

- Before starting work.
- Before and after a client.
- After any breaks in work, including those to eat, smoke, drink or answer phones.
- After touching your face, hair or body.
- After sneezing, coughing or using a tissue.
- After using the restroom.
- After using any cleaning or sanitizing product.
- After taking out the garbage.
- After cleaning salon tools and equipment.

Videos:
https://www.youtube.com/watch?v=o9hjmqes72I

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Hand Rubbing

Hand rubbing with ABHR (alcohol-based hand rub) is recommended if hands are not visibly soiled. Hand rubbing must be practiced for 15 seconds or until the product has been absorbed. It is recommended to have at least a 70% alcohol content in the hand rub for it to be effective.
Use the following procedure to hand rub effectively:

1. Apply 1-2 pumps of product in your hands.
2. Rub hands together palm to palm.
3. Rub in between and around fingers.
4. Rub the back of each hand with the palm of the other hand.
5. Rub fingertips of each hand in the opposite palm.
6. Rub each thumb clasped in the opposite hand.
7. Rub hands until the product is dry, do not use a paper towel.
8. Your hands are now safe.

Advantages to hand rubbing:

- It takes less time than hand washing
- It is more effective than hand washing with soap and water when hands are not visibly soiled
- Mechanical rubbing action will kill transient bacteria
- It is less drying to the hands than soap and water

Video on proper hand rubbing:
How to Hand Rub

Note: Hand rubbing products are not to be used to clean surfaces or tools and equipment.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Decontamination

Routine practices for infection control are based on the premise that all clients are potential infectious carriers. In order to protect yourself and others from infectious diseases we must practice the best infection control practices. Proper cleaning and disinfecting will eliminate disease causing microorganisms on your instruments, equipment and surfaces which will help to stop the spread of infection.

There are three levels of decontamination: sanitation, disinfection and sterilization.

Sanitation is cleaning.

1. In order to clean a tool you must pre-soak it in a basin with water (with or without detergent).
2. Scrub the tool or instrument with a brush and detergent
3. Rinse each item with clean water
4. Allow to air dry or dry with a clean towel or paper towel.

Disinfection requires a disinfectant to kill different types of microorganisms.

Disinfectants come in three levels: high, intermediate and low levels. The level of disinfectant depends on what the solution is being used for.

Low level: Will kill some bacteria, fungi and viruses including Hepatitis B, C and HIV. It does not kill bacterial spores or mycobacteria. Use a low-level disinfectant on non-critical instruments and surfaces such as combs, brushes, manicure tables and hairstyling chairs.

Intermediate Level: Will kill most bacteria, fungi, viruses and mycobacteria such as athlete's foot. It does not kill bacterial spores. Use an intermediate level disinfectant on semi-critical instruments and equipment that touch intact skin or mucous membranes such as the nose, mouth and eyes. This could include cuticle pushers, nail clippers, crochet hooks, foot baths.

High Level:Will kill all vegetative bacteria and viruses, fungi and mycobacteria. However, it still does not kill bacterial spores. Use a high-level disinfectant on semi-critical instruments and equipment that do not penetrate the skin buy may accidentally come in contact with blood and body fluids or that come in contact with non-intact skin. This could include common removers, and any instrument or tool that accidentally comes in contact with blood or body fluid.

Steps to using a disinfectant.

1. You must first remove any debris from the item.
2. Sanitize the item. (See sanitation above)
3. The item must be fully immersed in the disinfectant solution. Choose the one according to the level required.
4. It must remain immersed for the manufacturer's recommended contact time.
5. It must be rinsed in warm running water.
6. It must be dried with a paper towel or air dried.
7. It must be stored in a clean, cry container with a lid to ensure it stays free of contaminants.
8. Ensure you follow this procedure after each use.
9. If an item is dropped during a service, it must be sanitized and disinfected before reusing.

Sanitation is cleaning and will prepare items for disinfection.
Disinfection kills most harmful bacteria, fungi and viruses.
Sterilization kills all microorganisms.

In a salon or spa setting sanitation and disinfection are typically used. Sterilization is used for services such as tattooing and piercing.

Some typical disinfectants used in a salon/spa setting are:
PREempt, clippercide, alcohol spray and barbicide and bleach.

Notes:

a) Never use wipes to disinfect a tool as it must be fully immersed. Wipes on surfaces may only be used if the contact time can be obtained. If it dries before the contact time the surface is not disinfected.
b) Vinegar is not a disinfectant.
c) Never mix cleaning/disinfecting chemicals together.
d) Always check the expiration dates on the products. Outdated disinfectants are not guaranteed to be effective and should be disposed of.
e) You must label all bottles that do not come with the manufacturer's label.

See Appendix B for further information regarding Disinfectants
See Appendix B for the Disinfection Chart

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Bloodborne Infections and Procedures

1. Bloodborne infections are caused by microorganisms in the blood or other body fluids.
2. Bloodborne infections that are caused by a virus include Hepatitis B, Hepatitis C and HIV.
3. A client does not have to tell you if they have a bloodborne illness.
4. A client may be asymptomatic and not be aware they have a bloodborne illness so treat everyone as potentially infectious

Bloodborne infections may be spread by:

a) Handling or coming in contact with contaminated instruments, equipment or surfaces

b) Injuries from sharp instruments

c) Reusing single use items such as needles or blades

d) Direct contact with infected blood or body fluids

Washing hands, hand rubbing, changing gloves and sanitizing and disinfecting tools and equipment will eliminate or greatly reduce the risk of infections. Typical risks include but are not limited to:

a) Skin- can be a source of bacteria and cause wound infections, diseases and bloodstream infections.

b) Mouth- bacteria found in the mouth can cause strep throat and pneumonia.

c) Ear, nose and throat- bacteria in this area can cause ear infections, strep throat, meningitis and pneumonia.

d) Digestive tract- bacteria found here can cause urinary tract infections, diarrhea and blood infections.

e) Nails and feet- are susceptible to fungal infections, athletes' foot and other serious nail infections

All of which can be life threatening.

Ensure that all sharps (any object that may penetrate, perforate or puncture the skin) which include but is not limited to lancets, blades, needles, razors.

See Appendix B for a link to the Clean-up Procedures for Blood and Body Fluid

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Client Records and Accidental Exposure Reports

1. Client Records for services that break the skin (ear piercing, electrolysis, some facial procedures. etc.) must be kept.

2. Accidental Exposure Reports for exposure to blood or body fluid (cutting finger, clippers cutting skin, cuticle nippers cutting skin etc) must be kept.

3. All records must be kept on site for 1 year and off site for 5 years.

4. The record must include: date of the procedure, the name of the worker, the client's name and personal information, phone number, address and the details of the procedure.

An example of an Exposure Report:

https://www.durham.ca/en/health-and-wellness/resources/Documents/PublicHealthInspectionsandInvestigations/DUHEV253ExposureRecordingForm.pdf

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Mixing Chemical Solutions

The chemicals used for permanent waving, hair straightening, or hair colouring all demand attention to detail when being mixed. Students need to demonstrate safe mixing and application of chemical hair treatment products.

1. Read the WHMIS and SDS for identified products to be used.
2. Following manufacturer's directions, perform a patch test on the client 24 hours prior to the chemical treatment being given. If after 24 hours the patch test is negative, proceed with the treatment.
3. Only mix in a glass or plastic container, never metal.
4. Ensure that the client's clothing is protected throughout the procedure.
5. Read the instructions provided with the chemical before beginning application.
6. Wear smocks, safety glasses and disposable gloves when mixing or applying chemicals.
7. Do not save unopened chemical solutions. Dispose of excess product in the garbage not down the sink.
8. Do not add products to the colour, lightener, perming solution or neutralizer unless specified by the manufacturer.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

WHMIS 2015 Regulations

- The acronym WHMIS stands for Workplace Hazardous Materials Information System
- Canada aligned the Workplace Hazardous Materials Information System (WHMIS) from 1988 with the Globally Harmonized System of Classification and Labeling of Chemicals (GHS) in 2015.
- Suppliers and employers must use and follow the WHMIS 2015 requirements for labels and safety data sheets (SDSs) for hazardous products sold, distributed, or imported into Canada.
- SDS stands for Safety Data Sheets
- SDS is a printout on paper that identifies how to handle, store, use, health effects if exposed, emergency procedures, and protective measures
- Employers will be required to make sure that all hazardous products (as defined by the *Hazardous Products Regulations* have an up-to-date SDS when it enters the workplace.
- The SDSs must be readily available to the workers who are exposed to the hazardous product, and to the health and safety committee or representative.
- A label will be required to be updated when the supplier becomes aware of any "significant new data". According to the regulation, the definition of significant new data is:
- "New data regarding the hazard presented by a hazardous product that changes its classification in a category or subcategory of a hazard class, or result in its classification in another hazard class, or change the ways to protect against the hazard presented by the hazardous product." (Source: *Canada Gazette*, Part II, Hazardous Products Regulations, Section 5.12 (1))
- Labels will be required to be updated within 180 days of the supplier being aware of the new information. If you purchase a product within this 180-day time period, the supplier must inform you of the changes, and the date they became available, in writing.

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

WHMIS 2015 Labels

Supplier labels must be attached to the controlled product container which has detailed information about the product. Legislation states that 10 kg or more of a controlled product or hazardous material from a supplier must contain the following information:

- The hatched border that was required under WHMIS 1988 is not required under WHMIS 2015. However, it is also not forbidden to use the hatched border, so you may see it on a WHMIS 2015 label.
- Labels must be in English and French. They may be bilingual (as one label) or be presented as two labels (one each in English and French).
- The pictogram, signal word, and hazard statement are to be grouped together,
- To be clearly and prominently displayed on the container,
- To be easy to read (e.g., you can see it easily without using any item except corrective glasses), and
- To be in contrast with other information on the product or container.
- Labels will be required to be updated within 180 days of the supplier being aware of the new information. If you purchase a product within this 180-day time period, the supplier must inform you of the changes, and the date they became available, in writing.
- **Product identifier** – the brand name, chemical name, common name, generic name, or trade name of the hazardous product.
- **Initial supplier identifier** – the name, address, and telephone number of either the Canadian manufacturer or the Canadian importer*.
- **Pictogram(s)** – hazard symbol within a red "square set on one of its points".
- **Signal word** – a word used to alert the reader to a potential hazard and to indicate the severity of the hazard.
- **Hazard statement(s)** – standardized phrases which describe the nature of the hazard posed by a hazardous product.
- **Precautionary statement(s)** – standardized phrases that describe measures to be taken to minimize or prevent adverse effects resulting from exposure to a hazardous product or resulting from improper handling or storage of a hazardous product.

- **Supplemental label information** – some supplemental label information is required based on the classification of the product. For example, the label for a mixture containing ingredients with unknown toxicity in amounts higher than or equal to 1% must include a statement indicating the percent of the ingredient or ingredients with unknown toxicity. Labels may also include supplementary information about precautionary actions, hazards not yet included in the GHS, physical state, or route of exposure. This information must not contradict or detract from the standardized information.

In addition to this and if the container has more than 100 milliliters the following information must be on the label:

- Risk time factors
- Precautionary measures while using or being exposed to the product/chemical
- First aid measures to address immediate injuries and not progressive illnesses

Workplace labels must be identified on a container that is not from the supplier, and must contain the following information:

- Product name (matching the SDS product name).
- Safe handling precautions may include pictograms or other supplier label information.
- A reference to the SDS (if available).
- First aid measures

AT ALL TIMES – IF IN DOUBT, STOP AND ASK YOUR INSTRUCTOR.

Product K1 / Produit K1

Danger

Fatal if swallowed.
Causes skin irritation.

Precautions:

Wear protective gloves.
Wash hands thoroughly after handling.
Do not eat, drink or smoke when using this product.

Store locked up.
Dispose of contents/containers in accordance with local regulations.

IF ON SKIN: Wash with plenty of water.
If skin irritation occurs: Get medical advice or attention.
Take off contaminated clothing and wash it before reuse.
IF SWALLOWED: Immediately call a POISON CENTRE or doctor.
Rinse mouth.

Danger

Mortel en cas d'ingestion.
Provoque une irritation cutanée.

Conseils :

Porter des gants de protection.
Se laver les mains soigneusement après manipulation.
Ne pas manger, boire ou fumer en manipulant ce produit.

Garder sous clef.
Éliminer le contenu/récipient conformément aux règlements locaux en vigueur.

EN CAS DE CONTACT AVEC LA PEAU : Laver abondamment à l'eau.
En cas d'irritation cutanée : Demander un avis médical/consulter un médecin.
Enlever les vêtements contaminés et les laver avant réutilisation.
EN CAS D'INGESTION : Appeler immédiatement un CENTRE ANTIPOISON ou un médecin.
Rincer la bouche.

Compagnie XYZ, 123 rue Machin St, Mytown, ON, N0N 0N0 (123) 456-7890

This is an example of an updated 2015 supplier label using the Globally Harmonized System.

More information can be found on the Government of Canada, Canadian Centre for Occupational Health and Safety Website. See the link below.

https://www.ccohs.ca/oshanswers/chemicals/whmis_ghs/pictograms.html

WHMIS 2015 Pictograms

	**Exploding bomb** (for explosion or reactivity hazards)		**Flame** (for fire hazards)		**Flame over circle** (for oxidizing hazards)
	**Gas cylinder** (for gases under pressure)		**Corrosion** (for corrosive damage to metals, as well as skin, eyes)		**Skull and Crossbones** (can cause death or toxicity with short exposure to small amounts)
	**Health hazard** (may cause or suspected of causing serious health effects)		**Exclamation mark** (may cause less serious health effects or damage the ozone layer*)		**Environment*** (may cause damage to the aquatic environment)
	**Biohazardous Infectious Materials** (for organisms or toxins that can cause diseases in people or animals)				

* The GHS system also defines an Environmental hazards group. This group (and its classes) was not adopted in WHMIS 2015. However, you may see the environmental classes listed on labels and Safety Data Sheets (SDSs). Including information about environmental hazards is allowed by WHMIS 2015.

WHMIS 2015 Pictograms

The **flame** pictogram is used for the following classes and categories:

- Flammable gases (Category 1)
- Flammable aerosols (Category 1 and 2)
- Flammable liquids (Category 1, 2 and 3)
- Flammable solids (Category 1 and 2)
- Pyrophoric liquids (Category 1)
- Pyrophoric solids (Category 1)
- Pyrophoric gases (Category 1)
- Self-heating substances and mixtures (Category 1 and 2)
- Substances and mixtures which, in contact with water, emit flammable gases (Category 1, 2 and 3)
- Self-reactive substances and mixtures (Types B*, C, D, E and F)
- Organic peroxides (Types B*, C, D, E and F)

The **flame over circle** pictogram is used for the following classes and categories:

- Oxidizing gases (Category 1)
- Oxidizing liquids (Category 1, 2 and 3)
- Oxidizing solids (Category 1, 2 and 3)

WHMIS 2015 Pictograms

The **gas cylinder** pictogram is used for the following classes and categories:

- Gases under pressure (Compressed gas, Liquefied gas, Refrigerated liquefied gas, and Dissolved gas)

The **corrosion** pictogram is used for the following classes and categories:

- Corrosive to metals (Category 1)
- Skin corrosion/irritation – Skin corrosion (Category 1, 1A, 1B and 1C)
- Serious eye damage/eye irritation – Serious eye damage (Category 1)

WHMIS 2015 Pictograms

The **exploding bomb** pictogram is used for the following classes and categories:

- Self-reactive substances and mixtures (Types A and B*)
- Organic peroxides (Types A and B*)

The **skull and crossbones** pictogram are used for the following classes and categories:

- Acute toxicity –
    - Oral (Category 1, 2 and 3)
    - Dermal (Category 1, 2 and 3)
    - Inhalation (Category 1, 2 and 3)

WHMIS 2015 Pictograms

The **health hazard** pictogram is used for the following classes and categories:

- Respiratory or skin sensitization – Respiratory sensitizer (Category 1, 1A and 1B)
- Germ cell mutagenicity (Category 1, 1A, 1B and 2)
- Carcinogenicity (Category 1, 1A, 1B, and 2)
- Reproductive toxicity (Category 1, 1A, 1B and 2)
- Specific Target Organ Toxicity – Single exposure (Category 1 and 2)
- Specific Target Organ Toxicity – Repeated exposure (Category 1 and 2)
- Aspiration hazard (Category 1)

The **exclamation mark** pictogram is used for the following classes and categories:

- Acute toxicity – Oral, Dermal, Inhalation (Category 4)
- Skin corrosion/irritation – Skin irritation (Category 2)
- Serious eye damage/eye irritation – Eye irritation (Category 2 and 2A)
- Respiratory or skin sensitization – Skin sensitizer (Category 1, 1A and 1B)
- Specific target organ toxicity – Single exposure (Category 3)

The **biohazardous infectious** materials pictogram is used for the following classes and categories:

- Biohazardous Infectious Materials (Category 1)

Environment. May cause damage to the aquatic environment.

The Global Harmonized System has defined an environmental hazard group. This group was not adopted in WHMIS 2015; However, you may see this symbol on labels and Safety Data Sheets, and WHMIS allows this, so we are including it in this document.

WHMIS Chemical Hazards Pictograms 2015

WHMIS 1988 Hazard Class	WHMIS 1988 Symbols	WHMIS 2015 Symbols	WHMIS 2015 Hazard Class
A			Gases Under Pressure
B1 to B6			Flammables, Self-Heating, Emit Flammable Gases, Pyrophoric Gases, Liquids & Solids Organic Peroxides
C			Oxidizing Gases, Liquids, Solids
D1			Acute Toxicity - Oral, Dermal, Inhalation
D2			Eye Irritation, Skin Irritation Skin/Respiratory Sensitization, Carcinogenicity Mutagenicity Reproductive Hazards
D3			Biohazardous Infectious Materials
E			Skin/Eye Corrosion Corrosive to Metals
F			Self-Reactive Substances Organic Peroxides
N/A	N/A		Explosive Substances (Explosives are still covered under WHMIS exclusions for now)
N/A	N/A		Aspiration, STOT (Single Exposure, Repeated Exposure)
N/A	N/A	N/A	Combustible Dusts
N/A	N/A	N/A	Simple Asphyxiants
N/A	N/A	Use appropriate symbol	Physical Hazards Not Otherwise Classified, Health Hazards Not Otherwise Classified

WHMIS 1988 VS. WHMIS 2015

WHMIS 1988

Controlled products regulations

Controlled products

6 hazard classes, 3 divisions

Label:

- Hatched border
- No standardized phrases

Symbol in black circle

Material Safety Data Sheets (MSDS)

- Must be updated every 3 years
- 9 sections

WHMIS 2015

Hazardous products regulations

Hazardous products

30+ hazard classes, multiple categories

Label:

- Solid border
- Standardized phrases

Pictograms: symbol in a red square on its point (Diamond)

Safety Data Sheets (SDS)

Must be updated when new information is available

16 sections

SDS Safety Labels

GENERIC SAFETY DATA SHEETS FOR PERSONAL ENHANCEMENT PRODUCTS PROTECTED BY TRADE SECRET LAWS (SDS)

MATERIAL IDENTIFICATION

_____

TRADE NAME/MATERIAL NAME PRODUCT USE

_____

OTHER NAMES:

_____

MANUFACTURER'S/SUPPLIER'S NAME:

_____

ADDRESS:

_____

EMERGENCY TELEPHONE:

_____

FIRST AID PROCEDURE

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

SECTION 3: SAFETY ASSIGNMENTS AND TESTS

SECTION OVERVIEW

This section contains sample tests and assignments related to safety. They are designed as samples that can be used as written or edited for your purposes. They can be used for evaluation of the safety expectations of the course, or as tools to assess the student's knowledge and understanding of safety. It is recommended that all teachers keep a record of all test or assignment results and/or passports (next section) as verification of each student's understanding of safe concepts and practices.

The equipment and safety practices in individual facilities will determine how a teacher can best use these resources in the teaching of safe work practices. As well, with the SafetyNET resources online at OCTElab, there are additional resources always being updated, and available for you to use in your practice.

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Please see specific equipment manuals for further safety information, as well as local, Board and school policies and regulations.Please review exemplar TXJ OCTElab SafetyNET resource documents for experienced teacher tips and customization options for your course projects.

Assignment # 1 – Room Inventory and Safety Identification

Use a ruler/straightedge to draw a neat floor plan of your classroom and identify the location of the following. Show the work zones around major equipment. Check off each item to ensure you have covered everything:

Entrance/exit doors	
Safety exit	
Fire extinguishers	
Fire alarm	
First aid kit	
Power shut-off or emergency “stop” buttons	
Work stations	
Exhaust fans	
Sink areas	
Biohazard disposal container	
Glove storage	
Decontamination supplies/equipment	
Chemical storage area	
Consumable supplies storage area	
Traffic areas	
Electrical outlets	
Safety glasses storage area	
Safety procedure signage	
Reception area	
Eye wash station	

Safety Assignment # 2 – General Safety

In groups of two, analyze the issue you have been assigned and provide a detailed description of the safety requirements for that issue. Information for research may be found in a variety of places including textbooks, the Internet, equipment manuals, or from local suppliers. A five-to-ten-minute group presentation will be made to the class where your group will describe the topic and the importance of safety in a hairstyling and aesthetics environment.

Group 1	Working with chemicals in the salon
Group 2	Safe hair cutting procedures
Group 3	Safe hair colouring/lightening procedures
Group 4	Safe pedicure/manicure procedures
Group 5	Safe customer service
Group 6	Care with senior citizens
Group 7	Care with young children
Group 8	Chemicals, solvents, and fluids
Group 9	Dealing with biohazards

Safety Assignment # 3 – Perform a Safety Audit

Once a month, a group of you will be assigned to perform a safety audit of the studio and/or lab. To accomplish this task, the group must first design a safety checklist that will be used for the inspection. The checklist must include the headings of:

1. First aid kit content status
2. Status of safety equipment; i.e., Personal Protective Equipment – gloves, smocks etc.
3. Status of fire protection equipment
4. Status of cleaning supplies and equipment
5. Status of storage areas; i.e., locked cupboards where sharp implements are stored
6. Status of tools and equipment; i.e., electrical cords, cracked equipment, missing hardware
7. Status of chemical storage and disposal; i.e., locked cupboards where chemicals are stored
8. Status of housekeeping (refer to general housekeeping)

Your teacher will give you information about safety standards. Prepare a checklist for a safety audit of the shop. When you have approval for your checklist, perform the initial audit and report back to your teacher.

Sample

Salon Facilities Health and Safety Inspection Checklist

Teacher Inspecting: _____ **Student Inspecting:** _____
Date of Inspection: _____

AREA INSPECTED	CONDITION	ACTIONS NEEDED	DATE RECTIFIED
Outlets			
Electrical Equipment			
Emergency Power Switches/Breakers			
Fire Extinguishers			
Exit and Light Fixtures			
Exhaust Fans			
Traffic Areas			
Ceiling Tiles and Fixtures			
Floor Tiles/Carpet and Surfaces			
Workstations			
Sink Area and Hoses			
Chemical Storage and Labeling			
EyeWash Station			
First Aid Kit			
Vinyl/Latex/Rubber Gloves			
Electrical cords/extension cords			
Safety glasses/goggles			
Chemical/biohazard disposal			

Sample

Student Safety Procedure Checklist: Hair Shaping Tools and Implements

Student: _____

Date of Proficiency and Teacher's Comments

Procedure	Razor Blades	Shears/ Scissors	Clippers
Students inspected, sterilized/sanitized physical work and hair shaping tools.			
Students wore PPE and used proper operational procedures.			
Students proficiently demonstrated safe and appropriate use of tool/implement.			
Students demonstrated health and safety awareness for both the client and themselves during the hair shaping procedure.			
Students safely removed, disinfected, or disposed of sharps and all cutting edges in a sharps container.			

Sample WHMIS and SDS Quiz

Section 1: Short Answer

Define WHMIS and SDS.

What is the responsibility of the employer in regards to WHMIS according to the *Occupational Health and Safety Act* of Ontario?

Section 2: Multiple Choice

1. If a hazardous material has more than 100 milliliters in one container, the label must have additional information which includes:
   a) the company's chemist b) risk time factor
   c) b and d d) precautionary measures while exposed to the product

2. Workplace labels must contain a material identifier or product name, reference to a SDS, precautionary steps, and:
   a) an emergency phone number b) the hospital's phone number
   c) first aid measures d) the company's phone number

3. In Canada a suppliers WHMIS label must be written in:
   a) French b) English
   b) Chinese d) both Official Languages

4. A supplier, when selling a hazardous material product, must include:
   a) a rebate b) SDS
   b) WHMIS d) OH&S

5. A Safety Data Sheet should be:
   a) kept on file forever b) read and then thrown out
   c) photocopied for all workers d) kept onsight for 3 years

Answer Key:

Section 1
1. Workplace Hazardous Material Information System, Material Safety Data Sheets
2. To inform employees of hazardous materials.

Section 2: Multiple Choice: 1.c, 2.c, 3.d, 4.b, 5.d

Sample

Student Safety Procedure Checklist: Sharps: Use, Replacement and Disposal

Student: _____

	Date of Proficiency and Teacher's Comments		
Procedure	Razor Blades	Electrodes	Needles
Students prepared a physical environment prior using sharps.			
Students wore PPE and used safety specifics for each procedure.			
Students proficiently demonstrated appropriate use of sharp.			
Students demonstrated safety awareness for both the client and themselves.			
Students safely removed, sterilized, or disposed of sharps in a sharps container.			

SECTION 4: SAFETY PASSPORTS

SECTION OVERVIEW

This section contains Safety Passports, which provide a means to track individual student safety knowledge and skills. These Safety Passports ensure that students have passed the required safety tests and understand the safety procedures and rules specific to the tools and equipment. It is recommended that all teachers keep records of signed passports at all times.

Safety Passports may be signed by teachers, parents and students before working on any workshop machine or tool. Signing signifies completion of safety training and testing. There are three variations; teachers may select the most appropriate method to suit their needs. Ensure that the selected passports meet board and school policies.

Safety Record Card: for individual students, records their proficiency rating for each machine on one sheet.

Safety Passport: Form 1: single sheet for individual student and machine, has signature area and note area to be used in student notebook

Safety Passport Form 2: sheets for individual students listing machines, for teacher record book

Safety Passport Form 3: individual machine for each individual student, has line for parent signature to be used as a safety reinforcement or authorization, (see principal for permissions)

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Please see specific equipment manuals for further safety information, as well as local, Board and school policies and regulations.

Technology Lab Safety Passport

The purpose of the safety passport is to ensure that students are fully aware of all safety features on each piece of equipment in the technical facility prior to using them independently.

The general process is as follows:

1. Lesson: When the teacher introduces a new piece of equipment, the student records the date of the safety demonstration on their safety passport. This is to be initialized by the teacher (see sample below). The teacher demonstrates techniques for the safe operation and procedures, as well as use of personal protective equipment (e.g. eye protection, secure loose hair, removal of jewelry, protective clothing, etc.). Students prepare notes in their notebooks. This safety note is carefully recorded in each student's notebook along with the signed passport. The teacher also carefully notes attendance for that day in their daybook if any students are absent for the safety lesson; makeup opportunities must be provided.

2. Test: Each student should complete a written (or oral) test on the safe operation or procedure, outlining all safety features that must be observed. The individual tests are designed to complement any general facility safety rules. Upon satisfactory completion of the test the student dates the "tested" column and teacher initializes this as complete. **IMPORTANT NOTE: A copy of the test should be kept by the teacher.**

3. Student Demonstration: Students must demonstrate to the teacher that they have a thorough knowledge of the safety rules for the equipment and are able to demonstrate their competency on the equipment. Once the teacher has observed the required safe setup and operation of the equipment by a student the teacher signs off that portion of their passport.

4. Once the student has completed #1 and 2, the teacher signs the final column of the student's safety passport indicating they have permission to use that equipment or perform the procedures. Students must be able to provide the teacher with their signed passport for that equipment each time they wish to use that equipment.

Note: Three forms are provided, **Form 1** can be used as a student notebook form for each piece of equipment/machine; **Form 2** can be used for signing several tools or devices per student. With the 2nd form, students keep safety notes on separate paper. The third form requires one sheet per tool per student, and may be used in the student notebook or kept on file by the teacher (or both).

Form 1 SAMPLE STUDENT SAFETY RECORD CARD

Student Information	Levels Chart
Name: Student #: Grade: Course/Section:	Rating 1: May set-up equipment only, Instructor must do the work. Rating 2: Use only with an Instructor's assistance. Rating 3: Full use with an Instructor standing by to supervise. Rating 4: Full use of machine with an Instructor's permission. (Note: Lower levels can be upgraded to higher levels with further instruction, practice and proof of competence. <u>All students</u> must have Instructor's permission before using any equipment.)

Health Related				Personal Service Related			
Equipment	Rate	Sign	Date	Equipment	Rate	Sign	Date

Form 2

Student Name: _____ Course/class: _____

Equipment/Procedure: _____							
Attended Teacher Safety Instruction and Demonstration (notes recorded)		Passed Written or Oral Testing		Demonstrated Safe Setup and Operation to Teacher		Granted Permission by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial
Equipment/Procedure: _____							
Attended Teacher Safety Instruction and Demonstration (notes recorded)		Passed Written or Oral Testing		Demonstrated Safe Setup and Operation to Teacher		Granted Permission by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial
Equipment/Procedure: _____							
Attended Teacher Safety Instruction and Demonstration (notes recorded)		Passed Written or Oral Testing		Demonstrated Safe Setup and Operation to Teacher		Granted Permission by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial

Form 3 Individual Equipment/Procedure Passport

EQUIPMENT/PROCEDURE:
General Conditions
Personal Protective Equipment
Possible Risk Factor
▪ The student has been trained on this equipment and procedure. ▪ The student understands the required personal protective equipment to operate this equipment and perform this procedure. ▪ The student is aware of the possible risk factors **Student signature** _____ **Teachers signature** _____ **Date of training** _____

AESTHETICS PASSPORT

General Conditions

Students must be trained to recognize, safely use, and store electrical equipment used in the aesthetics industry. These include, but are not limited to the following: heat and nail rendering elements, heat lamps, facial steamers, facial equipment, hair and removal equipment The student must demonstrate the ability to inspect and operate safely an electrical tool or piece of equipment for the purpose of personal enhancement services.

Personal Protective Equipment

- Disposable Gloves
- Non-Slip Soled Enclosed Shoes
- Smock/Apron
- Face Mask
- Eye Protection

Possible Risk Factor

- Electric Shock or Fire
- Cords contained so they are not a tripping hazard
- Burns

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

DECONTAMINATION PASSPORT

General Conditions

Students must be trained in decontamination procedures. They must know how and when to use chemicals in the personal services environment in order to safely perform any hairstyling and/or aesthetic techniques. The student must demonstrate the ability to follow manufacturers' instructions and prepare the appropriate cleaning agent for a specific sanitation/disinfection/sterilization procedure.

Personal Protective Equipment(PPE)

- Disposable Gloves
- Non-Slip Soled Enclosed Shoes
- Smock/Apron
- Face Mask
- Eye Protection

Possible Risk Factor

- Respiratory Problems (inhalation)
- Skin Irritation
- Slippage
- Eye Infections and/or Damage

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

ERGONOMICS PASSPORT

General Conditions

Improper posture, equipment placement, and repetitive use of equipment may cause injuries and pain. Students must be trained on the safe and proper use of tools and equipment before they may begin using them. The student must demonstrate the ability to use the equipment safely.

Personal Protection

- Proper posture; i.e., shampooing, cutting, blow drying
- Proper equipment placement
- Change in sitting arrangements, etc. to avoid repetitive stress injuries

Possible Risk Factor

- Spine and back injuries
- Hand Injuries
- Eye strain

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

FACIALS AND MAKEUP PASSPORT

General Conditions

Students must be trained in the procedures for the prevention of injury/illness when performing facials, skin treatments, and makeup applications. The student must demonstrate to the teacher proficiency and the safe work procedures that must be followed before and after applications.

Personal Protective Equipment

- Chemical Resistant Smock/Apron
- Disposable Gloves
- Non-slip Enclosed Shoes
- Face Mask
- Eye Protection

Possible Risk Factor

- Skin Irritation (chemical disinfection/sanitation)
- Cross Contamination
- Respiratory Problems (inhalation)
- Injury (cuts)
- Parasite/Fungal/Bacterial/Viral Infection
- Eye Infections and/or Damage
- Back strain due to improper posture and body positioning
- Electric Shock or Fire

- The student has been trained on this equipment and procedures
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

INTERNET USE PASSPORT

General Conditions
Students must be trained on the safe and proper use of the Internet before they may begin using it. The student must demonstrate to the teacher knowledge of safe and secure procedures as outlined in the Internet Use Policy Document.

Personal Protection

- Knowledge of school and school board Internet Use Policy
- Never releasing personal information
- Avoidance of insecure and questionable sites
- Respect for self and others
- Awareness of security issues in communications technology

Possible Risk Factor

- Threats to personal safety and/or security
- Loss of privacy
- Threats to emotional security
- Spread of damaging computer viruses
- Damage to computer operating and networking systems

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

HAIR COLOURING PASSPORT

General Conditions
Students must be trained in the use of chemicals used for hair colouring before they may begin using them. The student must demonstrate to the teacher proficiency and the safe work procedures that must be followed.

Personal Protective Equipment

- Water/Chemical Resistant Smock/Apron
- Disposable Gloves
- Non-slip Enclosed Shoes
- Eye Protection
- Face Mask

Possible Risk Factor

- Slip/Falls
- Eye Infections
- Skin Irritation/Damage
- Respiratory Infection (Inhalation)

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

HAIRCUTTING PASSPORT

General Conditions

Students must be trained to safely use and maintain the appropriate haircutting tools and/or implements. These include but are not limited to the following: hair-cutting shears, thinning shears, razors with a guard, and clippers. The student must demonstrate to the teacher the procedures for each of the above in order to perform hair shaping with that specific tool/implement.

Personal Protective Equipment

- Smock
- Non-slip Enclosed Shoes

Possible Risk Factor

- Back strain due to improper posture and body positioning
- Fungal/Parasite/Bacterial/Viral Infection
- Skin Irritation
- Cuts

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

HAIR LIGHTENING PASSPORT

General Conditions
Students must be trained in the use of chemicals used for hair lightening before they may begin using them. The student must demonstrate to the teacher, proficiency and the safe work procedures that must be followed.

Personal Protective Equipment

- Chemical Resistant Smock/Apron
- Disposable Gloves
- Non-slip Enclosed Shoes
- Eye Protection
- Face Mask

Possible Risk Factor

- Slip/Falls
- Eye Infections
- Skin Irritation/Damage
- Respiratory Infection (Inhalation)

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

HAIR REMOVAL PASSPORT

(Depilatories/Waxing/Shaving/Electrolysis/Laser)

General Conditions

Students must be trained in the safe and proper procedures for the prevention of injury/illness when performing temporary/permanent hair removal services. The student must demonstrate to the teacher proficiency and the safe work procedures that must be followed.

Personal Protective Equipment

- Chemical Resistant Smock/Apron
- Disposable Gloves
- Non-slip Enclosed Shoes
- Eye Protection

Possible Risk Factor

- Skin Irritation (chemical disinfection/sanitation/product)
- Cross Contamination
- Respiratory Problems (inhalation)
- Injury (cuts), Blood Borne Pathogens
- Parasite/Fungal/Bacterial/Viral Infection, Eye Infections and/or Damage
- Muscle-skeleton damage (back strain due to improper posture and body positioning)
- Electric Shock or Fire

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

HAIRSTYLING AND AESTHETIC PRODUCTS PASSPORT

General Conditions

Students must be trained to use hairstyling and aesthetic products. The student must demonstrate to the teacher safe work practices.

Personal Protective Equipment

- Face Mask
- Non-Slip Soled Enclosed Shoes
- Water/chemical repellent smock
- Disposable gloves

Possible Risk Factor

- Respiratory (inhalation)
- Skin Irritation
- Cross-contamination

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

MANICURE/PEDICURE PASSPORT

General Conditions

Students must be trained in procedures for the prevention of injury/illness and contamination. The student must demonstrate to the teacher, proficiency and the safe work procedures that must be followed.

Personal Protective Equipment

- Chemical Resistant Smock/Apron
- Disposable Gloves
- Non-slip Enclosed Shoes
- Eye protection

Possible Risk Factor

- Skin Irritation (chemical disinfection/sanitation)
- Cross Contamination
- Respiratory Problems (inhalation)
- Injury (cuts)
- Parasite/Fungal/Bacterial/Viral Infection
- Eye Infections and/or Damage
- Back strain due to improper posture and body positioning

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

PERMANENT WAVING/RELAXING PASSPORT

General Conditions

Students must be trained to mix and use specific chemicals for the purpose of chemical waving and relaxing (straightening) according to industry standards and manufacturers' instructions. The student must demonstrate safe health and safety work practices.

Personal Protective Equipment

- Chemical Resistant Smock/Apron
- Disposable Gloves
- Non-slip Enclosed Shoes
- Eye Protection
- Face Mask/respirator

Possible Risk Factor

- Slip/Falls
- Eye Irritations
- Skin Irritation/Damage
- Respiratory Infection (Inhalation)

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

SHARPS DISPOSAL PASSPORT

General Conditions

Students must be trained in the proper handling of sharps (sterilization, disinfection, sanitation and disposal). These include but are not limited to the following: razor blades, needles, lancets, metal manicure/pedicure implements, and hair shaping tools.

Personal Protective Equipment

- Disposable Gloves
- Chemical Resistant Smock/Apron
- Non-Slip Soled Enclosed Shoes
- Face Mask
- Eye Protection

Possible Risk Factor

- Burns (heat sterilization/sanitation)
- Skin Irritation (chemical sterilization/disinfection/sanitation)
- Cross Contamination
- Respiratory Problems
- Injury (cuts)
- Blood Borne Pathogens
- Parasite/Fungal/Bacterial/Viral Infection
- Eye Infections and/or Damage

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

THERMAL HAIRSTYLING PASSPORT

General Conditions

Students must be trained to recognize, safely use, and store electrical equipment used in the hairstyling industry. These include, but are not limited to the following: blow dryers, curling irons, wands, straighteners, stationary dryers. The student must demonstrate the ability to inspect and safely operate any electrical tool or piece of equipment for the purpose of personal enhancement services.

Personal Protective Equipment

- Non-Slip Soled Enclosed Shoes
- Smock/Apron

Possible Risk Factor

- Electric Shock or Fire
- Cords contained so they are not a tripping hazard
- Burns

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

WASTE DISPOSAL PASSPORT

General Conditions

Students must be trained in the proper disposal of consumable, one-time use, and waste materials. These include, but are not limited to the following: cotton, sanexstrips, plastic chemical caps, waxing debris, cosmetic spatulas and palettes, mascara wands, eye shadow applicators, hair clippings, permanent waving end papers, and hair colour and foils. Recycling should be practiced whenever possible.

Personal Protective Equipment

- Disposable Gloves
- Non-Slip Soled Enclosed Shoes
- Smock/Apron
- Face Mask
- Eye Protection

Possible Risk Factor

- Skin Irritation (chemical sterilization/sanitation)
- Blood Borne Pathogens
- Fungal/Parasite/Bacterial/Viral Infection

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

WET HAIR SERVICES PASSPORT

General Conditions

Students must be trained to perform a professional shampoo and other wet hair services on a client or mannequin. Students must be trained to use the appropriate wet hairstyling tools and equipment and how to sanitize and disinfect them. These include, but are not limited to the following: rollers, combs, brushes, clips and blowers. The student must demonstrate to the teacher the ability to sanitize and disinfect wet hairstyling implements in a safe manner.

Personal Protective Equipment

- Disposable Gloves
- Non-Slip Soled Enclosed Shoes
- Smock/Apron
- Face Mask
- Eye Protection

Possible Risk Factor

- Back strain due to improper posture and body positioning
- Slip/Falls
- Skin Irritation
- Cross-contamination
- Fungal/Parasite/Bacterial/Viral Infection

- The student has been trained on this equipment/procedures.
- The student understands the required personal protective equipment to operate this equipment or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teacher's signature _____

Date of training _____

Sample: Record of Safety Training

Student: Class:

Over the course of the semester or term(s) you will receive direct instruction in the safe and appropriate use of all the equipment, tools, materials, and facilities required to complete your classroom activities. Instruction consists of a combination of demonstration and written and verbal instruction. A satisfactory mark on a safety quiz following the instruction demonstrates the acquisition of sufficient knowledge to use and access the relevant equipment and materials. Your ongoing demonstration of safe practice is assessed in the project marking. Your teacher will put the date and sign-off beside each topic in acknowledgement of your attendance at the discussion or demonstration.

STUDENTS MAY NOT USE ANY EQUIPMENT, TOOL, OR FACILITY UNTIL:
his or her training has been signed off by the teacher
he or she has received a satisfactory mark on the related safety quiz.

Topic	Date	**Teacher's Signature**
Computer Resources and the Internet		
Acceptable Use Policy Safety on the Internet Computer Ergonomics		
Patient or Client Care		
Safe use of chemical treatments Use of personal protective equipment (PPE) for patient/client Safe and proper handling of patient or client		
Facility Care		
Proper cleaning and setup procedures Maintaining safe working environment Use of personal protective equipment (PPE) for self Proper decontamination procedures Safe and proper disposal of consumables and hazardous materials		

APPENDIX A: HEALTH AND SAFETY RESOURCES

WorkSmartOntario!
https://www.labour.gov.on.ca/english/atwork/youngworkers.php

Is the official website of the Ministry of Labour, Immigration, Training and Skills Development for young workers and new workers. Utilize this website to find out how to be safe at work. Find out how to be treated fairly! Includes key information on: My Health and Safety at Work, My Employment Standards and I've Got a Problem – What Do I Do Now?

Young Workers Awareness Program
http://ywap.ca/english/

This site contains health and safety information for young workers, their parents, teachers, principals, employers and others in the province of Ontario.

Workplace Safety and Insurance Board
http://www.wsib.ca

Legislated by the Ontario government and responsible for administering the *Workplace Safety and Insurance Act* (WSIA). Governed by a Board of Directors made up of representatives of workers, employers and others.

Under the Resources tab, this website provides information on how WSIB make decisions, by reviewing the Operational policy manual, Employer Classification Manual, and Adjudication support documents. You'll also find useful forms and fact sheets on a variety of topics, including benefit payments, and rights and responsibilities.

- Fact Sheets are also available:
- Fact Sheets for Workers
- Fact Sheets for Prevention
- WSIB Fact Sheets

Take Our Kids to Work – Teacher's Guide; Workplace Guide
The Learning Partnership
http://www.tlp.on.ca
These resources have been custom designed to help teachers and workplaces prepare for Take Your Kid to Work day. The new booklets have an excellent section on activities to help prepare the students for a safe learning day.

Canadian Centre for Occupational Health and Safety

http://www.ccohs.ca/resources

The Free Resources section is a collection of websites, databases, and other online resources suggested and reviewed by CCOHS. Many of the websites are designed and maintained by CCOHS, while some of the resources are provided by external, third-party providers.
Purpose

- Promote the importance of workplace health and safety in Canada
- Identify current and reliable health and safety information
- Create and maintain an accessible, convenient, and easy-to-use resource to anyone who needs it
- Provide access to information from a variety of sources including federal, provincial, and territorial governments, agencies, and non-profit organizations

Target Audience
The Free Resources are useful to workers, employers, managers and supervisors, joint health and safety committees, workplace health and safety professionals, and students.

HEALTH CANADA
http://www.hc-sc.gc.ca

Health Canada is the Federal department responsible for helping Canadians maintain and improve their health, while respecting individual choices and circumstances.
Health Canada administers many pieces of legislation and develops and enforces regulations under this legislation that have a direct impact on the health and safety of Canadians. The Department consults with the Canadian public, industry, non-governmental organizations (NGOs) and other interested parties in the development of these laws. Health Canada also prepares guidelines in order to help interpret and clarify legislation and regulations.
Of particular interest would be regulations such as the Hazardous Product Act, Controlled Products Regulations, Environmental and Workplace Health.

HEALTH & SAFETY ONTARIO (HSO)
https://www.labour.gov.on.ca/english/hs/
Ontario is already a great place to do business, live and work. Making our province, and indeed our country, the healthiest and safest place to work in the world is a prize worth winning.
Ontario's Prevention System is made up of the Ministry of Labour (MOL), Workplace Safety and Insurance Board (WSIB), Workers Health & Safety Centre, Occupational Health Clinics for Ontario Workers Inc. and 12 Health and Safety Associations (HSAs).
Health & Safety Ontario (HSO) is the result of a bold move to reorganize the independent efforts of 12 health and safety associations into four streamlined organizations to better serve more than 236,000 Ontario businesses.

HSO is comprised of:

- Workplace Safety & Prevention Services
- Public Services Health & Safety Association
- Workplace Safety North
- Infrastructure Health & Safety Association.

ONTARIO BUILDING CODE

https://www.ontario.ca/page/ontarios-building-code

The Ontario Building Code's website has information on qualification and registration, available training, dispute resolution, news on recent code developments and more. The Ontario Building Code is administered by the Building and Development Branch of the Ministry of Municipal Affairs and Housing.

CANADIAN STANDARDS ASSOCIATION (CSA)

http://www.csagroup.org

Standards contribute to safer homes, workplaces and public spaces. They address issues related to sustainability and the environment. And they encourage the adoption of new technologies and best practices that enhance trade and help make industry more competitive in the global marketplace. Standards help advance today, while anticipating tomorrow.

CANADIAN SOCIETY OF SAFETY ENGINEERING (CSSSE)

https://www.csse.org/index.html

The Canadian Society of Safety Engineering (CSSE) is the leading health, safety and environmental organization for professionals in Canada. They work with industry, governmental agencies, and other safety organizations to promote a greater awareness of health, safety, and environmental issues in workplaces and communities across the nation and around the world. Our vision is "An Advocate for Safety in Every Workplace".

CSSE's mission is to be the resource for professional development, knowledge and information exchange to our members, and the Canadian public.

PROFESSIONAL ASSOCIATIONS

Professional Associations can be a great health and safety resource relating to discipline specific occupational health and safety. The following Hairstyling and Aesthetic related associations provide resources on professional practice relating to health and safety.
https://www.ccohs.ca/oshanswers/occup_workplace/hairdresser.html
Ontario Hairstylist Association http://www.onhairstylists.ca

Ontario Professional Hairstylist Association… https://oph-association.com/

Canada's Aesthetic Association… http://www.canadianaesthetics.ca/

Ministry of Labour, Immigration, Training and Skill Development
Web address: http://www.labour.gov.on.ca/english/
For news and information about Ontario's health and safety and employment legislation, the Ministry of Labour's website is an excellent place to visit. It provides current information on both employment standards and health and safety legislation, recent fines, alerts, etc. and allows you to ask a question that will be answered by Ministry staff. To directly access information for students, use the web address: https://www.ontario.ca/page/ministry-labour-immigration-training-skills-development
This section of the Ministry of Labour website ensures that students are aware of their rights and obligations and their employer's rights and obligations under the *Occupational Health and Safety Act* and the *Employment Standards Act*. It includes: young worker safety education information; information for working students – know your rights and obligations; information for new workers and students working in Ontario; fact sheets for employees; your guide to the Employment Standards Act; and links to related websites.

Ontario School Boards Insurance Exchange
http://www.osbie.on.ca
The primary goals of the Exchange are to insure member school boards against losses, and to promote safe school practices. The Ontario school "Risk Management at a Glance" material is intended to provide guidance and direction in the major risk management areas facing school administrators, principals, vice-principals, teachers and all other school staff on a daily basis.

APPENDIX B: HAIRSTYLING AND AESTHETICS

In this next section you will find helpful websites, videos and YouTube channels to demonstrate safe working procedures and practices.

GENERAL HOUSEKEEPING, SAFETY, SANITATION AND DISINFECTION

Public Health Hairstyling Guidelines
Guide to Infection Prevention and Control in Personal Service Setting

Bloodborne Pathogens For the Workplace
http://www.youtube.com/watch?v=VueGdJtIRfo

WHMIS
https://www.youtube.com/watch?v=-W8BByS6gLs

PREempt Salon and Spa Disinfectants
https://www.viroxprobeauty.ca/

How to Use PREempt
https://www.viroxprobeauty.ca/preempt-protocol-sheets

How to Use Barbicide
http://www.youtube.com/watch?v=SNJs7zFrzgg

Barbicide Sanitization & Disinfection Training Video
http://www.youtube.com/watch?v=Hl0ADJnj4uQ

Barbicide Certification
https://barbicide.com/certification/

Bleach Dilution Chart
https://www.york.ca/resource/preparing-household-bleach-disinfectant

Sanitation Cleaning Chart
https://www.york.ca/resource/all-about-cleaning-chart-personal-services-settings

Disinfection Chart
https://www.durham.ca/en/health-and-wellness/resources/Documents/PublicHealthInspectionsandInvestigations/DUHEV211DisinfectionChart.pdf

Clean up Procedures for Blood and Body Fluids
pse_guidelines_final_nov_2017.pdf (gov.bc.ca)

Head Lice Information
https://healthunit.org/wp-content/uploads/headlice_factsheet.pdf

Salon Hygiene
https://www.toronto.ca/community-people/health-wellness-care/health-programs-advice/bodysafe/bodysafe-infection-prevention-and-control-ipac/how-to-pass/hairdressing-and-barbering-infection-prevention-and-control/

How to Clean Your Hot Tools
http://www.youtube.com/watch?v=dsy4emrmfpU

Salon and Barbershop requirements
Salon and Spas

How to Clean and Disinfect Clippers
http://www.youtube.com/watch?v=43CpUK2AghA

THERMAL STYLING

What makes Hairspray Flammable?
https://www.alive.com/health/harmful-hairspray/

COLOUR and PERM

How to Perform a Colour Patch Test
https://www.youtube.com/watch?v=Gr-3S3xF9uQ

How to Apply Perm Solution
https://www.youtube.com/watch?v=MwjoHrzIwgk

How to Mix Hair colour
http://www.youtube.com/watch?v=-oBokgawacU

Virgin Hair Colour Application
http://www.youtube.com/watch?v=uLcSTebBCkI

Re-touch Application
https://www.youtube.com/watch?v=CsKEfdAM6aI

SAFETY DATA SHEETS (SDS) FOR COLOURS, PERMS AND RELAXERS

Wella
https://www.wella.com/professional/m/pdf/BLONDOR_FREELIGHTS_CLEAR_LIGHTENING_POWDER_MTR_PGNA_EN.pdf

Schwarzkopf
http://msds.fssalons.com/MSDS/Schwarzkopf/

L'Oreal
https://www.maritimebeautyshop.com/images/msds/LORE_BLNDGLSSSH.PDF

Matrix
http://msds.fssalons.com/MSDS/Matrix/

Goldwell
https://www.goldwell.com/content/dam/sites/kaousa/www-goldwell-com/content/us/en_us/pdf/elumen_msds/2019-201273-201274-goldwell-elumen-wash-shampoo.pdf

Paul Mitchell
https://www.paulmitchellpro.com/safety-data-sheets.php

Kenra
http://msds.fssalons.com/msds/kenra/

Redken
http://msds.fssalons.com/MSDS/Redken/

Joico
http://msds.fssalons.com/MSDS/Joico/

GENERAL SAFETY FOR THE SPA

Safety database (Skin Deep)
http://www.youtube.com/watch?v=gx1rdmm_CHY

Skin Deep Safety Database
https://www.ewg.org/skindeep/

Skin Types
http://www.youtube.com/watch?v=JAd_rMY2BBk&list=PLbGgF09wk6B8Q1sYJRu5oIpQx_FT2Fab

Oily Skin Care
http://www.youtube.com/watch?v=tc6L2Gi1cAE

Face Cleansing
http://shine.yahoo.com/beauty/top-10-facial-cleansing-mistakes-171200487.html

Hot Towel Facial
http://www.youtube.com/watch?v=Z3V-xRNTFxE

Facial Massage
http://www.youtube.com/watch?v=pQ0-S5z1IsA

Equipment

Tweezers
http://www.youtube.com/watch?v=46zfgm6TrjM

Facial Steamer
http://www.youtube.com/watch?v=tjH-o6sRJ38

Sun Care

Sunscreen Safety
https://www.canada.ca/en/health-canada/services/sun-safety/sun-safety-basics.html

Sunburn Remedies
https://www.aad.org/public/everyday-care/injured-skin/burns/treat-sunburn

Dangers of Tanning Beds
https://www.fda.gov/radiation-emitting-products/tanning/risks-tanning

MAKEUP

The Story of Cosmetics
http://www.youtube.com/watch?v=pfq000AF1i8

Importance of a Clean Makeup Bag

https://henpicked.net/reasons-to-clean-out-your-makeup-bag/

How to Keep Your Makeup Fresh
http://www.youtube.com/watch?v=NRdqaO0fUGw

Disinfecting Your Makeup
http://www.youtube.com/watch?v=bPoMpBlmUBQ

How to Wash Your Makeup Brushes
http://www.youtube.com/watch?v=tKPYexZtHCw

Clean Brushes
https://www.appointfix.com/blog/how-to-properly-clean-and-disinfect-makeup-brushes.html

WAXING

How to Test the Temperature of Wax
https://www.youtube.com/watch?v=K2qmTSgfyls

How to Apply Hard Wax
https://www.youtube.com/watch?v=oyODRCcxh_g

How to Apply Soft Wax
Soft Wax VS Hard Wax - YouTube

NAIL CARE

Onychomycosis
http://www.youtube.com/watch?v=wvzMrhxvMXo

Hand and Arm Massage
https://www.youtube.com/watch?v=M458G7GCWLg

Basic Pedicure
https://www.youtube.com/watch?v=QoE5Shw5cro

Basic Manicure
https://www.youtube.com/watch?v=66jMNxcw0A4

How to File Nails Properly
https://www.youtube.com/watch?v=XLExbYZ-FnU

How to Properly Cut the Cuticle
http://www.youtube.com/watch?v=WPNDEMLGQkA

How to Disinfect Manicure Tools
http://www.youtube.com/watch?v=r0vBxB9muu8

Hand Massage
http://www.youtube.com/watch?v=RTqBLAAen-w

Real Life Salon and Spa Horror Stories

Fran Drescher's Pedicure Nightmare
https://www.youtube.com/watch?v=L9HCWMahUXk

People Share Their Hair Dye Horror Stories
https://www.youtube.com/watch?v=Y5uuo_XvPW0

Paula Abdul's Manicure Nightmare
https://people.com/celebrity/paula-abdul-pushes-for-safe-manicures/

Girls Burns Hair Off With Curling Wand
http://www.youtube.com/watch?v=mbcsomQF1NY

How to Avoid a Salon Nightmare
https://www.youtube.com/watch?v=9mZmnsa6mwc

Helpful Industry Websites

Behind the Chair	www.behindthechair.com
Hairbrained	www.hairbrained.me
Modern Salon	www.modernsalon.com
Canadian Hairdresser	www.canhair.com
My Hairdressers	www.myhairdressers.com
Canadian Aesthetic Association	www.canadianaesthetics.ca
Esthetique Spa International	www.spa-show.com
Allied Beauty Association	www.abacanada.com

YouTube Channels

Below are popular YouTube channels that have a plethora of knowledge and information on how to safely mix colour and perming products, application techniques and trend setting looks.

SchwarzkopfPROCanada	Wella TrendVision
L'Oréal Paris	Matrix Imagine All You Can Be
GoldwellUSA	Paul Mitchell
Kenra Professional	Redken 5th Avenue NYC
Joico	Make-Up Designory
KryolanOfficial	Bobbi Brown Cosmetics

Worksheet - MAKE-UP BACTERIA - KEEP YOUR SKIN BACTERIA FREE

Video resource: http://www.youtube.com/watch?v=NRdqaO0fUGw

For how long should you keep the following cosmetic products before replacing them?

Mascara _____

Lip Stick _____

Lip Liner _____

Foundation
(Oil based) _____

Foundation
(Water based) _____

Eye Shadows _____

Worksheet - DISINFECTING MAKE-UP

Video resource: http://www.youtube.com/watch?v=bPoMpBlmUBQ

1. It is very important to disinfect your make-up because if you use an eye shadow on a client who has an eye infection that you do not know about, you can _____ that infection on to another client.

2. The best product to use to disinfect your make-up products is rubbing _____. The strength should be strong about _____%

3. TRUE or FALSE You should use the alcohol spray in a well-ventilated area as the fumes can cause a headache.

5. Alcohol can _____ your hands so you should try to protect them. What could be two ways to protect your hands?

   a. _____

   b. _____

Worksheet - HOW TO DEEP CLEAN AND DISINFECT YOUR MAKE-UP BRUSHES

Video resource: http://www.youtube.com/watch?v=tKPYexZtHCw

1. Why do we have to clean our brushes?

_____

_____

2. Dirty brushes can cause _____.

3. Which ingredients do you need to clean your brushes? _____, _____ and a plate.

4. What is the procedure to clean your brushes?

_____

_____

5. Rinse the brushes in _____ water. Never rinse them in hot or _____ water.

6. TRUE or FALSE You should rinse your brushes with the bristles facing down.

7. When the water runs _____ you know that your brushes are cleaned.

Worksheet - HOW TO DISINFECT MANICURE TOOLS

Video Resource: http://www.youtube.com/watch?v=r0vBxB9muu8

1. You should change your Barbicide cleaning solution every _____ weeks.

2. You should use _____ when using Barbicide.

3. Fill in the blanks for the following steps in disinfecting your manicure or pedicure tools

   a. Remove _____ debris from tools by using a _____.

   b. Add _____ and _____ tools.

   c. _____ and empty water. Rinse until the water runs _____.

   d. _____ tools.

   e. Place cleaned tools in _____ solution to disinfect. Wait_____ minutes.

   f. Shake and rinse until water runs _____.

   g. Remove disinfected tools by wearing gloves or using _____.

   h. Dry tools and place on a clean _____

   i. Fold napkin and place tools into a _____.

APPENDIX C OCTE safteyNET

Overview

A sample of a blank safetyNET template provided by the Ontario Council for Technology Education as well as their Materials and Resources sheet has been provided here as an additional resource for Hairstyling and Aesthetics teachers.

Completing it once for a risky project can take teachers through a pre-project planning process, a review of the materials in their shops, the suppliers and processes they use, and encourage documentation of their safety training for themselves, their students, and classrooms. It collects safety information in one place for their own use, and respects their experience, pedagogy, and professionalism. It's a crucial step in standardizing safety training in your technology program at your school, and can assist in collegial communication in your department.

Please note that the online updated version is available at www.octelab.com, however any teacher that considers and documents their answers to the questions will have created an important document for their personal professional practice. It's also available in fillable .pdf format, and is also available in French from OCTE.

Establishing A Safety Binder

The goal is to have a safety binder that teachers keep in their classrooms as evidence of due diligence taken towards safety in the classroom.
Assembled safety binders often include teacher/room/board specific:

- •safetyNET Template
- •Project Specific Safety Resources
- •SDS Sheets
- •Student Safety Training Tracking Sheets
- •Permission Forms Copies
- •Class Lists
- •Equipment Maintenance/Manuals
- •Training Quiz Samples
- •Teacher Training Documentation Copies
- •Emergency Procedures Docs
- •Board Repair Contacts
- Room Safety / PPE Location Map

.

Starting Your safetyNET

TXJ Subject Area: Tech department heads can provide leadership asking teachers to consider the following questions to choose a focus for completing their own safetyNET.

- What are the riskiest projects I do in my classroom? (List them here.)
- What ones of these use the riskiest materials?
- Which ones of these use the highest risk-associated equipment?
- Which ones of these include recycled, found, repurposed, or donated materials?
- Which one of these is the hardest to train and track the students for safety?
- Reflecting on this listing, which project do you think you may want to do a safetyNET on?
- What resources of mine would make it easier - instructive for another teacher to try this project?
- What would be the best “safety lens” advice I could give for another teacher from my experience?

Then try it out!

safetyNET Lesson Plan

safetyNET STEP 1: Tell Us About You

First Name: _____
Last Name: _____
E-mail Address: _____
Ontario School Board: _____
School: _____

Community

- ☐ Urban
- ☐ Suburban
- ☐ Rural

Number of Students:

Student Work is Completed (individually, pairs, groups, mixed methods)

Mixed Methods

☐

I agree to the Terms and Conditions and have read the Teacher Guidelines.

safetyNET STEP 2: Describe Your Lesson

Classroom Management Pre-Planning

1. Provide a descriptive **title** for your learning activity.

2. Choose the **length** that best describes your lesson.

- ☐ Full semester
- ☐ Multiple weeks
- ☐ One week
- ☐ One period

3. Choose the **Ontario course code (e.g.)**.

TEJ - Computer Engineering

4. Provide **learning goals** of the activity.

Names of Resource Files Included: (Please format as .pdf where possible.)

5. Generally describe your **classroom lab setup** with main equipment and areas.

6. There is a link here to your subject area's **full** Overall and Specific required **Ministry Expectations**. Click here for **safety expectations summarized for each tech course code**. These will create a pop-up window for copying and pasting into the field below. Copy and paste some safety expectations your lesson will cover.

7. There may also be **local by-laws** or **staff guidelines** applicable to your school community in general that affect how you teach your subject area for health and safety. Being in an urban or rural environment can offer unique challenges to a technological education program. Your department or school may also have a health and safety manual you can attach as a file later. Include any details or best practices here on what you refer to.

8. Coming from industry and experience as a technological educator, there is **prior teacher knowledge** that you would recommend for your classroom, focused on health and safety. Include information on recommended certifications for your subject area.

9. Many teachers use these as a basis of training for **prior student knowledge**. Check off which ones you use currently. A pop-up window is available through these links.

- ☐ Passport to Safety
- ☐ Introduction to WHMIS

10. Prior to specific project work, describe your **general introductory unit on health and safety** in your classroom.

11. Check off what **Personal Protective Equipment** may be applicable in your classroom in general for health and safety.

- ☐ safety glasses (shatterproof - may need side guards)
- ☐ coveralls / lab coat / apron (protective clothing)
- ☐ gloves (latex and standard)
- ☐ gloves (chemical resistant)
- ☐ welding gloves and face shield
- ☐ dust mask (breathing protection)
- ☐ respirator (breathing protection)
- ☐ appropriate footwear (may imply steel-toed work boots or closed toe and heel shoes)
- ☐ hair net
- ☐ hair tied back
- ☐ hearing protection - ear plugs
- ☐ removing jewellery and fashion accessories

- ☐ hard hat
- ☐ safety harness
- ☐ reflective vest
- ☐ no electronic devices

12. Describe your student safety training assessment strategies. Click here for a pop-up to review the **Growing Success** document that defines assessment *for learning and as learning*.

13. Some technological classroom areas are more complex and need layout planning, maintenance, and special resources available, especially when sharing rooms. Detail **general housekeeping, organization standards** and student clean-up procedures from your experience.

14. Detail **safe storage facilities** in your classroom for course specific materials.

15. Explain any **special learning considerations** and best practices for your classroom focused on safety. Are there left-handed students in your class? You may naturally include accommodations and modifications. Showcase special approaches or methods you use for exceptional students, multiple-intelligences, differentiated instruction, ESL, gifted, or physically-challenged students.

16. Include information on your safety procedures for **disposal of waste materials**. This could include hairstyling chemicals, dust collection, combustible wipes, or waste oil.

17. **Company's coming!** Educational Assistants, volunteers, student teachers, and classroom guests with administrators are in your classroom. Provide your experience on elements of safety training that need to be communicated to these participants for your subject area such as wearing safety glasses, maintaining distance from machines, or how to communicate an emergency or issue to the teacher.

18. **Emergency procedures** to pre-plan in general for your technological education classroom depends on your subject area. There may be steps for students, steps for administration, for assisting teachers, or directions for emergency assistance arriving at school. Detail how you cover these in your classroom. Include fire exits, extinguishers, first aid station, eye wash station, and electrical shut-off switches (panic buttons). Possibly detail AED location (if available) and first aid trained staff member locations for your records.

19. Does your Board have a **technological project approval process**?

- ○ Yes
- ○ No
- ○ Unknown

20. Select (all that apply) that complete **equipment inspections** in your board.

- ☐ Teacher
- ☐ Department Head
- ☐ Board Instructional / Subject Area Leader
- ☐ Board Facilities Teams
- ☐ Independent Contractors
- ☐ Ministry of Labour

21. Select **Federal and Provincial Safety Legislation and Policies, Government Departments, and Associations** which may be applicable to your subject area. Click on any of them to open up a pop-up window to reference their website. Consider adding any resources you find to your lesson.

- ☐ Health Canada
- ☐ Ministry of Labour
- ☐ Ontario Workplace Safety and Insurance Act
- ☐ Food Safety and Quality Act
- ☐ Ontario Health Protection and Promotion Act
- ☐ Ontario Highway Traffic Act
- ☐ Ontario Fire Code
- ☐ OntarioBuilding Code
- ☐ Workplace Hazardous Materials Information System (WHMIS)
- ☐ Workplace Safety and Insurance Board (WSIB)
- ☐ Occupational Health and Safety Act (OSHA)
- ☐ Apprenticeship and Certification Act (ACA)
- ☐ Canadian Standards Association (CSA)
- ☐ Canadian Society of Safety Engineering (CSSE)
- ☐ Ontario Service Safety Alliance (Hospitality and Tourism) (OSSA)
- ☐ Canadian Centre for Occupational Health and Safety (CCOSH)
- ☐ Construction Health and Safety Association of Ontario (CSAO)
- ☐ Ontario School Boards Insurance Exchange (OSBIE)
- ☐ Industrial Accident Prevention Association (IAPA)
- ☐ Transportation Health and Safety Association of Ontario (THSAO)
- ☐ Health Care Health & Safety Association of Ontario (HCHSA)

That's the end of general classroom management info. You can copy and paste the content from this section to any project you submit to the safetyNET.

That's So Cool! When Do We Start?

22. Check off **planning** tasks you complete for this lesson.

- ☐ examine materials list (new, used, recycled materials)
- ☐ review tool use plan (power and hand tools)
- ☐ consider special preparation of recycled materials for this project.
- ☐ review hazardous materials use - WHMIS, SDS (attach files later)
- ☐ safety check on specific equipment
- ☐ review chemical and fire safety procedures
- ☐ prepare tools
- ☐ count or measure materials, evaluate efficiencies
- ☐ check 'past due' dates on supplies
- ☐ check student-accessible material supply areas are safe
- ☐ re-do a safety demonstration
- ☐ confirm all students completed training diagnostic assessment
- ☐ confirm web resources and handouts are current
- ☐ reconsider assessment and evaluation strategies
- ☐ plan direct supervision time for difficult or high-risk production steps
- ☐ plan direct supervision for flammable / toxic / corrosive materials handling
- ☐ plan safe storage of in-progress student projects
- ☐ plan cut off times for lab cleanup to begin
- ☐ plan waste disposal, recycling
- ☐ plan debrief on safety risk experiences with students
- ☐ detail notes for teacher sharing classroom/lab

25. Detailed **instructional strategies** and **assessment strategies** for focusing on safety during this learning activity. Consider any IEP considerations applicable in your classroom.

26. Define the **materials and equipment** used for this learning activity. You can use the blank form that's provided **below** and save it to make it your own. The layout helps you collect details showing the materials and equipment. It also provides space for equipment maintenance schedules, disposal of waste materials, training tracking, shielding or guarding details.

27. Include any **best practices** or tips, tricks, and advice in your experience of completing this learning activity. Focus your answer on how you document safety training, and share information about your shop with other tech teachers. That's an OCTElab **safetyNET!**

28. Provide a **short description** of your project that can go with a reference image for the database. (Max 256 characters.)

safetyNET STEP 3: Add Files and Videos

Please attach a **project image** for us to display with your short description in the database. Please upload any **supporting documents** including safety components, lesson materials, assessment tools, digital resources, images, or videos. To bring your lesson to life, include **online videos URL link** files on the lesson plan page. Add as many as you like.

Do you have a **safety feature map** of your classroom you can share? Attach it to your lesson! Find the **Safety Data Sheet (SDS)** for any of your materials clicking and searching here. Save it and add it to your digital resources to attach with your lesson.

safetyNET STEP 4: Tag Your Lesson

Add your own descriptive tag(s) to help users search for content like yours. Print your lesson to document your safetyNET for your classroom. Submit your safetyNET lesson. Plan to update lesson content or add digital resources later with your user login. Think about adding another lesson! Remember, most of your general classroom info is already in. You can 'Save As' and 'Modify' to submit a new lesson with new resources!

OCTElab safetyNET – Materials, Physical Resources Planning Sheet

Teachers can copy and add rows to this blank form to address specific project needs and include it in their safety binder.

PROJECT / LEARNING ACTIVITY TITLE:
COURSE CODE AND TITLE:
VERSION PREPARED DATE:
SUBMITTED BY:
CONTACT:

MATERIALS LIST

MATERIAL	QUANTITY	DESCRIPTION	SOURCE	WHMIS MSDS ATTACHED	SAFE STORAGE	WASTE DISPOSAL
			[ ] new, purchased [ ] new, donated from community, industry [ ] recycled from inside school [ ] recycled from outside school PREPARATION REQUIRED FOR USE: DETAILS:	[ ] Y [ ] N		

PHYSICAL RESOURCES USED

EQUIPMENT, TOOL, MACHINE	SUBJECT – SPECIFIC NEEDS	INSPECTED FOR SAFETY FEATURES	STUDENT TRAINING PLAN IDENTIFIED	MAINTENANCE SCHEDULE
NOTE: TEACHER EXPERIENCE AND SAFETY PROFICIENCY IS ASSUMED. DETAIL EQUIPMENT: MANUAL APPLICABLE / AVAILABLE (LOCATION):	MACHINE GUARDING AND SHIELDING APPLICABLE [ ] YES [ ] NO [ ] N/A EMERGENCY STOP / PANIC BUTTON APPLICABLE [ ] YES [ ] NO [ ] N/A LOCK-OUT TAG APPLICABLE [ ] YES [ ] NO [ ] N/A OTHER (SUBJECT-SPECIFIC) [ ] YES [ ] NO [ ] N/A	[ ] Teacher DATE: _____ [ ] Board DATE: _____	DETAIL STEPS: Student attended teacher safety instructions, lessons, demonstration(notes recorded) Student passed oral or written assessment (test) Student demonstrated safe setup and operation of equipment to teacher Student prepared and delivered power point presentations on all class tools and machines Student granted permission to use equipment SIGNAGE: safety sign posted RESOURCES: safety lesson tool safety video tool power point presentation manual FREQUENCY OF RETRAINING ADVISED: Students should be re-trained every semester Safety passports expire at the end of every semester	DAILY: WEEKLY: MONTHLY: ANNUALLY: CONTACT FOR REPAIR:

The Ontario Council for Technology Education wishes to acknowledge the contribution of the individuals that participated in the development and refinement of this SAFEdoc.

References

21st Century Competencies: Foundation Document for Discussion. Phase 1: Towards Defining 21st Century Competencies for Ontario, Winter 2016 Edition, 2016 http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf

Skilled Trades Ontario https://www.skilledtradesontario.ca

Course Codes for Emphasis courses in the Revised Curriculum: Technological Education, Grades 11 and 12, 2009 http://www.edu.gov.on.ca/eng/curriculum/secondary/techedemphasiscourses.pdf

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, https://www.dcp.edu.gov.on.ca/en/

Resources, Skilled Trades Ontario https://www.skilledtradesontario.ca/about-trades/trades-information/

Red SEAL – Sceau Rouge, 2018 http://www.red-seal.ca/trades/tr.1d.2s_l.3st-eng.html

Start an Apprenticeship in Ontario https://www.ontario.ca/page/start-apprenticeship

Skilled Trades Identified in Ontario, Skilled Trades Ontario https://www.skilledtradesontario.ca/about-trades/trades-information/

The Differentiated Instruction Scrapbook http://www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010DIScrapbook.pdf

The Ontario Curriculum, Grades 9 and 10: Technological Education, 2009 (revised) http://www.edu.gov.on.ca/eng/curriculum/secondary/teched910curr09.pdf

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