



ADMINISTRATIVE PROCEDURE

INSTRUCTOR AND STUDENT USE OF SHARP TRADE TOOLS FOR CTE CONSUMER SERVICES, HOSPITALITY AND TOURISM PROGRAMS

AP No. 6138
Effective Date:
October 3, 2024

- I. **PURPOSE:** To provide safety guidelines for students and instructors in the Consumer Services, Hospitality, and Tourism (CSHT) Programs of Study (Cosmetology, Barbering, Food and Beverage Management (ProStart), and Culinary Arts) by detailing the proper handling and safe use of straight-edge razors and sharp trade tools/instruments.
- II. **POLICY:** The Prince George’s County Board of Education (Board) firmly believes that the academic achievement of all students is paramount. Student academic achievement is supported by providing equitable access to high-quality education and resources to guarantee that every child graduating from Prince George’s County Public Schools (PGCPS) is college and career ready. (Board Policy 0118)
- III. **BACKGROUND:** In order to meet the state licensure and certification requirements for the Consumer Services, Hospitality, and Tourism (CSHT) programs of study (*i.e.*, Cosmetology, Barbering, Food and Beverage Management (ProStart), and Culinary Arts, students will be using sharp trade tools/instruments in compliance with industry health and safety guidelines for instructional purposes.
- IV. **DEFINITIONS:**
- A. Consumer Services, Hospitality, and Tourism (CSHT) - These programs of study prepare students for a variety of career options and areas of continued education in culinary arts, food and service management, cosmetology and barbering.
1. *Food and Beverage Management (ProStart)* - The Maryland State Department of Education refers to programs designed to train students in the food and beverage industry as ProStart.

- B. *Knife Kit* - A set of instruments consisting of thin, sharp edged metal blades fitted with handles and secured in a compartmentalized carrying case.
- C. *Razored instruments* –Includes both haircutting shears, razor blades, and straight-edge razors.
- D. *Sharp Trade Tools / Instruments* - Include, but are not limited to:
 - 1. *Boning knife* – this is a long sharp instrument with a sharp point and narrow blade used for cutting meat off of the bone, disjuncting bone joints, separating bones, and preparing meat for cooking;
 - 2. *Chef's knife* – a very sharp long-bladed instrument of high carbon stainless steel used to slice, dice, and chop ingredients with precision;
 - 3. *Cleaver* – a tool with a sharp, heavy, broad blade used by butchers for cutting thick cuts of meat;
 - 4. *Paring knife* – is a short sharp chef knife with a blade of 3-4 inches used for peeling and cutting small ingredients;
 - 5. *Serrated slicer* – the sharp blade is 7 inches long with serrated cutting edge used to slice through delicate skinned food. i.e. tomatoes;
 - 6. *Tourné knife* – a 2–3-inch sharp blade with a bulge in the center portion used to cut food into precise slices;
 - 7. *Utility knives* – any type of sharp knife used for general manual work purposes with durable fixed blades.
- E. *Student Kits* - Kits that include the hair care tools and instruments that Cosmetology and Barbering students will need in order to successfully participate in the program. These kits will also be used by students on their Maryland State Board Assessments.

V. **PROCEDURES:**

A. General Procedures

- 1. Instructors will follow the curriculum framework for the program of study and develop lessons that teach the proper use, maintenance, storage, and the handling of sharp trade tools and instruments within the classroom. This information is shared with students at the beginning of the school year (see Attachment A) and is currently embedded in the existing curriculum documents as safety & equipment is the first unit of study.
- 2. Instructors will provide students with a competency sheet (see Attachment C) that includes learner indicators. This document will serve as an assessment tool to document student proficiency, and will be retained by the instructor for the duration

of the student's enrollment in the program, and remain in the student's cumulative file.

3. Students may not, under any circumstances, use sharp tools/instruments without the supervision of the instructor or long term substitute. In the event the instructor of record is absent (excluding extended leave), classroom labs and the handling of sharp tools and instruments will be suspended until the instructor's return to work. When not in use, kits containing sharp trade tools and instruments will be properly stored in the lockers, or designated closet within the classroom.
4. Barbering and Cosmetology
 - a. Razored instruments are required to complete the program and will be used by students who sit for the Maryland State Board Assessment certification exam.
 - b. The instructor of the program shall order razored/sharp instruments for student use, and number and label each. Instructors will assign each student a number which will be used to maintain an inventoried log of this equipment that will ensure instructors will be able to track its distribution and collection at the end of the course (see Attachment B). The inventory sheets will be kept on file by the teacher. Students are responsible for replacing any equipment that is lost due to neglect during use.
5. Culinary Arts and Food and Beverage Management (ProStart)
 - a. The instructor will be responsible for securing the knife kits in the designated storage area at all times when not in use.
 - b. The instructor will be responsible for distributing, collecting, and inventorying knives at the end of every kitchen lab.
 - c. The instructor is responsible for transporting the knife kits to and from competitions and other approved events. In the event air travel is required for a competition, the sponsor of the event will provide the necessary sharp trade tools.

B. Storage and Transportation

1. All CSHT instructors shall store sharp trade tools/instruments when not in use in a secured locker or storage closet. If these secured storage areas are not available, instructors should submit a quote from an approved vendor to the designated Career and Technical Education Program Coordinator and request a payment requisition be entered to purchase the needed items. The instructor should

work with the Career and Technical Education Administrator to locate a secure area in the building prior to distributing sharp trade tools for student use.

2. Culinary Arts students will be issued classroom kits that will remain stored in the classroom at all times. Therefore, these sharp trade tools will not be transported between home and school. The tools/instruments from the cosmetology and barbering student kits are to remain safely secured inside the kit during daily transport between home and school at all times. Removal of such items from the kit during transport to school is a safety hazard and not permitted under any circumstances. Students found to have violated these safety procedures during transport will face disciplinary measures as set forth in the Student Rights and Responsibilities Handbook-

C. First Aid

Administrative Procedure 5162 (Emergency Care in Schools) must be followed for students who need first aid performed by the school nurse following a cut or wound. The program instructor/designee and school administration will be responsible for monitoring of and compliance with Administrative Procedure 5162. The teacher will maintain the safety assessments on file and shall be able to provide a copy upon request.

VI. **MONITORING AND COMPLIANCE:**

The Career and Technical Education CSHT Program Coordinator will be monitoring and ensuring the compliance of this administrative procedure.

VII. **RELATED ADMINISTRATIVE PROCEDURES:**

- Administrative Procedure 5162 – Emergency Care in Schools
- Administrative Procedure 10101 – Students Rights and Responsibilities Handbook

VIII. **LEGAL REFERENCE:**

- COMAR 10.15.03.15 Food Equipment and Utensils
- COMAR 10.15.03.16 Cleaning and Sanitizing Equipment and Utensils
- COMAR 10.15.03.17 Storage and Handling of Cleaned Equipment and Utensils.

IX. **MAINTENANCE AND UPDATE OF THIS ADMINISTRATIVE PROCEDURE:**

The Department of Curriculum and Instruction and the Career and Technical Education Office will maintain and update this administrative procedure.

X. **CANCELLATIONS AND SUPERSEDURES:**

This administrative procedure cancels and supersedes Administrative Procedure 6138, dated July 1, 2022.

XI. EFFECTIVE DATE: October 3, 2024

Attachment A - Important Guidelines for Safe Transport of Sharp Objects and Trade Tools to School

Attachment B - Equipment Inventory Checklist

Attachment C - Knife Competency Assessment

Attachment A

Important Guidelines for Safe Transport of Sharp Objects and Trade Tools to School

Dear Consumer Services, Hospitality, and Tourism Students:

As you embark on your journey into the world of culinary arts, food and beverage management, cosmetology, and barbering, it is crucial to prioritize safety at all times, especially when it comes to transporting sharp objects and trade tools to and from school (when applicable). Handling these tools with care not only ensures your safety but also the safety of those around you. Therefore, I would like to provide you with some essential guidelines on how to safely transport sharp objects and trade tools to school:

1. **Proper Packaging:** Always ensure that sharp objects and trade tools are securely packaged in its designated carrying kit before transporting them. Use the protective cases, sheaths, or compartments within the kit to store sharp objects and tools to prevent accidental injuries.
2. **Secure Storage:** When transporting sharp objects and trade tools, make sure they are stored securely in your kit. Avoid placing them loosely in your backpack where they could potentially cause harm.
3. **Handle with Care:** Treat sharp objects and trade tools with the utmost care and respect. Avoid unnecessary handling or fidgeting with them during transportation or use within the classroom to minimize the risk of accidents.
4. **Mindful Transport:** Be mindful of your surroundings when transporting sharp objects and trade tools, especially in crowded areas. Keep them out of reach of children and pets at all times.
5. **Regular Maintenance:** Keep your sharp objects and trade tools well-maintained to ensure their safe transport. Regularly inspect them for any signs of damage or wear and tear, and address any issues promptly.
6. **Emergency Preparedness:** In case of any accidents or emergencies during transportation, it is important to be prepared. Familiarize yourself with basic first aid procedures and always carry a small first aid kit with you.

Remember, safety should always be your top priority when transporting and/or handling sharp objects and trade tools to school and within the classroom. By following these guidelines and exercising caution, you can help create a safe and conducive learning environment for yourself and your peers.

If you have any questions or concerns regarding the safe transport of sharp objects and trade tools, please don't hesitate to seek clarification from your instructor. Your safety is our utmost concern, and we're here to support you every step of the way. Stay safe and best wishes for your journey in Consumer Services, Hospitality and Tourism!

Sincerely,

[Teacher Name]
[Position]
[Career and Technical Education Pathway]

Attachment B

Equipment Inventory Checklist

Date:

School:

Career and Technical Education Pathway:

Prepared by:

Item Number	Description	Quantity	Condition	Remarks
1	[Equipment Name]	[Quantity]	[Condition: Good/Fair/Poor]	[Any specific notes or observations]
2	[Equipment Name]	[Quantity]	[Condition: Good/Fair/Poor]	[Any specific notes or observations]
3	[Equipment Name]	[Quantity]	[Condition: Good/Fair/Poor]	[Any specific notes or observations]

4	[Equipment Name]	[Quantity]	[Condition: Good/Fair/Poor]	[Any specific notes or observations]
5	[Equipment Name]	[Quantity]	[Condition: Good/Fair/Poor]	[Any specific notes or observations]
6	[Equipment Name]	[Quantity]	[Condition: Good/Fair/Poor]	[Any specific notes or observations]
7	[Equipment Name]	[Quantity]	[Condition: Good/Fair/Poor]	[Any specific notes or observations]
8	[Equipment Name]	[Quantity]	[Condition: Good/Fair/Poor]	[Any specific notes or observations]
9	[Equipment Name]	[Quantity]	[Condition: Good/Fair/Poor]	[Any specific notes or observations]
10	[Equipment Name]	[Quantity]	[Condition: Good/Fair/Poor]	[Any specific notes or observations]

Additional Notes:

- Include any additional equipment not listed above.
- Provide detailed descriptions and conditions for each item.
- Attach photographs if necessary.
- Ensure all items are accounted for and properly documented.

Attachment C

Knife Competency Assessment

Student Name:

Unit:

Cook's Knife Task peeling onions	
Assessment Includes: <ul style="list-style-type: none">• Stability of onion• Control of the knife• Removing peel safely	
This confirms that the candidate has demonstrated competence in the above tasks.	
Assessor Signature:	Date:

Student Name:

Unit:

Cook's Knife Task peeling onions on a board	
Assessment Includes: <ul style="list-style-type: none">• Place onion on board• Stabilize with fingers turned in and removed root end and top end with knife• Take onion up in hands and peel away skin with no knife, using fingers	
This confirms that the candidate has demonstrated competence in the above tasks.	
Assessor Signature:	Date:

Student Name:

Unit:

Bread Knife Task Cutting Bread Rolls & Baguettes	
Assessment Includes: <ul style="list-style-type: none">• Place roll / baguette on board at right angles to the surface• Hold roll firmly in place with palm and fingers flat along the roll or baguette• Use a sawing motion parallel to the board – let blade do the work	
This confirms that the candidate has demonstrated competence in the above tasks.	
Assessor Signature:	Date:

Student Name:

Unit:

Small Serrated Knife or small vegetable prep knife	Tasks preparing fruit and vegetables
Assessment Includes: <p>Cut shaped apple</p> <ul style="list-style-type: none">• Stalk removed by hand and apple placed stalk end down on board to aid stability• Apple cut in half through core• Cut side down. Fingers turned out of the way• Firmly hold apple and cut slits in top, either side of this	
This confirms that the candidate has demonstrated competence in the above tasks.	
Assessor Signature:	Date:

Student Name:

Unit:

Cook's Knife	Tasks slicing tomatoes / garnish and chopping onion
<p>Assessment Includes:</p> <p>Cutting tomatoes</p> <ul style="list-style-type: none">• Place tomato on board, using the bottom or flatter side down as stability• Slice in half, then cut side down• Cut into shape required <p>Sliced onions</p> <ul style="list-style-type: none">• Halve peeled onion• Remove root end• Place on board cut side down root end towards self• Fingers turned in, keeping point of knife on board, slice through onion in long strokes <p>Chopping onions</p> <ul style="list-style-type: none">• Halve peeled down• Place cut side down at right angles to body• Cut in downward strokes from stalk end to root. (For smaller dice, closer cuts) • Turn fingers out of the way and cut in horizontal strokes (to suit required size of dice) from stalk end to root• Then cut into dice across slits already cut	
This confirms that the candidate has demonstrated competence in the above tasks.	
Assessor Signature:	Date:

Student Name:

Unit:

Cook's Knife	Tasks slicing peppers / chopping carrots / dicing carrots
Assessment Includes: Slicing Peppers <ul style="list-style-type: none">• Cut stalk away and remove seeds from inside with fingers• Cut pepper in half, from stalk to base• Cut into quarters• Fingers turned in, firm grip on pepper essential• Knife used in a drawing motion through the pepper Chopping Carrot <ul style="list-style-type: none">• Slice removed from carrot to give a base, flat enough to anchor and stabilize• Carrot sliced lengthways, fingers turned in• With point of knife not leaving the board, the blade should be rolled in a downwards motion through the carrot. Dicing Carrot <ul style="list-style-type: none">• Each slice is cut lengthways in manner as above.• The carrot is then placed cross ways on the board.• The knife drawn through• Point of the knife not leaving board to achieve dice	
This confirms that the candidate has demonstrated competence in the above tasks.	
Assessor Signature:	Date:

Student Name:

Unit:

Carving Knife	Tasks carving on the server
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Assessment Includes:	
<ul style="list-style-type: none"> • Knife to be sharp and in good order • Joint to anchored using roasting fork • Knife to be held by handle only • Carve using sawing motion onto carving dish on server board in the kitchen • Knife to be kept sharp 	
This confirms that the candidate has demonstrated competence in the above tasks.	
Assessor Signature	Date

Student Name:

Unit:

Sharpening Steel	Tasks using a steel to keep knives sharp
Assessment Includes:	
<ul style="list-style-type: none"> • Ensuring knife & steel are clean before use - to prevent slipping • Standing on a clean, non-slip, level surface where colleague will not be knocked or distracted • Hold the steel firmly either horizontally or vertically with the point resting firmly on a solid surface such as a chopping board • When using the steel, the colleague is holding the knife in their main hand and they are keeping their fingers behind the guard on the steel. • The colleague should draw the blade along the steel at the same slant and at a 45-degree angle • As the knife is drawn along the steel the portion of the knife blade in contact with the steel should progress down towards the point/end of the steel. • The colleague should repeat a few times - pressing firmly but not hard. Repeat for the other face of the knife. • After sharpening, the colleague should wash the knife under running water to remove any loose filings from the blade. • The colleague should take great care whilst using a knife after being sharpened. 	
This confirms that the candidate has demonstrated competence in the above tasks.	
Assessor Signature	Date

This confirms that the student has completed safe use of knife training, including watching the required video and has satisfactorily demonstrated their skills in this assessment.

Assessor Signature

Date