



COORDINATION HANDBOOK FOR

WORK-BASED LEARNING PROGRAMS



10

WORKPLACE SUPERVISOR HANDBOOK



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Office of Career and Technology Education
Towson, Maryland 21204

WORKPLACE SUPERVISOR HANDBOOK

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Introduction

Participation in Baltimore County's School-to-Career Transition program is an exciting opportunity that provides students the opportunity to experience success in the world of work.

Research has shown that experiential learning promotes intellectual maturity, personal growth, career awareness, and civic and social responsibility. Supervisors, therefore, provide students with a means to develop the skills and knowledge necessary to make appropriate and informed career and educational decisions.

This document has been designed to provide practical information and suggestions to help supervisors work with students.

By participating in the Work-Based Learning program, supervisors will:

- Reinforce and develop general and specific employability skills and attitudes.
- Assist the student in obtaining the greatest benefit from the workplace experience by contributing to a written learning plan
- Project a positive corporate image and commitment to the community.
- Improve the quality and work ethic of our future workforce.
- Gain greater access to an expanded pool of qualified workers.
- Mentor youth in the workplace to realize personal satisfaction.
- Receive regular contact from the work-based learning coordinator to deal with student issues or concerns.
- Work with motivated students who can assist with job tasks.
- Benefit from the technological expertise of the current generation.

Effective supervisors and mentors are those leaders who:

- Inspire and promote excellence in others.
- Support growth and learning.
- Set high performance standards.
- Provide opportunities for students to work as team members.
- Assist students with developing academic and workplace competencies.

Vision/Mission/Goals: Work-Based Learning Programs

Rationale

Student achievement is the Baltimore County Public School System's primary goal. Research has proven that experiential learning promotes intellectual maturity, personal growth, career awareness, as well as civic and social responsibility. Experiential learning through a work experience program provides a dynamic, structured partnership offering a wide range of opportunities to promote student achievement. Baltimore County Public Schools offers many different types of work-based learning programs including work experience programs, apprenticeships, internships, and job shadowing, in addition to school-based career awareness and development activities. These experiences provide opportunities for students to apply their academic skills in real-world settings.

Vision

Baltimore County Public Schools will be among the highest performing school systems in the nation as a result of raising the bar, closing gaps, and preparing every student for the future. BCPS will increase achievement for all students while preparing a variety of pathways to prepare students for career and college, in a safe, orderly, and caring environment for students and staff. Source: *Baltimore County Public Schools The Compass: Our Pathway to Excellence*, Available: [The Compass: Our Pathway to Excellence \(bcps.org\)](http://bcps.org).

Mission

The mission of the School-to-Career Transition program is to empower students to focus on career pathways that allow students to utilize and to apply their academic and technical skills to authentic workplace situations, thereby fostering meaningful business partnerships and developing the skills required to become globally competitive citizens in a culturally diverse world.

Goals

The School-to-Career Transition program provides work experiences in which the student, business partner, and Work-Based Learning (WBL) coordinator work as a team to:

1. Integrate academics with work-based experiences to increase student achievement.
2. Develop the skills and knowledge base necessary to make appropriate and informed decisions in the career development process to prepare students for lifelong learning.
3. Create a realistic work experience that will enable students to develop positive work ethics and values such as honesty, loyalty, and tolerance of diversity.
4. Provide an atmosphere in which students develop self-respect and a positive self-image.
5. Demonstrate mastery of general and specific competencies through the development and the execution of a learning plan.

Frequently Asked Questions

Will the students be prepared for the workplace?

Students will participate in school-based activities (courses and seminars) as well as connecting activities with teachers in order to prepare the students to dress appropriately, arrive on time, and follow company policy.

What is expected to be included in the student orientation?

Review the checklist provided including but not limited to safety, company policy and procedures regarding dress, breaks, cell phone use, etc.

What is my liability?

Baltimore County Public Schools covers liability for unpaid work-based learning experiences (see Risk Management and Liability Documentation). Students must be covered under workman's compensation according to the MD law. A work permit is required according to Department of Labor regulations. Safety instruction must be provided. Students are required to initiate and complete application and signature acquisition for the work permits once they have been hired/approved for the work-based learning site. If safety issues arise after school hours, please contact 911, the parent/guardian, and the WBL coordinator as appropriate.

How do I handle employee discipline?

Each student should be treated as other employees are treated. This is an opportunity for the student to learn to resolve problems and to work within company policies. The WBL coordinator should be contacted to help resolve problems.

What is the duration of time the student will be working at the jobsite?

The student will remain at the worksite if successful and acquiring additional skills on the job.

In a paid position, how late are students permitted to work?

According to the DOL: [Permissible Hours of Employment of a Minor: www.dllr.state.md.us/labor/wages/minorfactsheet.pdf](http://www.dllr.state.md.us/labor/wages/minorfactsheet.pdf)

What happens to the student at the completion of the work-based learning program?

The supervisor has the option to provide the student with additional career opportunities.

Workplace Supervisor Responsibilities

The supervisor will:

- Communicate with the work-based learning (WBL) coordinator regarding concerns, performance, and evaluations.
- Provide realistic work expectations for the student.
- Provide an orientation program for the student at the job site.
- Instruct the student in company safety and health procedures and policies.
- Model effective ethical behavior on the job site.
- Encourage the student to work as a team player.
- Provide a minimum 5-hour per week schedule and monitor student attendance (*based on credit requirements for a completer program or elective participation*)
- Assess student workplace competencies and provide feedback.
- Increase student responsibilities based on job performance.
- Promote student understanding of the relationship between rigorous, relevant education and employment success.

Effective Training

Effective training is a systematic method of assisting students in learning specific tasks by providing “hands-on” instruction and modeling of the desired behavior or task. Skill acquisition, prevention of skill loss, and error can best be accomplished if the following pathway is followed:

- **Preparation**– Anticipate the tasks and skills required for successful completion of the job. Determine when the student can be trained and who will conduct the training.
- **Modeling**– Describe the task and demonstrate according to your standards. Then, check for understanding.
- **Practice**– Allow the student to demonstrate the task, correct errors, and ask the student to describe what he/ she is doing.
- **Performance**– Allow the student to work to perform the task without assistance, designate a plan if the student has questions, and provide feedback on performance.

Orientation to the Work-Based Learning Site Checklist

Directions: Utilize the following checklist in conducting student orientation at your site.

Supervisor and student will discuss company expectations and specific position requirements from company policy including the following:

- Attendance and call-in policy
- Cell phone/other digital device use
- Dress code
- Job position requirements—fingerprinting, TB test, background check, drug test etc.
- Work schedule
- Punctuality
- Hours of operation
- Rest breaks (must be provided in accordance with Employment of Minors Law)
- Lunch breaks
- Safety training (including but not limited to procedures, protocol, cleaning, etc.)
- Security procedures (confidentiality, non-disclosure agreements, emergency procedures etc.)
- Tour of facilities
- Routine tasks to complete if special assignments are completed

Supervisor and student will discuss the *company culture* including the following:

- Type of business.
- Company products.
- Company services.
- Company branches and divisions.

Supervisor and student will discuss the *organizational chart of the company* including the following:

- Introduction to department staff.
- Introduction to all other departments as required by job assignment.
- Reporting procedures.
- Chain of command.

Safety and Risk Management

The Baltimore County Public Schools has set three broad goals for every child in every school:

- To improve achievement for all students.
- To maintain a safe and orderly learning environment in every school.
- To use resources effectively and efficiently.

To achieve these goals, all participants must adhere to the policies and procedures developed by the School-to-Career Transition office. Participants in the STCT programs are encouraged to ask questions and frequently communicate with the student's WBL coordinator whenever a change, problem, or concern arises that may impact the student experience in school and on the work-based learning site.

Prior to any student beginning a work-based experience, the supervisor/mentor must designate at least one person to serve as the student's official supervisor and the following risk management procedures must be completed:

The supervisor(s) must review and sign the appropriate paperwork:

- *Work-Based Learning Agreement.*
- *Workplace Learning Safety Form.*
- *Work permit* (students under the age of 18). Go to the following website for details- [Work Permit: www.dllr.state.md.us/labor/wages/empm.shtml](http://www.dllr.state.md.us/labor/wages/empm.shtml). ***Regulations require that it is the responsibility of the student to file for, get signatures, and provide copies of the work permit to the worksite supervisor and WBL coordinator.***

The supervisor(s) must review and discuss the following policies and procedures:

- Communication with the WBL coordinator.
- Safety of the worksite.
- Emergency contact procedures.
- Attendance, termination, and resignation at the worksite.
- Sexual harassment.



GROUP INSURANCE POOL

621 Ridgely Avenue, Suite 300, Annapolis, Maryland 21401
410-841-5414 · 800-841-8197 · Fax: 410-841-5424 · MABE.org

June 3, 2021

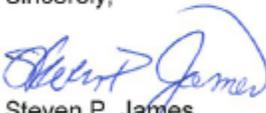
Dear Employer:

Questions have arisen concerning insurance coverage for the School-to-Career Transition program offered by the Board of Education of Baltimore County. Here is a brief explanation of the coverage that is available.

The Maryland Association of Boards of Education Group Insurance Pool ("MABEGIP") is a self-insurance program providing property and liability insurance coverage for many of the school systems in the state of Maryland. Baltimore County Public Schools, as well as sixteen other Maryland school systems, is a member of this pool.

MABEGIP is governed by the "scope of coverage", which describes items covered in the policy. Scopes of coverage are standard parts of insurance policies or programs. **Please note that unpaid work-based learning experiences, such as the ones you provide, are contained within the scope of coverage.**

Sincerely,



Steven P. James
Pool Administrator

SPJ/mb

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**Updated versions of these letters are available each year from the school
Work-Based Learning Coordinator.**

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Work-Based Learning Coordinator.**

BALTIMORE COUNTY PUBLIC SCHOOLS

Darryl L. Williams, Ed.D. • Superintendent • 6901 North Charles Street • Towson, MD • 21204

July 19, 2021

Local Business

RE: Unpaid Work-Base Learning Experiences

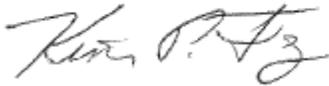
Dear Sir/Madam,

The Annotated Code of Maryland, Education Article, Section 7-114 provides that students placed in unpaid work-based learning experiences coordinated by a county board of education are considered 'covered employees' of that employer for purposes of workers' compensation laws. Additionally, the statute provides that the employer "shall secure workers' compensation coverage" for these students. See enclosed statute.

You should be aware that Baltimore County Public Schools does not secure workers' compensation coverage for these students. We encourage you to contact your broker or workers' compensation insurer if you have any questions about the scope of your insurance policy.

Baltimore County Public Schools greatly appreciates your participation in the unpaid work-based learning program. We hope the value of the students to your business far outweighs the minimal cost of insurance. The students gain valuable work experiences and employers often find future employees through these programs. Should you have any questions, please do not hesitate to contact me at 443-809-4133.

Sincerely,



Kevin P. Foy
Workers' Compensation Specialist
Office of Employee Absence & Risk Management
Department of Human Resources Operations
Baltimore County Public Schools
6901 North Charles Street, Bldg. B
Towson, Maryland 21204
P: 443-809-4133
F: 410-337-0160

Raising the bar, Closing gaps, Preparing for our future

Md. EDUCATION Code Ann. § 7-114

Copy Citation

Statutes current through legislation effective November 6, 2020

- MD - Annotated Code of Maryland
- EDUCATION
- DIVISION II. ELEMENTARY AND SECONDARY EDUCATION
- TITLE 7. PUBLIC SCHOOLS
- SUBTITLE 1. GENERAL PROVISIONS

§ 7-114. Worker's compensation coverage for students in unpaid work-based learning experience positions or private noncollegiate institutions.

(a) Definitions. --

(1) In this section the following words have the meanings indicated.

(2) "Private noncollegiate institution" means a school or other institution that is not under the general control and supervision of a county board of education.

(3) "Unpaid work-based learning experience" means a program that provides a student with structured employer-supervised learning that:

(i) Occurs in the workplace;

(ii) Links with classroom instruction;

(iii) Is coordinated by a county board or private noncollegiate institution; and

(iv) Is conducted in accordance with the terms of an individual written work-based learning agreement between the county board of education or private noncollegiate institution placing a participating student and the employer of that participating student.

(b) Student considered covered employee. -- A student who has been placed with an employer in an unpaid work-based learning experience coordinated by a county board or private noncollegiate institution is a covered employee of that employer, as defined in Title 9 of the Labor and Employment Article, for the purposes of coverage under the State workers' compensation laws.

(c) Employer to secure coverage. --

(1) The participating employer where a student is placed in an unpaid work-based learning experience under this section shall secure workers' compensation coverage for that student.

(2) The participating employer may satisfy its obligation to secure workers' compensation coverage under this subsection if the county board or private noncollegiate institution that places the student in

the unpaid work-based learning experience chooses to secure workers' compensation coverage for that student.

(d) County board to secure coverage; reimbursement. --

(1) The county board or private noncollegiate institution that places a student with an employer in an unpaid work-based learning experience under this section may secure workers' compensation coverage for that student.

(2) Subject to subsection (e) of this section, if a county board or private noncollegiate institution chooses to secure workers' compensation coverage under this subsection, the participating employer shall reimburse the county board or private noncollegiate institution in an amount equal to the lesser of:

(i) The cost of the premium for the workers' compensation insurance coverage; or

(ii) A fee of \$ 250.

(e) Waiver of reimbursement. -- A county board may waive the requirement for reimbursement under subsection (d)(2) of this section.

History

2003, ch. 354 ; 2006, ch. 44, § 6; ch. 563 ; 2007, ch. 229 ; 2008, ch. 363 ; 2012, ch. 420 ; 2018, chs. 207 , 208 .

Annotated Code of Maryland

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Required Forms

Note: Updated and/or fillable versions of these documents are available from the School's WBL Supervisor.

The following information and documents are essential to the Work-Based Learning program for safety and liability purposes. The forms listed below are to be reviewed or completed and returned to the work-based learning coordinator.

- *Work-Based Learning Agreement.*
- *Workplace Learning Safety Form and letter.*
- Work permit (if applicable) under Dept of Labor regulations. *

* Reference: [Fact Sheet for Employment of a Minor:
www.dllr.state.md.us/labor/wages/minorfactsheet.pdf](http://www.dllr.state.md.us/labor/wages/minorfactsheet.pdf)

Work-Based Learning Agreement

Name of student

Worksite position

Worksite: _____ Phone: _____

Street Address: _____

City/State/Zip Code: _____

Supervisor: _____ Supervisor email: _____

Emergency Contact: _____ Student emergency number: _____

Work dates: _____ to _____

Work-based learning coordinator phone number: _____

The Board of Education of Baltimore County does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, sexual orientation, genetic information, or veteran status in matter affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to the Board's nondiscrimination policy, please contact: EEO Officer, Office of Equal Employment Opportunity, Baltimore County Public Schools, 6901 Charles Street, Building B, Towson, Maryland 21204 (443-809-8937). There is a compliance officer responsible for identifying, preventing, and remedying prohibited harassment concerning students. Complaints of harassment should be directed to the Executive Director, Department of School Safety, 9600 Pulaski Park Drive, Suite 118, Baltimore, Maryland 21220 (443-809-4360).

Agreements

The school agrees to:

1. Make a reasonable effort to determine the appropriateness and safety of the site.
2. Provide preparatory activities for the experience.
3. Provide appropriate monitoring, assessment, and follow-up activities.

WBL Coordinator Signature: _____

Date: _____

The supervisor agrees to:

1. Provide the student with safety instructions and orientation prior to the work experience.
2. Assume responsibility for the student's experience.
3. Provide a structured learning experience and feedback for the student including quarterly evaluations.
4. Ensure immediate supervisor of the student is not a registered sex offender.
5. Comply with applicable federal, state, and local employment requirements including Title IX, worker's compensation, and sexual harassment policies.

Supervisor Signature: _____

Date: _____

The student and parent agree to:

1. Abide by the agreed work schedule and assigned activities.
2. Adhere to a business-like attitude toward all of the organization's policies and regulations, including security, safety, and sexual harassment.
3. Notify the supervisor and WBL coordinator as early as possible if unable to work on a particular day.
4. Handle proprietary and confidential information discreetly.
5. Maintain and submit documentation of work hours.
6. Arrange transportation to and from the worksite.
7. Provide a two-week termination notice with the consent of the work-based learning coordinator.
8. Adhere to all policies of the STUDENT BEHAVIOR HANDBOOK and understand that school policies also apply to the work experience site.
9. Recognize that even though the school system strives to warrant that the site is appropriate and safe, every worksite has inherent dangers and hazards that could cause injury. Participation in this work experience program may expose the child to some risk(s).
10. Understand that the worksite may require additional information and/or documentation that is independent of, and separate from, BCPS requirements.
11. Give consent for the school and/or the employer to use their own judgment in securing medical aid and ambulance service in case the parents cannot be reached.

I understand that my child will participate in this work experience as specified above and give my consent for his/her participation.

Parent signature

Student signature

Date: _____

BALTIMORE COUNTY PUBLIC SCHOOLS

6901 Charles Street, Towson, Maryland 21204-3711

TO: Supervisor

FROM: Baltimore County Public Schools

RE: Work-Based Learning Safety

Prior to participating in any Work-Based Learning activity, students must receive appropriate safety instruction. In order to assist you with this process, we ask that you complete, sign, date, and review with the student the safety instruction guide on the other side of this page. You may also wish to supplement this with safety information that is relevant to your industry. This not only helps protect you and students, but also provides an additional opportunity to teach students about the importance of safety in the work environment.

We appreciate your time and commitment to our students and their safety.

Work-Based Learning Safety Form

Date: _____ Student: _____
 School: _____
 Work-Based Learning Site: _____
 Address: _____
 City/State/Zip Code: _____
 Site Contact: _____ Phone: _____
 Email: _____

Work environment/safety information provided in orientation training:

Fire drills/accident drills/evacuation drills Safety training

Student can identify: Primary evacuation route Secondary evacuation route Shelter in place location

• **Number of employees** _____ **Number of BCPS WBL students at this site** _____

• **Type of Business:**

- | | | |
|--|--|---|
| <input type="checkbox"/> Administrative Services | <input type="checkbox"/> Food Services | <input type="checkbox"/> Recreation |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Health Care | <input type="checkbox"/> Retail |
| <input type="checkbox"/> Arts, Entertainment | <input type="checkbox"/> Hospitality | <input type="checkbox"/> Transportation & Warehousing |
| <input type="checkbox"/> Computer/IT Support | <input type="checkbox"/> Information | <input type="checkbox"/> Utilities |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Management | <input type="checkbox"/> Wholesale |
| <input type="checkbox"/> Educational Services | <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Other |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Professional & Technical Services | |
| <input type="checkbox"/> Environmental Services | <input type="checkbox"/> Public Administration | |
| <input type="checkbox"/> Finance & Insurance | <input type="checkbox"/> Real Estate & Leasing | |

• **List any machinery, equipment, or processes a student may use in the course of his/her duties:**
 _____ lifting repetition

• **Personal protection needed:** safety glasses closed-toe shoes gloves
 uniform apron face mask hearing protection head gear
 Other (list): _____

• **List any medical and first aid facilities or procedures:**
 First aid kit available on site CPR-trained staff on site AED on site

• **Check the following that apply to your business' fire protection:**
 Fire extinguishers Automatic sprinklers Other (list)
 Hoses/standpipe Fire alarms

 Supervisor Title Date

 Student Date WBL Coordinator Date

The Board of Education of Baltimore County does not discriminate on the basis of race, color, religion, sex, national origin, age, marital status, sexual orientation, gender identity, genetic information, disability, or veteran status in admissions, educational programs or activities, and employment and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the Board's nondiscrimination policies should be directed to: EEO Officer, Office of Equal Employment Opportunity, Baltimore County Public Schools, 6901 Charles Street, Building B, Towson, Maryland 21204 (443-809-8937). There is a compliance officer responsible for identifying, preventing, and remedying prohibited harassment concerning students. Complaints of harassment should be directed to the executive director, Department of School Safety and Security, 9610 Pulaski Park Drive, Suite 219, Baltimore, Maryland 21220 (443-809-4360).



Maryland Student Learner Agreement
 DEPARTMENT OF LABOR
 for Exemption under Hazardous
 Occupations Orders



Date:

Name of Student	Social Security #	Date of Birth
<input type="text"/>	<input type="text"/>	<input type="text"/>

Pursuant to the provisions of the § 3-206(c) of the Labor and Employment Article, Annotated Code of Maryland and U.S. Public Law 29 USC-201 and regulations and orders promulgated there under, it is agreed between:

Name of Employee:

and

Name of Employer:

Name of School	City or County
<input type="text"/>	<input type="text"/>

That the pupil named above, currently enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local authority, is to be employed by the Company in an occupation declared to be particularly hazardous by the U.S. Secretary of Labor., that such employment shall be incidental to the training, that such work shall be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.

It is further agreed that safety instructions shall be given by the school and correlated by the employer with on-the-job training and that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

This exemption may be revoked if it is determined that reasonable precautions have not been observed for the safety of the minor employed hereunder.

A copy of this agreement, signed in triplicate by the Employer and the Program Coordinator or the school principal shall be retained and kept on file by each of the signatories and a third copy shall be sent to the Division of Labor and Industry, Employment Standards Service, 1100 N. Eutaw Street, Room 607, Baltimore, MD 21201.

<input type="text"/>	<input type="text"/>
Name of Firm	Coordinator or School Principal

<input type="text"/>	<input type="text"/>
Name of School	Address

Department of Labor
 Division of Labor and Industry
 Employment Standards Service
 1100 North Eutaw Street, Room 607
 Baltimore, MD 21201
 Telephone Number: (410) 767-2357 • Fax Number: (410) 333-7303
 E-mail: dllr@maryland.gov

Available: <https://www.dllr.state.md.us/forms/dlistudentlearner.pdf>

Work-Based Learning

Professional Use of Technology /Sexual Harassment Awareness

Student Name: _____

Professional Use of Technology

As personal technology becomes more prevalent in the workplace, students need to be aware of the following guidelines for use of technology in the workplace.

Students will:

- Adhere to the rules and regulations set forth by the employer.
- Avoid cell phone use at the workplace.
- Refrain from discussing the workplace and co-workers on social networking sites.
- Never post inappropriate photos, links, videos, status updates, tweets, texts, captions, etc. anywhere.
- Refrain from sending personal emails at work (whether using a personal or professional email account).
- Refrain from using an inappropriate email address.
- Use a work-appropriate voicemail greeting.
- Refrain from using personal listening devices at work.
- Abide by all company policies involving use and installation of software and applications.
- Comply with BCPS policy regarding providing personally identifiable information.

****All BCPS Telecommunications Policies apply at the worksite****

I agree to adhere to the above technology policies.

Student

Date

Sexual Harassment Training

I acknowledge that I have received training regarding sexual and other unlawful forms of harassment. I feel confident in my ability to identify and address any issues that might occur regarding sexual harassment in the workplace.

I agree to inform my WBL coordinator of any incidents of sexual harassment or questionable behavior at my worksite.

Student

Date

The Board of Education of Baltimore County does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, sexual orientation, genetic information, or veteran status in matter affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to the Board's nondiscrimination policy, please contact: EEO Officer, Office of Equal Employment Opportunity, Baltimore County Public Schools, 6901 Charles Street, Building B, Towson, Maryland 21204 (443-809-8937). There is a compliance officer responsible for identifying, preventing, and remedying prohibited harassment concerning students. Complaints of harassment should be directed to the Executive Director, Department of School Safety, 9600 Pulaski Park Drive, Suite 118, Baltimore, Maryland 21220 (443-809-4360).

Work-Based Learning:

Protect Yourself: Know Your Rights and Responsibilities

SEXUAL HARASSMENT

The school-to-career transition courses involve students who work outside the school. They must know their rights and the procedures to take in the event that sexual harassment at the worksite becomes a problem. The following information should be kept by the employer, parent/guardian, and student for future reference.

Harassment defined

Harassment can be racial, ethnic, religious, or sexual in nature. It is a systematic persecution of another person that is carried out by annoyances, threats, or demands.

Sexual harassment is unwanted and unwelcome behavior of a sexual nature that interferes with a student's right to learn, study, work, achieve, or participate in school or work activities in a comfortable and supportive atmosphere. Under federal and state laws and policies, sexual harassment is illegal and is prohibited in school settings.

What is the law?

Students are legally protected against sexual harassment by Title IX of the Education Amendments of 1972, which is a federal law prohibiting discrimination on the basis of sex. Sexual assault is also covered under the Criminal Code of Maryland.

The three elements to sexual harassment

The behavior is:

- Unwanted or unwelcome.
- Sexual or related to the gender of the person.
- When one person has power over another.

What to do if harassment is suspected:

Employer:

- Hear the complaint.
- Report concerns to the WBL coordinator.
- Speak to the parties involved.
- Determine if further action is needed.
- Follow company policy to report the incident.

Parent/student:

- Tell your WBL coordinator.
- Tell the harasser to stop verbally or in writing.
- Follow school system's procedures .

Work-based learning coordinator:

- Alert employers, parents/guardians, and students to the policies regarding sexual harassment.
- Act when a student brings a complaint to your attention.
 - Take student away from the site.
 - Write or speak to the employer.
 - Bring the complaint to the attention of the principal.

**It's not funny.
It's not a joke.
It's embarrassing.**

IT'S ILLEGAL!

SAMPLE CALENDAR OF HOURS/TIME SHEET

WORK-BASED LEARNING CALENDAR OF HOURS

Intern:	Worksite:
---------	-----------

CALENDAR 1 - SEPTEMBER 1-28, 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day Schools Closed	3 A	4 B	5 A	6 B	7
8	9 A	10 B	11 A Seminar 2:30-3:30	12 B	13 A Learning Log 1 due	14
15	16 B	17 A	18 B	19 A	20 B Goal setting Journal due	21
22	23 A	24 B	25 A Seminar 2:30-3:30	26 B	27 A Learning Log 2 Due Calendar due	28
Mentor's Name: _____			Mentor's Signature: _____		Total Hours: <input style="width: 50px; height: 20px;" type="text"/>	

Student: _____ Total Hours This Sheet: _____

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Date			26	27	28	29	30
# of Hours							
Date	31	Sept. 1	2	3	4	5	6
# of Hours							

Mentor's Signature: _____ Date: _____

Training Site: _____
Turn in no later than 2 days after last date shown.

Work-Based Learning Grading/Credit Policy

The grade in the Work-Based Learning experience course is calculated in the following way:

MAJOR (40%)

➤ PERFORMANCE/LEARNING PLAN

- WBL coordinators will make monthly site visits to evaluate the student's job performance and progress on the designed learning plan.
- Worksite supervisors will assist in determining this grade.

MINOR (60%)

➤ DOCUMENTATION

- Student files must contain the following signed paperwork:
 - Student-Parent-School Agreement
 - Work-Based Learning Experience Agreement
 - Work-Based Learning Safety Form
 - Work Permit
 - Learning Plan
 - Work-Based Learning Grading/Credit Policy
 - Emergency Form
 - Documentation of hours worked (calendar)
 - Signed Professional Use of Technology and Sexual Harassment Lesson Plan Acknowledgement

➤ TIME SHEETS

- Each student must complete a time sheet biweekly or monthly indicating the number of hours worked. The sheets:
 - Must be signed by someone at the worksite in a supervisory position.
 - Must be turned in according to established deadlines.
 - 1 credit* = 135 hours for the academic year working at least 5 hours a week *required for CCRD completer
 - 2 credits = 270 hours for the academic year working at least 10 hours a week
 - 3 credits = 450 hours required for Apprenticeship Maryland Program
 - Other (to be entered by WBL Coordinator ONLY): _____ hours for _____ program
 - Can include hours worked in the evening, on weekends, and during school vacations. **Please note: If a student is absent from school, he/she may not report to work unless prior permission has been given.
 - Reporting false information or forging signatures is academic dishonesty and may result in suspension and/or a failing grade for the marking period.
 - Failure to obtain and submit documentation of required hours may result in failure.
 - If a student has a change of contact info or changes worksites, this paperwork **MUST** be updated.

➤ LEARNING LOGS/JOURNAL PROMPTS

- Students must successfully complete written reflection assignments each quarter. These must be turned in accordance with deadlines established by the WBL coordinator.

➤ SEMINAR ATTENDANCE

- Students must attend mandatory monthly seminars.

ATTENDANCE

- Students missing 20% or more of the class days within each grading period are subject to a failing grade for that marking period.
- Unexcused absences, 10% or more, may be subject to a failing grade for that marking period.

Please note: If a student leaves a job for ANY reason, the WBL coordinator **MUST** be informed.

Parent/Guardian _____

Date _____

Student _____

Date _____

WBL Coordinator _____

Date _____

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Baltimore County Public Schools Career and Technology Education Student Assessment and Learning Plan

2017 - 2018 Edition

Assessment Key

- HE - Highly Effective
- E - Effective
- P - Progressing
- NI - Needs Improvement
- U - Unobserved
- N/A - Not Applicable

Work-Based Learning Program:

Student: _____ Supervisor: _____
 Worksite: _____ Phone: _____
 Position: _____ Email: _____

Directions: Place the appropriate number in the box for the current assessment session.

Competency	Descriptors	Quarterly Assessment			
		1st	2nd	3rd	4th
Attendance	<ul style="list-style-type: none"> • Number of no-shows • Number of call-outs • Number of days late 	1st	2nd	3rd	4th
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communication Skills	<ul style="list-style-type: none"> • Follows written/oral directions • Uses appropriate vocabulary/grammar • Uses acceptable body language • Asks questions/seeks clarification • Expresses opinions/ideas with tact and accuracy • Demonstrates effective listening skills • Appropriately directs and focuses attention 	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Interpersonal Skills	<ul style="list-style-type: none"> • Accepts constructive suggestions in a positive manner • Displays appropriate conduct, remaining positive, respectful and patient • Works well independently and as a team member • Works well in a diverse group 	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Responsibility	<ul style="list-style-type: none"> • Demonstrates initiative • Demonstrates readiness to work upon arrival • Maintains ethical standards in accordance with company policy • Accepts accountability for completing workplace tasks in a timely manner 	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Technology	<ul style="list-style-type: none"> • Demonstrates proficiency in use of relevant tools and technology specific to task • Adapts to technological change willingly 	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Problem Solving	<ul style="list-style-type: none"> • Recognizes problems that need to be resolved • Implements the decision-making process effectively • Generates effective means to solve problems • Cooperates with appropriate team members to resolve problems 	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Academic and Technical Knowledge	<ul style="list-style-type: none"> • Demonstrates relevant academic knowledge and skills • Uses career-specific vocabulary appropriately 	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Safety	<ul style="list-style-type: none"> • Operates equipment safely and responsibly • Adheres to health, safety, environmental, and sexual harassment policies and procedures 	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Appearance and Dress	<ul style="list-style-type: none"> • Conforms to work culture • Meets safety and health standards 	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Work Performance	<ul style="list-style-type: none"> • Performs tasks accurately, thoroughly, and in a timely manner • Demonstrates a positive work ethic 	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Quality of Work	<ul style="list-style-type: none"> • Completes tasks to the best of his/her ability • Demonstrates pride in tasks completed 	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



**Baltimore County Public Schools
Career and Technology Education
Student Assessment and Learning Plan**

Learning Program:
Worksite:
Position:
Supervisor:

Student:

Quarterly Assessment
1st 2nd 3rd 4th

Academic	Reads and complies with employee policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic	Works independently to complete assignments and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employability	Please choose a skill description.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employability	Please choose a skill description.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add Skill		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add Skill		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add Skill		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add Skill		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add Skill		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add Skill		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and Signatures

<p>Quarter 1 Comments:</p> <p>Supervisor Signature: _____ Date: _____</p> <p>Student Signature: _____ Date: _____</p>	<p>Quarter 2 Comments:</p> <p>Supervisor Signature: _____ Date: _____</p> <p>Student Signature: _____ Date: _____</p>
<p>Quarter 3 Comments:</p> <p>Supervisor Signature: _____ Date: _____</p> <p>Student Signature: _____ Date: _____</p>	<p>Quarter 4 Comments:</p> <p>Supervisor Signature: _____ Date: _____</p> <p>Student Signature: _____ Date: _____</p>

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Learning Plan Assessment Key

Highly Effective (HE)

The student employee...

- Displays extensive knowledge of the skills required to effectively complete the job **beyond requirements.**
- Presents work that is accurate and precise.
- Starts and finishes the job based on approved work schedule.
- Requires minimum supervision and completes tasks promptly and efficiently.
- Identifies and corrects errors.
- Assumes additional responsibilities as needed and works well with work peers and supervisor.
- Complies with company policies, and procedures.

Effective (E)

The student employee...

- Displays knowledge of the skills required to effectively complete the job.
- Performs work adequately but still needs direction/assistance/instructions to complete tasks.
- Meets work standards regularly.
- Student employee sometimes assumes additional responsibilities.
- Regularly complies with company policies and procedures.

Progressing (P)

The student employee...

- Works toward obtaining knowledge and developing skills to become an effective employee.
- Meets work standards inconsistently.
- Occasionally complies with company policies and procedures.
- Work shows continual improvement.

Needs Improvement (I)

The student employee...

- Demonstrates little understanding of the skills and knowledge necessary for success in this category.
- Continues to struggle with strategies and suggestions for improvement.
- May show little desire to become effective in this category.

Unobserved (U)

The student employee...

- No evidence of this expected responsibility.

Not Applicable (N/A)

The student employee...

- Does not engage in this responsibility, and it is not expected.



Minor Fact Sheet



(Labor and Employment Article, Section 3-206, Annotated Code of Maryland)

APPLYING FOR A WORK PERMIT

Applications for work permits are accepted online at: www.dlir.state.md.us/childworkpermit. Steps:

- Minor completes required information online
- Prints work permit
- **TO BE VALID:** The Minor, the Minor's Parent/Guardian, and the Employer must sign the permit

NOTE TO EMPLOYERS

- A minor under the age of 14 is not permitted to work and may not be employed.
- Minors 14 through 17 years of age may *only* work with a work permit.
- The work permit must be in the employer's possession before the minor is permitted to work.
- Employers must keep the work permit on file for three years.

Permissible Hours of Employment

All Minors:

May not be employed or permitted to work more than five hours continuously without a non-working period of at least ½ hour.

Minors 14—15:

- 4 hours on any day when school is in session.
- 8 hours on any day when school is not in session.
- 23 hours in any week when school is in session for five days.
- 40 hours in any week when school is not in session.
- May only work between the hours of 7:00am and 8:00pm.
- May work until 9:00pm from Memorial Day until Labor Day.
- The hours worked by a minor enrolled in a bona fide work-study or student-learner program when school is normally in session may not be counted towards the permissible hours of work prescribed above.

Minors 16—17:

May spend no more than 12 hours in a combination of school hours and work hours each day.

Must be allowed at least eight consecutive hours of non-work, non-school time in each 24-hour period

Exemptions:

Exceptions to hours and occupations may be granted by the Commissioner of Labor and Industry. Applications for exceptions should be addressed to the Commissioner giving explicit details.

Special Permits

Special permits may be issued to minors of any age to be employed as a model, performer, or entertainer. The applications and permits are available only from the Baltimore office of the Division of Labor and Industry (address below) or online at: www.dlir.state.md.us/labor/wages/empgm.shtml.

Non-Employment Activities

Activities not considered employment if performed outside of the prescribed school day and the activity does not involve mining, manufacturing or hazardous occupations. The activities include:

- Farm work performed on a farm.
- Domestic work performed in or about a home.
- Work performed in a business owned or operated by a parent or one standing in the place of a parent.
- Work performed by non-paid volunteers, in a charitable or non-profit organization, employed with the written consent of a parent or one standing in the place of a parent.
- Caddying on a golf course.
- Employment as an instructor on an instructional sailboat.
- Manufacturing of evergreen wreaths in or about a home.
- Delivery of newspapers to the consumer.
- Work performed as a counselor, assistant counselor, or instructor in a youth camp certified under the Maryland Youth Camp Act.
- Hazardous work performed by non-paid volunteers of a volunteer fire department or company or volunteer rescue squad who have completed or are taking a course of study relating to firefighting or rescue and who are 16 years of age or older.

Federal Restrictions

Restrictions under the child labor provisions of the Federal Fair Labor Standards Act may be greater than State Standards. In all cases, the higher or more restrictive standard prevails. Information on Federal Standards is available from the Baltimore office (410) 962-6211 and the Hyattsville office (301) 436-6767 of the U.S. Department of Labor, Wage and Hour Division.

FOR MORE INFORMATION CONTACT:

Department of Labor, Licensing and Regulation
 Division of Labor and Industry—Employment Standards Service
 1100 North Eutaw Street, Room 607 • Baltimore, MD 21201

Telephone Number: (410) 767-2357 • Fax Number: (410) 333-7303 • E-mail: dtdiemploymentstandards-dlir@maryland.gov



Minor Fact Sheet



(Labor and Employment Article, Section 3-206, Annotated Code of Maryland)

OCCUPATIONS FORBIDDEN TO ALL MINORS Certain occupations are declared to be hazardous by the U.S. Secretary of Labor and have been adopted by reference by the Commissioner of Labor and Industry for the State of Maryland. All minors are forbidden to be employed at these occupations with certain exceptions.

<ul style="list-style-type: none"> • Occupations in or about plant or establishments containing explosive components. • Occupations of motor-vehicle driver and outside helper. • Coal-Mine occupations. • Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill. • Occupations involved in the operation of power-driven woodworking machines. • Occupations involving exposure to radioactive substances and to ionizing radiations. • Occupations involved in the operation of elevators and other power-driven hoisting apparatus. • Occupations involved in the operation of power-driven metal forming, punching, and shearing machines. 	<ul style="list-style-type: none"> • Occupations in connection with mining, other than manufacturing or storing explosives or articles coal. • Occupations involving slaughtering, meat-packing or processing, or rendering. • Occupations involved in the operation of certain power driven bakery machines. • Occupations involved in the operation of certain powerdriven paper products machines. • Occupations involved in the manufacture of brick, tile, and kindred products. • Occupations involved in the operation of circular saws, band saws, and guillotine shears. • Occupations involved in wrecking, demolition, and shipbreaking operations. • Occupations involved in roofing operations
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In addition to the hazardous occupations as declared by the U.S. Secretary of Labor and adopted by the Commissioner of Labor and Industry, the following occupations are forbidden to all minors:

<ul style="list-style-type: none"> • Blast furnaces. • Docks or wharves, other than marinas where pleasure boats are sold or served. • Pilots, firemen, or engineers on any vessel or boat engaged in commerce. • Railroads. • Erection and repair of electrical wires. • Any distillery where alcoholic beverages are manufactured, bottled, wrapped or packed. 	<ul style="list-style-type: none"> • The manufacturing of dangerous or toxic chemicals or compounds. • Cleaning, oiling or wiping of machinery. • Any occupation forbidden by any local, state or federal law. • Any occupation which after investigation by the Commissioner is deemed injurious to the health and welfare of the minor.
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A minor may not be employed to transfer monetary funds in any amount between 8 p.m. and 8 a.m. or in any amount over \$100.00 between 8 a.m. and 8 p.m. unless that minor is the child of the owner or operator or the funds have been received in payment of goods or services delivered by the minor.

AREAS OF EMPLOYMENT RESTRICTED FOR MINORS 14 AND 15 YEARS OF AGE

- (1) Manufacturing, mechanical or processing occupations including occupations in workrooms, workplaces or storage areas where goods are manufactured or processed.
- (2) Operation, cleaning or adjusting of any power-driven machinery other than office machines.
- (3) Occupations in, about or in connection with (except office or sales work not performed on site):

- | | | | |
|----------------|--------------|---|--|
| • scaffolding | • brickyard | • railroads | • any occupation deemed injurious by the Commissioner after investigation. |
| • acids | • gases | • occupations causing dust or gases in injurious quantities | |
| • construction | • lumberyard | • boats engaged in navigation or commerce | |
| • dyes | • lye | | |
| | • airports | | |

Rev. 10/2016

Supervisor Handbook Acknowledgement Form

School: _____

Student Last Name (PLEASE PRINT)

Student First Name (PLEASE PRINT)

Business Partner/Mentor (PLEASE PRINT)

Business

Documentation

- Work-based learning experience agreement.
- Emergency contact information.
- Work permit (under 18) according to the DLLR regulations.
- Procedure for documentation of hours and wage.
- Risk management documentation:
 - Sexual harassment reference sheet.
 - Maryland Department of Labor Laws and Regulations: Employment of Minors.
 - Work-Based Learning Safety Form/letter.
 - Work Based Learning Emergency Form

I have received a copy of the *Baltimore County School-to-Career Transition Supervisor Handbook*. I acknowledge that the above material has been reviewed and I was given the opportunity to ask questions.

Student's Signature

Date

I have discussed this *Handbook* with the student. I understand my responsibilities.

Business Partner/Mentor Signature

Date



Education for a Lifetime

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