

Nashua Community College Early Childhood Practicum II



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Mentor Teacher Handbook

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Dear Mentor Teacher,

Thank you for agreeing to be a Mentor Teacher to a Nashua Community College Early Childhood Practicum student. Your role as a mentor will be to support and teach an aspiring early childhood professional. The mentor relationship is designed to enhance professional development and give practicum students an opportunity to observe and apply the educational practices and theories they have been taught. I want to acknowledge how much I appreciate your time, knowledge, and experience.

I would also like to explain the process, your role, and responsibilities. I will be out to visit the site three times during the semester. The first visit is to meet you and introduce myself. The second visit will be to observe the practicum student's interactions within the classroom, and the third visit will be to observe a lesson. I do not grade the practicum student during my observations. I am there to give feedback only. Your evaluation of the practicum student counts as 40% of their grade.

Please contact me if you have any questions or concerns. I am here to support both you and my practicum students.

Sincerely,

Dr. Lisa A. Furman
Practicum Coordinator
Early Childhood Education Program Adjunct Faculty
Nashua Community College
603-793-6900
lfurman@ccsnh.edu

Practicum II

LEARNING OUTCOMES:

Upon successfully completing this course the practicum student will be able to:

- Articulate and discuss an experiential understanding of children's development and learning and make connections to previous knowledge and learning regarding theories of development.
- Observe and document the group and individual needs of children and use the information for the basis of planning environments and curriculum with a sensitivity to the diverse cultural need of children and their families.
- Demonstrate an ethical and professional level of communication skills and interactions with parents and other professionals under the guidance of the practicum supervisor.
- Participate in the daily routine of the early childhood environment in a professional manner applying the Ethical Code of Conduct under the guidance of the practicum supervisor.
- Develop and articulate a personal philosophy of early childhood education that draws on current theories and research.

Connections to NAEYC Standards - Associates Degree Program

Standard 1. Promoting Child Development and Learning

Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1

1a. Knowing and understanding young children's characteristics and needs, from birth to age 8.

1b. Knowing and understanding the multiple influences on early development and learning.

1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning

environments for young children

Standard 2. Building Family and Community Relationships

Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

Key elements of Standard 2

2a. Knowing about and understanding diverse family and community characteristics.

2b. Supporting and engaging families and communities through respectful, reciprocal relationships

2c. Involving families and communities in their children's development and learning.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in early childhood degree programs understand that child observation, documentation and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

3a. Understanding the goals, benefits, and uses of assessment- including its use in development of appropriate goals, curriculum, and teaching strategies for young children.

3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.

3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Standard 4. Using Developmentally Effective Approaches

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching, and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.

4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d. Reflecting on own practice to promote positive outcomes for each child.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each young child. Students understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health, and safety; and social studies

5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Standard 6. Becoming a Professional

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

6a. Identifying and involving oneself with the early childhood field.

6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.

6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers and as a professional resource.

- 6d. Integrating knowledgeable, reflective, and critical perspective on early education.*
6e. Engaging in informed advocacy for young children and the early childhood profession.

Standard 7. Early Childhood Field Experience

Field experiences and clinical practice are planned and sequenced so that students develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth- age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7

- 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)*
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, childcare centers, and homes, Head Start programs)

Practicum II Student Requirements

Weekly Seminar

Reflective Journals

Students are expected to journal each week online reflecting on personal performance and responding to guiding questions as assigned by the practicum coordinator or reflection on lesson plan implementation.

The journal will be evaluated as to level of reflective thought as well as the critical analysis of situations experienced in the practicum classroom setting.

Child Study Assessment and Observation

The practicum student will complete a developmental checklist observation for the age range of the children in the practicum group.

Practicum students will research an age-appropriate checklist for a child in their placement. The checklist must be approved by the practicum supervisor, Professor Furman, before use.

Practicum students will observe a specific child in their practicum setting while completing the developmental checklist. A written report indicating the findings of the checklist will be presented in class. The written report should include results of checklist and what the results mean. Where is the child developmentally? What skills and abilities are secure? What skills are low? What can you do in your practicum setting to support the development of these skills? Information from the completed checklist will be used to guide the planning of your curriculum unit and lessons.

Curriculum Unit

The practicum student will create and implement an eight (8) lesson curriculum unit based on a topic that coordinates with a classroom theme. Curriculum unit items to include are; planning web, classroom daily schedule, environmental sketch, bulletin board (optional) child study assessment, lesson plans, family communication activity, and unit reflection.

Emergency Preparedness Plan

Students will choose an emergency and develop a plan for their practicum placement. Students will present this to the class with a visual aid.

Professional Portfolio Content Details

The portfolio will contain the following sections:

A. Professional Section

Resume

Early Childhood Education Philosophy Statement

NAEYC Code of Professional Ethics

Mentor Teacher completed performance evaluation

Practicum contracts

Attendance documentation reporting sheet

B. Curriculum Section

Curriculum Unit Items to be included:

Planning Web

Daily Schedule

Environmental Sketch

Bulletin Board (Optional)

Curriculum Unit Lesson Plans

Unit Reflection

The practicum student will use the attached lesson plan when writing up the activities. All activities will be planned based on the developmental needs and levels of the children in the group. The activities must provide the children with an opportunity to explore and construct their own learning experiences as well as be based on the “Processes not Product” approach. Supportive Evidence: The practicum student will include evidence that demonstrates the quality of the completed activities and response of the children to the activities.

C. Child Study Assessment and Observation Section

The student will complete a developmental checklist and observation for the age range on a specific child in the practicum group. A reflective narrative statement will be written after completing the developmental checklist addressing the development noted by assessments and the observation experience. Cultural diversity as well as any special needs will be noted.

D. Family Communication and Support Section

Letter of Introduction: The practicum student will write and distribute a letter of introduction to the parents of the children in the group under the guidance and supervision of their Mentor teacher.

Family/child supportive activity: The practicum student will plan and prepare an activity that can be sent home to families of the children in the group. This activity suggestion must contain a description of the activity process, a list of materials required to complete the activity with their child, and the goals of the activity. This “take home activity” must be family and child friendly and focus on an area of child development that supports the child needs in the practicum group. This activity must take into consideration the diverse cultural needs of the families in the group. A reflection will be completed on how activity went. Did it meet goal of connecting families to child’s learning and development? What did you learn about family communication?

E. Self-Performance Evaluation Section

Reflective narrative statement of performance at the practicum site.

The contents of the portfolio will be evaluated based on the level of thoroughness regarding supportive evidence, presence of all requirements, organization, neatness, professional appearance, and level of quality of collected work samples from previous classes.

UNIT CURRICULUM PLANNING AND DEVELOPMENT

In discussion with your Mentor and as result of your developmental check list and journal notes regarding the developmental levels and individual needs of the children in your class, choose a concept or skill area that you will build your unit around. Remember with in each unit you will need to teach a lesson that reflects: Math, Science, Gross Motor, Music, Fine Motor, Literacy, Art, Cognitive and one free lesson.

Ask yourself these questions once you have chosen the topic:

- Why am I choosing this topic for the unit?
- What will be the focus of the unit?
- Have I included activities for all areas of class, books, literacy center, math activities, music, blocks, dramatic play, science, sensory table, manipulatives and puzzles, easel, art shelves, etc.?
- What is the developmental level of the children?
- What modifications or accommodations do I need to address for individual needs of each child?
- What evidence will I collect to provide proof of children's learning?
- Is my reasoning related to child development and is it DAP?

Brainstorm and review activities that could be used to support the understanding, inquiry, exploration, and practice of the focus skill or concept. Use the Webbing method for this exercise. Areas for activities to consider are, science, math, literacy gross motor, fine motor, blocks, manipulative, arts, dimensional arts, sensory experiences, dramatic play etc. Discuss the results of this with your Mentor teacher.

Review environment and materials, you might need or changes you might make to support the concept or skill. Make a list of materials, equipment, changes. Discuss the results of this with your Mentor teacher.

Identify activities that would support the children and would be realistic to do in the present environment you are working in. Discuss this with your Mentor teacher.

Once you have identified several activities, complete the schedule planning sheet and begin the process of fitting in the required 4 structured activities, the 4 informal activities and the naturalistic activities. Present this to your Mentor teacher for review and approval.

Upon approval from your practicum teacher write up the lesson plans for the 4 structured and 4 informal activities and discuss with your Mentor teacher the dates to implement these activities.

Plan for your related bulletin board and discuss with your Mentor teacher.

Plan for your Family Friendly activity component and discuss with your Mentor teacher.

Review the complete unit with your Mentor teacher. Confirm dates and implement.

Child Study Research Project

Students will research an age-appropriate checklist for a child in their placement. The checklist must be approved by the practicum supervisor, Professor Furman, before use. Practicum students will observe a specific child in their practicum setting while completing the developmental checklist. A written report indicating the findings of the checklist will be presented in class. The written report should include results of checklist and what the results mean. Where is the child developmentally? What skills and abilities are secure? What skills are low? What can you do in your practicum setting to support the development of these skills? Information from the completed checklist will be used to guide the planning of your curriculum unit and lessons.

Emergency Preparedness Plan

Students will choose an emergency and develop a plan for their practicum placement. Students will present this to the class with a visual aid.

Family/Child Supportive Activity

Students will plan and prepare an activity that can be sent home to families of the children in their placement. The goal of this activity is to engage families in their child's development. This activity should be connected to your unit theme. The activity suggestion must contain a description of the activity process, a list of materials required to complete the activity with their child, and the goals of the activity. This "take home activity" must be family and child friendly and focus on an area of child development that supports the child's needs. The activity must take into consideration the diverse cultural needs of the families in the group.

Mentor Responsibilities

Weekly meetings

Each week the Mentor will meet with the student for a 15 - 30-minute meeting to discuss progress concerns and expectations. This will include discussion about child study, family child support activity, curriculum unit, and lesson plans. Mentors should include discussions around interactions with children, behavior management, transitions throughout the day, supportive learning, and communication with families.

Review Curriculum Unit

The student will be responsible to implementing a Curriculum unit that includes at least 8 lesson plans. Your role will be to review the Curriculum Unit and individual lesson plans and give feedback (on the lesson plan form Appendix III) before the lesson is presented and then feedback after the lesson is presented on how the lesson went and any suggestions for improvement. The purpose of the practicum is to practice being a classroom teacher. Any feedback or ideas are greatly appreciated.

Mentor Evaluation 40 % of grade

The student will provide you with a copy of the college evaluation form at the beginning of the practicum. (Appendix IV pg 13-15) This evaluation will be reviewed verbally and/or written with the student at the mid-point of the practicum hours and then completed in written form upon completion of the practicum hours. Please use the midterm evaluation to support the student in communication of both their strengths and growth areas. The final Mentor review as mentioned is 40% of the student's grade. If you have any questions or concerns about the evaluation forms please contact Lisa Furman (603) 793-6900 or email lfurman@ccsnh.edu

Attachments

**Nashua Community College
505 Amherst Street, Nashua NH 03063
Practicum II Site Agreement**

Name of Site _____

Address _____

Street City zip code

Phone _____ **Email** _____

We agree to accept at our facility _____ **as a practicum student**
(name of practicum student)

Beginning: _____ **and ending:** _____.

We are aware of the practicum requirements and agree to the following:

Site administrator agrees that:

- * The practicum student will be required to follow all policies and regulations of the site.
- * The practicum student shall report any absence or tardiness in the same manner as the teachers at the site.
- * The practicum student will be placed under the supervision of a teacher with an early childhood degree and a minimum of five years' experience
- * The practicum student will be an extra in the classroom and not be counted in the ratio. If the practicum student is used in the ratio to maintain standards then the practicum student will be paid for their time.
- * The site administrator will conduct periodic checks with the Mentor Teacher to ensure that the agreement and practicum requirements are being followed

Mentor Teacher agrees to:

- * Discuss all practicum requirements with the practicum student prior to implementation
- * Assist practicum student in creating a letter of introduction to families in the practicum classroom
- * Provide timely feedback and guidance on all interactions with children and all implemented lesson plans
- * Provide the practicum student with the opportunity in the schedule to complete required practicum lesson plans and projects
- * Meet with the practicum student regularly to discuss plans and progress
- * Complete an accurate and appropriate evaluation of the practicum student by the required date
- * Contact the college practicum coordinator immediately should a problem or questions arise

We have read this agreement carefully and understand our responsibilities.

Site Administrator _____

Phone _____ email _____

Mentor Teacher _____

Phone _____ Email _____

Practicum Student _____

Phone _____ Email _____

Practicum Coordinator _____

Phone _____ Email _____

**Nashua Community College
Early Childhood Education Program
Student Practicum II Information and Contract**

Practicum student Name _____

Address _____

Home Phone _____ Cell Phone _____

College Email _____

Practicum Site _____

Address _____

Phone _____ Email _____

Administrator _____

Mentor Teacher _____

Degree _____ Years of Experience _____

Age of Children _____ Number of Children in Group _____

The following are my goals as an early childhood practicum student

1 _____

2 _____

3 _____

comments _____

I will be at my practicum site on the following days and times:

Monday: _____ Thursday _____

Tuesday: _____ Friday _____

Wednesday _____

**I agree to complete all requirements of the practicum and abide my practicum site rules,
NH Child Care**

**Licensing Regulations, NAEYC Code of Ethical Conduct and NCC Student Code of
Conduct.**

Practicum Student Signature _____ Date _____

Practicum Coordinator Signature _____ Date _____

**Nashua Community College
EARLY CHILDHOOD PROGRAM**

LESSON PLAN FORMAT

Practicum student: _____ Date _____
Site: _____ Age of children _____
Curriculum Area _____ Size of Group _____
Book used _____
Title of Activity _____
Goal (The children will be able to...)

Objectives (Specific)

1. _____
2. _____
3. _____

Materials/Resources Needed:

Instructional Strategies/Teaching Techniques:

Procedure/Steps to Implement the Activity:

Modifications:

Extensions:

Assessment: (How can you document that you met your goal and objectives)

Mentor Teacher: Pre implementation discussion and evaluation of activity/lesson:

Practicum Mentor Teacher _____

Date _____

Practicum student _____

Date _____

Mentor Teacher: Post implementation comments and evaluation:

Practicum Mentor Teacher _____ **Date** _____

Practicum student: Self-evaluation post implementation:

Practicum student _____ **Date** _____

Practicum student: Follow up suggestions: What I would do differently

Midterm Practicum II

Nashua Community College, 505 Amherst Street, Nashua NH, 03063

603-793-6900 email: lfurman@ccsnh.edu

Early Childhood Education Program

Practicum Site Mentor Teacher Student Evaluation Form

Nashua Community College follows the NAEYC Professional Preparation Standards. Our goal is that our practicum students understand these standards and can implement them in the classroom. The Standards used for this rubric are from NAEYC Standards for Initial Early Childhood Professional Preparation. This rubric reflects the standards represented in the Practicum assignments. Explanations connected to the assignments are required for the Practicum I experience. If you have any questions, please contact me at lfurman@ccsnh.edu

Date of Evaluation _____

Practicum Students Name _____

Phone _____ Email _____

Practicum Site _____

Practicum Mentor Teacher _____

Practicum Teacher Signature _____

Comments _____

Date Reviewed with Practicum student _____

Standards

Standard 1: PROMOTING CHILD DEVELOPMENT AND LEARNING

The practicum student is able to plan lessons that are based on the developmental levels of the children in the class.

Comments:

Standard 2: *BUILDING FAMILY AND COMMUNITY RELATIONSHIPS* The practicum student is aware of the importance of Parent communication and creating partnerships with families. The practicum student is able to connect with some of the families in the program, through the Parent Child Supportive Activity or direct contact if possible.

Comments:

Standard 3: *OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES*

The practicum student completes the Developmental Checklist and is able to use information to create and implement lesson plans that support the developmental level of the children in the class.

Comments:

Standard 4: *USING DEVELOPMENTALLY EFFECTIVE APPROACHES*

The practicum student is able to understand the behavior and guidance strategies implemented in the classroom and is able to implement them when needed.

Comments:

Standard 5: USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

The practicum student is able to plan and implement lessons using own knowledge and other resources that is developmentally meaningful and challenging for each child. The practicum student's lesson plans cover the required domains of: Math, Science Art, Music, Literacy, Fine Motor, Gross Motor and Social Emotional Development.

<p>Comments:</p>

Standard 6: BECOMING A PROFESSIONAL

The practicum student is able to engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

<p>Comments:</p>

Practicum Teacher Signature _____

Comments _____

Practicum Student Signature _____

Comments _____

Final Practicum II

Nashua Community College, 505 Amherst Street, Nashua NH, 03063
603-440-9131 email: lfurman@ccsnh.edu

Early Childhood Program

Practicum Site Mentor Teacher Student Evaluation Form

Nashua Community College follows the NAEYC Professional Preparation Standards. Our goal is that our practicum students understand these standards and can implement them in the classroom. The Standards used for this rubric are from NAEYC Standards for Initial Early Childhood Professional Preparation. This rubric reflects the standards represented in the Practicum assignments. Explanations connected to the assignments are required for the Practicum I experience. If you have any questions, please contact me at lfurman@ccsnh.edu

Date of Evaluation _____

Practicum Student's Name _____

Phone _____ Email _____

Practicum Site _____

Practicum Cooperating Teacher _____

Practicum Teacher Signature _____

Comments _____

Date Reviewed with Practicum student _____

Evaluation Scale:

5 points = Exceeds Practicum student demonstrates clear, broad and in-depth understanding, knowledge and ability to implement successfully without guidance

4 points = Above Average Practicum student demonstrates clear and broad understanding, knowledge and ability to implement successfully with minimal guidance

3 points = Meets Practicum student demonstrates understanding, knowledge and ability to implement successfully only with support and guidance

2 points = Below Average Practicum student demonstrates minimal understanding and knowledge and requires much guidance and support to implement successfully

1 point = Does not Meet Practicum student lacks understanding and knowledge and is unable to implement successfully even with support and guidance

25 - 30 points = A

19 - 24 points = B

13 - 18 points = C

7 - 12 points = D

0 - 6 points = F

Standards	Exceeds 5	Above Average 4	Meets 3	Below Average 2	Does Not Meet 1
<p>Standard 1: <i>PROMOTING CHILD DEVELOPMENT AND LEARNING</i> The student is able to plan lessons that are based on the developmental levels of the children in the class.</p>					
<p>Comments:</p>					
<p>Standard 2: <i>BUILDING FAMILY AND COMMUNITY RELATIONSHIPS</i> The student is aware of the importance of parent communication and creating partnerships with families. The student is able to connect with some of the families in the program, through the parent child supportive activity or direct contact if possible.</p>					
<p>Comments:</p>					
<p>Standard 3: <i>OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES</i> The student completes the Developmental Checklist and is able to use information to create and implement lesson plans that support the developmental level of the children in the class.</p>					
<p>Comments:</p>					
<p>Standard 4: <i>USING DEVELOPMENTALLY EFFECTIVE APPROACHES</i> The student is able to understand the behavior and guidance strategies implemented in the classroom and is able to implement them when needed.</p>					

Comments:					
Standards	Exceeds 5	Above Average 4	Meets 3	Below Average 2	Does Not Meet 1
<p>Standard 5: USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM</p> <p>The student is able to plan and implement lessons using own knowledge and other resources that is developmentally meaningful and challenging for each child.</p> <p>The student’s lesson plans cover the required domains of: Math, Science Art, Music, Literacy, Fine Motor, Gross Motor and Social Emotional Development.</p>					
Comments:					
<p>Standard 6: BECOMING A PROFESSIONAL</p> <p>The student is able to engage in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.</p>					
Comments:					

TOTAL POINTS _____ **LETTER GRADE** _____

Mentor Teacher Signature _____

Comments _____

Practicum Student Signature _____

Comments _____

Commitment to Equal Employment Opportunities

Employers who partner with Nashua Community College guarantee that no student shall be discriminated against or excluded from any benefits, activities, or programs on the grounds race, color, religion, national origin, age, sex, disability, genetic information, veteran status, marital status, sexual orientation, political affiliation, or lawful political activity. Employers agree to adhere to Nashua Community College's Non-Discrimination policy.

NON-DISCRIMINATION POLICY

Nashua Community College does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identity or expression, genetic information, or veteran status. This statement is a reflection of the mission of the Community College System of NH and Nashua Community College and refers to, but is not limited to, the provisions of the following laws: Title VI and VII of the Civil Rights Act of 1964, The Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1975, Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974, and the NH Law Against Discrimination (RSA 354-A).

The NCC Equity Committee is designated to coordinate compliance with the Non-Discrimination Policy and handles all concerns of discrimination not covered under Title IX.

The following persons have been designated to handle inquiries regarding the Non-Discrimination Policy:

<p>Kyle Metcalf, Chairperson NCC Equity Committee Nashua Community College 505 Amherst St. Nashua, NH 03063 NCCHREC@ccsnh.edu (603) 897-9988 Equity Grievance Policy</p>	<p>Lizbeth Gonzalez Title IX Coordinator Nashua Community College 505 Amherst St. Nashua, NH 03063 lgonzalez@ccsnh.edu (603) 578-8928 Title IX Grievance Policy</p>
<p>Catherine Barry NCC Human Resources Director Nashua Community College 505 Amherst St. Nashua, NH 03063 cbarry@ccsnh.edu (603) 578-8900 ext. 1766</p>	<p>Jodi Quin Section 504/ADA Coordinator Nashua Community College 505 Amherst St. Nashua, NH 030631 jquin@ccsnh.edu (603) 578-8996</p>

Inquiries may also be directed to:

<p>Sara A. Sawyer CCSNH Director of Human Resources Community College System of NH 26 College Drive Concord, NH 03301 ssawyer@ccsnh.edu (603) 230-3503</p>	<p>NH Commission for Human Rights 2 Industrial Park Drive Bldg. One Concord, NH 03301 humanrights@nh.gov (603) 271-2767 TDD 1-800-735-2964</p>
<p>Equal Employment Opportunity Commission Boston Area Office JFK Federal Building 15 New Sudbury Street, Room 475 Boston, MA 02203-0506 info@eeoc.gov 1-800-669-4000 TTY 1-800-669-6820 ASL Video (844) 234-5122 FAX (617) 565-3196</p>	<p>Office for Civil Rights, Boston Office US Department of Education 8th Floor 5 Post Office Square Boston, MA 02109-3921 OCR.Boston@ed.gov (617) 289-0111 TTY 1-800-877-8339 FAX (617) 289-0150</p>