

**Mount Wachusett Community College**

**CCAMPIS**

**(Child Care Access Means Parents in School)**

**Parent/Student Handbook**





## Welcome to CCAMPIS

Dear Student/parent,

Welcome to Mount Wachusett Community College's CCAMPIS Program (Child Care Access Means Parents in School). As a participant in this program, you are taking steps to a better future for you and your family. We encourage you to become involved, not only in our selective program, but within the college, your child's day care, and within your community. We are here to help you reach your educational goals, and our program will become stronger because of your success.

This handbook is filled with useful information; from aiding you in selecting a provider for your child(ren), to your success as a college student. Keep it in a convenient place, for easy access as you embark on your educational journey.

I am always happy to meet with you, and can be flexible with day and time.

Sincerely,

A handwritten signature in black ink that reads "Ann Reynolds". The script is elegant and cursive, with a large initial 'A' and 'R'.

Ann Reynolds, CCAMPIS Advisor.

Ann Reynolds  
CCAMPIS Advisor, Student Services

Mount Wachusett Community College  
Student Services, Room 143  
444 Green Street  
Gardner, MA 01440

Telephone: 978-630-9190 | Fax: 978-630-9540  
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## Mission Statement

To promote and support student/parent achievement in order to achieve academic success while attending MWCC

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## What is CCAMPIS?

The CCAMPIS Program (Child Care Access Means Parents in School) at Mount Wachusett Community College (MWCC) is a federally funded program that provides child care subsidies to qualified students who are enrolled part-time or full-time at any one of the three college campuses (Gardner, Leominster, and Devens). The CCAMPIS subsidy is determined by the student's EFC (expected family contribution) and can be in the amount of 60%, 40% or 20% of their child care costs not covered by any child care vouchers; not to exceed \$325 for one child, and \$550 for two or more children per month.

The CCAMPIS program will provide child care subsidies of 60%, 40% or 20% (as determined by your EFC) according to the following criteria:

<b>EFC</b>	<b>9 or more credits</b>	<b>8 to 5 credits (three days only)</b>	<b>1 to 4 credits (two days only)</b>
EFC = \$0-\$500	60% CCAMPIS Funded	40% CCAMPIS Funded	20% CCAMPIS Funded
EFC = \$501-\$1,500	40% CCAMPIS Funded		20% CCAMPIS Funded
EFC = \$1,501-max	20% CCAMPIS Funded		

**N Not to Exceed \$550 per month for two or more children**

**OT to Exceed \$325 per month for one child**

Participating students must enroll their child/ren with a pre-approved child care provider. It is a requirement of our grant that the day care provider, home or facility, must have a current license and either their CDA (Child Development Associate) accreditation, or a national accreditation such as NAEYC (National Association for the Education of Young Children).

While involved in the CCAMPIS program, students must check with the CCAMPIS advisor on a regular basis. In addition, students must attend one workshop per semester presented by the CCAMPIS program. They must also volunteer at least once at their child's day care, and log their experience in Noble Hours.



## Participation Agreement

### Contract for participation in the MWCC CCAMPIS program

Name of Student \_\_\_\_\_ Student ID# \_\_\_\_\_

***Please initial each item that you agree to.***

1. I will meet monthly with the CCAMPIS advisor, either in person or by email or phone. With a *mandatory* “back-to-school” meeting at the start of each semester in person \_\_\_\_\_
2. I will set up an Educational Plan with the CCAMPIS advisor. \_\_\_\_\_
3. I will let the CCAMPIS advisor know if I make any changes to my major as soon as possible \_\_\_\_\_
4. I will attend a minimum of 2 CCAMPIS Parent Workshops (1 per semester) that will strengthen my skills as a parent. \_\_\_\_\_
5. I will fulfill the required volunteer hour(s) during the school year, at my child’s day care facility, and submit volunteer hour(s) on Give Pulse, the MWCC Civic Learning tracking program \_\_\_\_\_
6. If requested, I will complete and submit CCAMPIS program surveys to provide information, data and feedback on the quality of support services available to me at MWCC. \_\_\_\_\_
7. I will attend the required amount of parent conferences per year offered by the childcare center for each of my children funded by CCAMPIS. \_\_\_\_\_
8. I will follow all policies established by the childcare center. \_\_\_\_\_
9. I understand that I will not receive CCAMPIS childcare funding during the semesters that I am not enrolled and successfully completing college credits. \_\_\_\_\_
10. I understand that non-compliance with any of the above mentioned might result in loss of CCAMPIS participation. \_\_\_\_\_
11. I give permission for the CCAMPIS Advisor to share and receive information about my academic progress. \_\_\_\_\_
12. I give permission for the CCAMPIS Advisor to share and receive information pertaining to my day care needs with my chosen day care provider. \_\_\_\_\_

EFC	9 or more credits	8 to 5 credits (three days only)	1 to 4 credits (two days only)
EFC = \$0-\$500	60% CCAMPIS Funded	40% CCAMPIS Funded	20% CCAMPIS Funded
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**NOT to Exceed \$325 per month for one child**

**Not to Exceed \$550 per month for two or more children**

CCAMPIS funding will only be available for the fall and spring semesters. There will be no funding available during the winter intercession and during the summer\*. There will be coverage during the week of spring break.

\_\_\_\_\_  
Student/Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
CCAMPIS Advisor Signature

\_\_\_\_\_  
Date

\*Unless otherwise noted. Limited funding may be available during the summer



## Successful Participation

To ensure, you the student, remain in the CCAMPIS program, the following **must** occur. If at any time, *any* of the following are *not* met, the student may be removed from the CCAMPIS Program.

- Attend two or more CCAMPIS Workshops during an academic year
- Volunteer at your day care providers' at least 1 hour per academic year
- Remains in good academic standing with MWCC
- Maintains a GPA of 3.0 (*Not* to fall below 2.5)
- Stay in communication with the CCAMPIS advisor; responding to emails, telephone calls, and letters
- Remain in good standing with your day care provider; ensuring your financial responsibility is always met
- Inform the CCAMPIS advisor of any changes made to your academic schedule; dropped or added courses, change of major, withdrawal from a course
- Remain in good judicial standing with MWCC

Communication is the key; if the CCAMPIS advisor is aware of your situation early, then we are able to work with you to get through it. Your success is our success!



## Child Development Chart – First Five Years

Harold Ireton, PH. D.

	SOCIAL	SELF-HELP	GROSS MOTOR	FINE MOTOR	LANGUAGE
Birth to 6 months	Distinguishes mother from others. Social smile.	Comforts self with thumb or pacifier. Reacts to sigh of bottle or breast.	Turns around when lying on stomach. Lifts head and chest when lying on stomach.	Picks up toy with one hand. Looks and reaches for faces and toys.	Vocalizes spontaneously, social. Reacts to voices. Vocalizes, coos, chuckles.
6 to 9 Months	Pushes things away he/she does not want. Reaches for familiar persons.	Feeds cracker to self.	Sits alone... steady, without support. Rolls over from back to stomach.	Picks up objects with thumb and finger grasp. Transfers toy from one hand to other.	Wide range of vocalizations (vowel, consonant-vowel sound combinations). Responds to name – turns and looks.
9 to 12 Months	Plays patty-cake. Plays social games: peek-a-boo, byebye.	Picks up spoon by handle.	Walks around furniture or crib while holding on. Crawls around on hands and knees.	Picks up small object – precise thumb and finger grasp.	Understands works like "No," "Stop," or "All gone." Word sounds: says "Ma-ma" or "Dada."
12 to 18 Months	Greets people with "Hi" or similar. Gives hugs or kisses. Wants stuffed animal, doll or blanket in bed.	Insists on doing things by self-such as feeding. Feeds self with spoon. Lifts cup to mouth and drinks.	Runs. Walks without help. Stand without support.	Scribbles with crayon. Picks up two small toys in one hand. Stacks two or more blocks.	Asks for food or drink with words. Talks in single words. Follows simple instructions.
18 to 2 Years	Usually responds to correction-stops. Shows sympathy to other children, tries to comfort them. Sometimes says "No" when interfered with.	Takes off open coat or shirt without help. Eats with spoon, spilling little. Eats with fork.	Walks up and down stairs alone. Runs well, seldom falls. Kicks a ball forward.	Turns pages of picture books, one at a time. Builds tower of four or more blocks.	Follows two-part instructions. Uses at least ten words. Follows simple instructions.
2 to 3 Years	Plays a role in "pretend" games. Plays with other children – cars, dolls, building. "Helps" with simple household tasks.	Dresses self with help. Washes and dries hands. Opens door by turning knob.	Walks up and down stairs – one foot per step. Stands on one foot without support. Climbs on play equipment-ladders, slides.	Cuts with small scissors. Draws or copies vertical lines. Scribbles with circular motion.	Understands four prepositions – in, on, under, beside. Talks clearly – is understandable most of the time. Talks in two-three word phrases or sentences.
3 to 4 Years	Protective towards younger children. Plays cooperatively, with minimum conflict and supervision. Gives direction to other children.	Dresses and undresses without help, except for tying shoelaces. Washes face without help. Toilet trained.	Hops on one foot, without support. Rides around on a tricycle, using pedals.	Cuts across paper with small scissors. Draws or copies a complete circle.	Understands concepts – size, number, shape. Counts five or more objects when asked "how many?" Identifies four colors correctly. Combines sentences with the words "and," "or," or "but."
4 to 5 Years	Shows leadership among children. Follows simple game rules in board games or card games.	Goes to the toilet without help. Usually looks both ways before crossing street. Buttons one or more buttons.	Swings on swing, pumping by self. Skips or makes running "broad jumps." Hops around on one foot without support.	Prints first name. Draws a person that has a least three parts: head, eyes, nose, mouth, etc. Draws recognizable pictures.	Tells meaning of familiar words. Reads a few letters (five +) Follows a series of three simple instructions

Remember that children develop at different rates and this is only a general guide. If you have concerns about your child's development contact a professional.





# 5 Steps to Choosing Day Care

## 1. Start Early

Start looking as far in advance as you can. No matter what type of care you are considering - a child care center or care in someone else's home - finding the right child care option can take some time.

## 2. Make a Call

Begin your search by calling your local experts - your Child Care Resource and Referral (CCR&R) agency:

**Children's Aid & Family 1480 Fitch Hwy, Fitchburg, MA 01420 (978) 343-7395**

CCR&Rs can give you the facts about child care, and a list of child care options in your area that may meet your needs. You may ask your CCR&R the following questions:

- What are the licensing requirements in my area?
- How can I get information about complaints and licensing violations?
- Does my family qualify for any child care financial assistance programs?

## 3. Visit and Ask Questions

Visit the child care options you are considering. Find out about these key indicators of quality:

- **Adult to Child Ratio:** Ask how many children there are for each adult. The fewer the children for each adult, the better for your child. You want your child to get plenty of attention. The younger your child, the more important this is. Babies need an adult to child ratio of no more than 1:4 (one adult for four infants); while four-year-olds can do well with a ratio of 1:10 (one adult for 10 children).
- **Group Size:** Find out how many children are in the group; the smaller the group, the better. Imagine a group of 25 two-year olds with five adults, compared to a group of 10 with two adults. Both groups have the same adult to child ratio. Which would be calmer and safer? Which would be more like a family?
- **Caregiver Qualifications:** Ask about the caregivers' training and education. Caregivers with degrees and/or special training in working with children will be better able to help your child learn. Are the caregivers involved in activities to improve their skills? Do they attend classes and workshops?
- **Turnover:** Check how long caregivers have been at the center or providing care in their homes. It's best if children stay with the same caregiver at least a year. Caregivers who come and go make it hard on your child. Getting used to new caregivers takes time and energy that could be spent learning new things.
- **Accreditation:** Find out if the child care provider has been accredited by a national organization. This is required for CCAMPIS. If you are looking at a home based day care provider, they must have their CDA (Child Development Associate) certificate. Providers that are accredited have met voluntary standards for child care that are higher than most state licensing requirements. The National Association for the Education of Young Children (NAEYC) and The National Association for Family Child Care (NAFCC) are the two largest organizations that accredit child care programs.

## 4. Make a Choice

- Think about what you saw at each visit, and make the best choice for your child and family.
- Use the Checklist provided in this handbook.
- Once you have selected your provider, let the CCAMPIS advisor know of your choice.

## 5. Stay Involved

The work isn't over when you find good care for your child; you and your child's caregiver are partners now.

Here are some ways to be involved and will count as volunteering:

- Have parent-caregiver meetings regularly, and ask questions.
- Be there for your child's birthday party.
- Offer to volunteer time when needed, like participating in clean up days, fixing broken toys.
- Join in special events, like field trips, Career Day, Black History Month, or other holidays.
- CCAMPIS requires the student to volunteer for at least one hour per academic year.

Even if you can't get time off from work or school during the day, you can still check in at drop-off and pick-up times. Ask the caregiver how things are going, and how your child is doing.

Visiting and participating in events at your child's provider sends a strong message. It tells your child, and your child's caregiver, that you think what your child is doing and learning is important.





## Day Provider Checklist

Copy and print off this simple checklist to help you with your day care provider search.

Name of Program:

<b>Regarding Infants</b>		
Room is bright and cheerful	Yes	No
Fresh air and healthy heating conditions maintained	Yes	No
Diapering, sleeping, feeding and play areas are separate	Yes	No
Cribs, bedding, feeding utensils, clothing, diapers etc. are labeled with child's name	Yes	No
Space is arranged so children can enjoy quiet play safely by themselves, space to roll-over and objects they can crawl to and explore	Yes	No
There are bright, interesting objects at infant's eye level	Yes	No
There are NO baby walkers or swings in use	Yes	No
Floors are clean, stairs and doorways are protected with locked gates. Soft surfaces for sitting and lying on are available	Yes	No
Children are taken outside every day for fresh air	Yes	No

<b>Regarding 2.5 and older</b>	Yes	No
Children are taken outside each day to play	Yes	No
There are a number of sensory play areas such as blocks, dramatic play, creative art, quiet book area, puzzles, table games, water & sand tables and play dough	Yes	No
Children spend much of their time engaging in "hands-on" activities of their choice	Yes	No
Children engage in art activities freely, making their own choices of materials and colors, rather than using dittos or following directions to make patterned crafts and projects	Yes	No
Children are developing their language abilities through conversation, looking at books, dictating stories, being read to, etc, rather than through dittos, flash cards or alphabet drill	Yes	No
Children are developing their perceptual skills by playing with blocks, pegs and puzzles	Yes	No
Boys & girls are equally encouraged to participate in various activities	Yes	No
Children are encouraged to express themselves freely, and use words to resolve conflicts with other children	Yes	No
Program has books, pictures, foods, dolls and other materials that celebrate ethnic and cultural diversity	Yes	No
Activities are designed with the understanding that children have different levels of ability, development and learning styles	Yes	No



<b>Health &amp; Safety</b>		
Children are always under adult supervision	Yes	No
Written medical records & emergency information kept on file for each child	Yes	No
MAT (Medication Administration Training) Certified: Trained to give both prescription & over the counter medications such as Tylenol, Robitussin, etc.	Yes	No
Diaper changing areas sanitized after each change	Yes	No
Precautions taken to limit spread of infectious disease; toys washed & cleaned frequently	Yes	No
Adults wash hands before & after each diaper change, and before & after each feeding. Disposable gloves are highly recommended and available for the staff	Yes	No
Children are protected from power sources in all rooms. All electrical outlets are covered; all wires are out of reach.	Yes	No
All breakable, sharp or potential choking hazards are out of reach. Poison, cleaning fluids, medicine & firearms are in locked cabinets. There are no dangling curtains or blind cords.	Yes	No

<b>The Staff</b>		
Experienced in the care of infants and young children	Yes	No
Nurturing & affectionate with children	Yes	No
Holds infants while feeding them	Yes	No
Responds to children's communications	Yes	No
Responds quickly to infant's cries. Responses are soothing and tender	Yes	No
Engages in face-to-face interactions with infants and speaks with them often	Yes	No
Infants are held, fed and cuddled when needed	Yes	No
Adult interactions are gentle and supportive	Yes	No
Children's accomplishments are encouraged and praised	Yes	No
Respects children's curiosity and allows for individual differences	Yes	No
Shows respect for the children and handles discipline in a calm, consistent way in order to encourage positive behavior	Yes	No
Spends most of the day interacting with infants, talking & playing with them	Yes	No
Low staff turnover	Yes	No

Modified from: <http://www.childcaresuffolk.org/AboutUs.aspx>



## Types of Child Care in MA and Child Care Regulations AT-A-GLANCE

There are many different types of child care available. Below is an overview of different types available, as well as basic licensing requirements for child care programs in Massachusetts.

**CHILD CARE CENTERS** provide full- or part-time care in a group setting. Centers are usually open from 7:00 or 8:00 AM to 5:30 or 6:00 PM 12 months per year. Centers offer programs for infants, toddler and preschoolers. Children are grouped with children their own age, with activities planned for that age group. Child care centers are licensed by the state and must meet minimum health, safety, and staffing requirements: Group size is regulated in Massachusetts by the Department of Early Education and Care (EEC):

**INFANTS** (0-15 months): One adult for first 3 children, and another for the next 4, in groups no larger than 7.

**TODDLERS** (15-33 months): One adult for first 4 children, and another for the next 5, in groups no larger than 9.

**PRESCHOOLERS** (2.9-5 years): One adult for every 10 children, in groups no larger than 20.

### TEACHER QUALIFICATIONS:

- 3 credits in Child Development
  - ✓ 9 months of work experience in a Child Care program.

### LEAD TEACHER (*Teacher requirements plus*):

- 9 credits in Early Childhood Education
  - ✓ 36 months of experience if you have a High School diploma.
  - ✓ 27 months of experience if you have a Certificate.
  - ✓ 18 months of experience if you have an Associate degree.
  - ✓ 9 months of experience if you have a Bachelor degree.

**FAMILY CHILD CARE** is provided in the home of a person licensed by the state to care for children in her home. Family Child Care providers are licensed by EEC for three years at a time. The provider's home must also be licensed, and is inspected before a license is approved.

**SINGLE PROVIDER:** Maximum of 6 children at any one time

- Of the six children, only 2 can be under 15 months of age (infants)
- Of the six, only 1 can be between 15-24 months of age, and only if walking by himself (toddler)
- All other children must be over 24 months of age
- This includes provider's own children under age 10, who are in the home more than 3 hrs/day

**Requirements for SINGLE FAMILY CHILD CARE license include:**

- ✓ 15 hours of training every 3 years
- ✓ Annual CPR training
- ✓ First Aid training every 3 years
- ✓ All assistants must also be approved by EEC
- ✓ Criminal record check (CORI) for provider and assistants

**LARGE FAMILY CHILD CARE:** Maximum of 10 children at one time.

- Of the ten children, three can be under 15 months of age (infants)
- Of the ten, two can be between 15-24 months of age, and only if walking independently (toddler)
- All other children must be over 24 months of age
- If a provider has an approved assistant, he/she may have up to six children of any age, only when assistant is present

- This includes provider's own children under the age of 10, who are in the home more than 3 hrs/day

**Requirements for LARGE FAMILY CHILD CARE license include:**

- ✓ 3 years of full time experience as a licensed provider, or as assistant, OR 3 years' experience in a group setting + 1 year licensed provider experience before getting this license.
- ✓ 5-hour training session
- ✓ 30 hours of training every 3 years
- ✓ CPR & First Aid and background check requirements remain the same.

A provider must provide the names of approved assistants or substitutes to parents, and inform them of any field trips. Parents have the right to visit a child unannounced at any time. Family child care providers are not required to have a formal educational philosophy. However, they must offer a range of developmental activities, assist children in becoming self-reliant, and teach social skills. Certain methods of discipline, such as spanking or hitting, are forbidden at all times.

**FAMILY CHILD CARE SYSTEMS** are a formal network of licensed family child care homes coordinated by a central child care organization. Often, these systems provide social workers and/or educational coordinators who may be involved in training and recruiting providers and assisting them with issues and problems that arise. Transportation services are also provided by many FCC Systems.

**NURSERY SCHOOL** programs offer group programs primarily for children ages 2.9 through 5 years. Most programs are open 3-4 hours per day (2-5 days/week), and usually follow the school year calendar. Many provide extended hours until 2 or 3:00 pm, but are not designed to provide full time child care for working parents.

**SCHOOL-AGE PROGRAMS** provide supervision, care and activities for school-age children before and/or after the regular school day, and sometimes during school holidays and summer vacations. School-age programs serve children not more than 13 years of age (or 16 years of age for special needs programs). These programs can be offered by public school systems, community groups, social service agencies, youth organizations (Y's, Boys & Girls Clubs, etc), churches, family child care providers or by groups who provide child care. EEC licenses school-age programs, EEC regulations cover health & safety, staff qualifications, administration and physical facilities. The adult to child ratio is 1:13.

**SUMMER CAMPS** offer parents a structured setting where children can develop new skills, make new friends, and have fun. Programs can be independently owned, religiously or agency affiliated, or community-based. Camp programs vary in many ways. There are residential and day camps, which range in size from small, specialty camps (drama, music, computers) to large, multi-activity general camps. Some are co-ed; some just for boys or girls. Camps are a legal but unlicensed form of care. They must meet sanitation & safety standards set by the MA Dept. of Public Health. There are also accreditation agencies that rate camps, such as the American Camping Association (ACA), but it is a voluntary accreditation process.

**HEALTH ISSUES in CHILD CARE REGULATIONS** Children in any licensed child care program must have a full physical examination before entering the program, or within 30 days after starting care. Parents must have a written statement of health, including up-to-date immunization records. Lead poisoning screenings are required for children aged two to six. If your child has a contagious disease, he/she may not participate in child care.

**OTHER TYPES OF UNLICENSED CARE** In-home providers, such as nannies, au pairs, baby-sitters or relatives are legal child care providers, but are not licensed by EEC. For more information on licensing or to inquire about a providers licensing history, contact the Department of Early Education and Care (EEC) at [www.eec.state.ma.us](http://www.eec.state.ma.us) or at 617-988-6000.

Obtained from: G:\FSU\Public\Public Packet 5-9-08\Types of Child Care-Regulations at a Glance II.doc

# Tips on Being Successful in College

The CCAMPIS Advisor is here to help you achieve your educational goals, and we know that life frequently gets in the way! It is not easy to attend college while raising a young family, but we are here to help you along the way.

- Manage your time. Use a planner, and write *everything* in it; class schedule, homework assignments, assignment due dates, meetings, doctors' appointments, children's schedules, etc.
- Speak up early about *any* issue you are facing, which is interfering with your studies. "A problem shared, is a problem halved."
- Be prepared for class: textbooks, notebooks, pens, thumb drive, folders, etc., are some of the tools required for you to be successful.
- If you have a question during class, raise your hand and ask it! If you are thinking it, you can guarantee half the class is too!
- Too shy to ask in class? Wait to the end of the class, and ask the professor quietly.
- Find a "buddy" in your class, and exchange contact information, that way if either of you miss class, you can share the days notes and assignments.
- At the beginning of the semester inform the professor that you are a mother/father, and although school is very important to you, you always put your family first.
- If you are absent from class, always email the professor as early as possible with a short explanation.
- Utilize the Academic Student Success Center: <http://mwcc.edu/lib/asc/> for tutoring in writing, math, and *all* subjects.
- Utilize the "quiet rooms" on the Gardner campus, in the basement of the library. A room can be reserved for up to 2 hours, and is the perfect setting to complete homework.
- Attend an advising workshop! Discover all that is available to you, for free, at: <http://mwcc.edu/advising/workshops>



# MWCC Student Services

## Dean of Students Office

The Dean and Associate Dean of Students provide leadership and guidance to the Student Services staff and offices. The Dean of Students Office provides students with the support and resources that they need in order to be successful at Mount Wachusett Community College. We are here to answer questions, advocate on behalf of students, foster a safe, inclusive learning environment, and mentor/advise students on the community college experience.

Jason Zelesky, Dean of Students 978-630-9139 or email [jzelesky@mwcc.mass.edu](mailto:jzelesky@mwcc.mass.edu)

Greg Clement, Associate Dean of Students 978-630-9252 or email [gclement@mwcc.mass.edu](mailto:gclement@mwcc.mass.edu)

## Counseling Services

Counseling staff are available to assist students with personal, social, academic, educational, career and health concerns. Professional counselors provide a confidential atmosphere for students to discuss and explore feelings, attitudes, values, and lifestyles – no matter is too big or too small. When appropriate, counselors will assist students with a referral to a community resource. The college counselor can assist students directly or introduce them to a counselor who will best meet their individual needs.

Melissa Manzi, College counselor 978-630-9178 or email: [m\\_manzi@mwcc.mass.edu](mailto:m_manzi@mwcc.mass.edu)

## Disability Services

All curricula at MWCC are open and accessible to all qualified individuals with disabilities. A disability, defined as a “handicap” under Federal law, is any significant disabling condition that interferes with any substantial life activity. Substantial life activities include: the ability to care for oneself, the ability to walk, the ability to hear or see, or any other ability considered to be a major life activity. Examples of disabilities include, but are not limited to, spinal cord injuries, visual impairments, specific learning disabilities, head injuries, hearing impairments, arthritis, cerebral palsy, multiple sclerosis, mental/emotional disabilities, seizure disorders, and communication disorders.

Amy LaBarge, Coordinator of Disability Services 978-630-9330 or email [a\\_labarge@mwcc.mass.edu](mailto:a_labarge@mwcc.mass.edu)

Ann Reynolds, Academic/Disabilities Counselor 978-630-9190 email [areynolds1@mwcc.mass.edu](mailto:areynolds1@mwcc.mass.edu)

## Veterans Services

Mount Wachusett Community College recognizes the unique academic, social, physical and financial needs of our veteran students and their families. The professional staff and veteran student volunteers are dedicated to providing our veteran community with the assistance and guidance necessary to promote student success.

Robert Mayer, Director 978-630-9408 or email [r\\_mayer@mwcc.mass.edu](mailto:r_mayer@mwcc.mass.edu)

Sarah Savoie, Certifying Official 978-630-9855 or email [ssavoie7@mwcc.mass.edu](mailto:ssavoie7@mwcc.mass.edu)

## Career Services: Planning & Placement

Career Planning & Placement services are offered to students seeking either part or full-time employment. A summary of full-and part-time positions are posted on the Job Board next to room 135 for all interested students. Seminars and individual sessions on portfolio development, resume writing and interviewing techniques are also offered. An annual job fair is held during the spring semester, giving students the opportunity to meet and interview with employers. Employers visit the college campus during the academic year with full-and part-time openings.

Patricia Brewerton, 978-630-9254 or email: [pbrewerton@mwcc.mass.edu](mailto:pbrewerton@mwcc.mass.edu)





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CCAMPIS Advisor, Student Services

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