



**Faculty Manual  
FOR  
ACCESSIBILITY SERVICES**

**Academic Resource Center  
Americans with Disabilities Act  
Faculty  
Accessibility & Accommodations  
Manual**



**Revised February 2025**

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## Notes and Disclaimers

ADA - accessibility and accommodations support services is part of the [Academic Resource Center \(ARC\)](#), which is part of West Virginia Northern Community College (WVNCC).

This manual is not all inclusive and is subject to change without notice. The manual is not intended to replace academic requirements for courses or programs, nor is the manual meant to represent or replace student code of conduct policies. For additional information, please refer to the [College Catalog](#), [WVNCC website](#), and the [Student Handbook](#).

To the best knowledge of WVNCC staff, information contained in this publication was correct at the time it was published. However, this publication should not be considered in any way to constitute a contract between West Virginia Northern and any student. WVNCC reserves the right to make changes in tuition, fees, admissions, regulations, schedules, or curricula without prior notice or obligation.

This manual is intended to be a reference for students, faculty, and staff, about the processes and procedures Accessibility and Accommodation Services at WVNCC. Information is presented in general; all accommodation requests are handled on a case-by-case basis.

## ARC Accessibility Contact Information

### Academic Resource Center

[arc@wvncc.edu](mailto:arc@wvncc.edu)

### Wheeling Campus

1704 Market Street, Wheeling, West Virginia 26003  
B&O Building (2<sup>nd</sup> Floor)  
304.214.8923

### Weirton Campus

150 Park Avenue, Weirton, WV 26062  
304.723.7514

### New Martinsville Campus

141 Main Street, New Martinsville, WV 26155  
304.510.8766



## Introduction

The Academic Resource Center is responsible for collaborating with students with documented disabilities and faculty to implement reasonable accommodations and support services that are individualized and based upon supporting documentation and the intake interview. Students are encouraged to use appropriate self-advocacy skills to request authorized accommodations specific to academic needs. Faculty are required to implement accommodations that do not change the fundamental nature of the course that are stated in the Letter of Accommodation (LOA). ARC provides reasonable accommodations in order to provide equal opportunity and access to college programs and services.

## Mission

West Virginia Northern Community College (WVNCC) has campuses in Wheeling, Weirton, and New Martinsville. As a comprehensive community college, West Virginia Northern's mission is to educate and empower our community by providing open access to affordable, high-quality learning opportunities. The Academic Resource Center (ARC) endeavors to provide academic services to build a culture of independent learning while supporting students in their college career.

## Important LEGISLATION

### Rehabilitation Act of 1973 (as amended through 1998)

#### Section 504(A) of the Rehabilitation Act of 1973 states the following:

*"No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."*

#### Section 508 of the Rehabilitation Act

Section 508 of the Rehabilitation Act (19 U.S.C. 794d) expanded the federal government's role in providing accessible Internet/web accessibility, captioning of videos, and audio description of video.

Section 508 of the Rehabilitation Act refers specifically to federal agencies and provides a model for post-secondary education.

### The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) of 1990 is a broad affirmation of the administrative regulations of Section 504. In contrast to Section 504, its application is not limited to agencies receiving federal funding. Like the Civil Rights Act of 1964, the ADA is a federal anti-discrimination statute that seeks to provide access to opportunities. The ADA does not guarantee equal results, establish quotas, or require preferences favoring individuals with disabilities over those without disabilities.

According to Title II-2.8000 of the ADA, individuals must be "qualified" as having a disability in order to be entitled to reasonable accommodations under the act. To be qualified, the individual with a disability must meet the essential eligibility requirements for receipt of services or participation in a public entity's programs, activities, or services with or without (1) reasonable modifications to a public entity's rules, policies, or practices; (2) removal of architectural, communication, or transportation barriers; or (3) provision of auxiliary aids and services.

## ADA Amendments Act of 2008

On January 1, 2009, the ADA Amendments Act became effective. Through federal legislation, the ADA Amendments Act (ADA AA) provided clarity and broadened the scope of who was guaranteed civil right protection.

*Accordingly, the “ADA Amendments Act of 2008” revises the definition of “disability” to more broadly encompass impairments that substantially limit a major life activity. The amended language also states that mitigating measures, including assistive devices, auxiliary aids, accommodations, medical therapies and supplies (other than eyeglasses and contact lenses) have no bearing in determining whether a disability qualifies under the law. Changes also clarify coverage of impairments that are episodic or in remission that substantially limit a major life activity when active, such as epilepsy or post-traumatic stress disorder.*

For more information about this legislation, visit <https://www.eeoc.gov/laws/statutes/adaaa.cfm>.

In addition to the changes out-lined above, the ADA AA now includes among its major life activities, but does not limit to, the following:

caring for one’s self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, learning, reading, concentrating, thinking, communicating, and working. Also, individuals who are “regarded as” being disabled based upon the definition provided in both the ADA and the ADA AA are protected (*source: Association of Higher Education and Disability – AHEAD*).

## Telecommunications Act

Section 255 and Section 251(a)(2) of the Communications Act of 1934, as amended by the Telecommunications Act of 1996, require manufacturers of telecommunications equipment and providers of telecommunications services to ensure that such equipment and services are accessible to and usable by persons with disabilities, if readily achievable. These amendments ensure that people with disabilities will have access to a broad range of products and services such as telephones, cell phones, pagers, call-waiting, and operator services that were often inaccessible to many users with disabilities.

## Special Considerations

### Academic Freedom

Academic freedom is not a pretext to implementing reasonable accommodations for students with documented disabilities.

### Confidentiality

Outside of the ARC staff responsible for approving accommodations, faculty do not have the right to access diagnostic information regarding a student’s disability. Faculty need only know the accommodations that are necessary to guarantee an equal opportunity for the student.

### Personal Liability

Individual faculty may be held personally liable if they fail to provide an accommodation to a student with a documented disability who has received a LOA through the ARC approval process.

## DEFINITIONS

### What Defines a Student with a Disability?

A person with a disability, defined by the “ADA Amendments Act of 2008,” includes “Any person who

- (1) has a physical or mental impairment which substantially limits one or more major life activities,
- (2) has record of such impairment, or
- (3) is regarded as having such impairment.”

A qualified person with a disability is defined as one “Who meets the requisite academic and technical standards required for admission or participation in the post-secondary education institution’s programs or activities.”

## DIFFERENCES: HIGH SCHOOL VERSUS HIGHER EDUCATION

Students need to be aware that there are notable differences between secondary to post-secondary education when it comes to accessibility services and accommodations. Not all accommodations that students receive in high school are applicable in the post-secondary environment. Post-secondary institutions are not obligated to provide the same services and accommodations received in high school. Below are points to help clarify these differences: (see chart on next page)



## WVNCC ARC Accessibility Manual High School vs. College Comparison Chart

Education Level	High School	Higher Education
<b>Legal Background</b>	(Individuals with Disabilities Education Act [IDEA]) and Section 504)	(Section 504 & ADA)
<b>Responsibility:</b>	School district identifies, evaluates, and plans educational interventions in attempt to facilitate student success.	Students must self-identify, provide their documentation, and request disability services to facilitate access.
<b>Parental Rights:</b>	Parents/Guardians are involved and must approve plan for students under 18.	Students 18 and over are their own advocates; parents are not involved; Family Educational Rights and Privacy Act (FERPA) applies, mandating non-disclosure to parents.
<b>Accommodations / Services:</b>	Educational programs, student outcomes, class requirements, etc. may be modified to facilitate student success. Schools may also provide academic and non-academic services.	Reasonable accommodations are provided, once disclosed, to facilitate access. Success is the responsibility of the student. The fundamental nature and outcomes of courses cannot be altered or modified. Students are provided access to any service, program or activity sponsored by the institution. Services of a personal nature (personal care, personal attendants, private tutors, readers, typists, etc. for out of class work) are the responsibility of the student.
<b>Plans:</b>	Individual Education Plan (IEPs) and 504 Plans are provided.	Letters of Accommodation (LOAs) are developed each semester. An email with the LOA is sent to the student and to all the instructors listed on the student's schedule as of the date the LOA was drafted. In addition, a second email with the attached LOA is emailed directly to the students with reminders such as to notify the ARC of any schedule changes (e.g. drop or add of classes). Students and instructors are encouraged to connect early once accommodations have been approved and an LOA has been received to determine to what degree the approved accommodations can be best implemented in that particular course.
<b>Confidentiality:</b>	The school district shares student plans with school personnel as deemed appropriate.	The student is in charge of their disability information and disclosure is made only at the request of the student or on a need-to-know basis.
<b>Intent:</b>	Legal mandate with aim to foster success	Civil rights, non-discrimination to foster access





## College Responsibilities

WVNCC has the responsibility to ensure that the process for academic accommodations is uniform and does not substantially alter educational standards or fundamentally alter the nature of the program, course, service, activity, and/or practice/policy. In addition, the college is also tasked with providing access to a program when a student is not otherwise qualified (with or without accommodations) to meet the academic and technical standards required. Please note that reasonable accommodations do not and should not:

- substantially alter educational standards or mission, or fundamentally alter the nature of the program, course, service, activity, and/or practice/policy.
- allow access to a program when a student is not otherwise qualified (with or without accommodations) to meet the academic and technical standards required.
- cause undue financial or administrative hardship (college-wide) be of 'personal service' in nature (personal aid, caregiver, etc.), or pose a direct threat to the health or safety of the student or others.

It should be noted that documentation policies differ from one institution to another. If a student will attend another institution or take a standardized test (GRE, MCAT, etc.) administered by an outside agency, the student is responsible for researching those documentation and/or accommodation policies and should investigate requirements at least six months prior to an anticipated start date or test date.

## ANTI-HARASSMENT/ANTI-DISCRIMINATION STATEMENT

West Virginia Northern Community College, pursuant to the requirements of Titles IV, VI, VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, does not discriminate against applicants, employees, or students on the basis of race, color, religion, sexual orientation, disability, age, gender, ancestry, marital or parental status or national origin in its employment policies and/or educational programs or activities, including admissions to such.

Inquiries concerning this rule should be directed to Robert Brak, Director of Human Resources, who is designated coordinator for Title IX and Section 504 at 304-214-8901, [rbrak@wvncc.edu](mailto:rbrak@wvncc.edu).

## CONFIDENTIALITY AND RELEASE OF INFORMATION

The ARC views all materials pertaining to a student's disability as confidential. This policy is based upon government mandates regarding the confidential treatment of disability-related information. Any material regarding the student's disability obtained by the ARC is used to verify the disability and plan for reasonable accommodations. All disability-related information for students at WVNCC is housed in the ARC. Each student has a separate file housed in a secure location. Only staff persons working in the ARC have access to these files.

ARC generated disability information may be released only when a student submits a signed "Release of Confidentiality" to the ARC staff member. Third party disability information can only be released from the direct source.

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA), also known as the Buckley Amendment, and the Americans with Disabilities Act Amendments Act (ADAAA) do not allow faculty or others access to disability-related information unless student has signed a release form. FERPA also permits disclosures of information in a health or safety emergency, if in light of the circumstances and information available at the time, that knowledge of the information is necessary to protect the health or safety of a student or other individuals.

According to the [Association on Higher Education and Disabilities \(AHEAD\)](#), “Disability related records provided by a physician, psychiatrist, psychologist, or other recognized professional are not subject to free access under FERPA.”

Even with a FERPA Release on file with WVNCC, all decision making is the responsibility of the student unless there is a legal guardianship with appropriate supporting documentation in place. No accommodations or other decisions can be implemented without student approval.

A student may request to review the contents of his/her own file when an ARC staff member is present. All information in the file is the property of the ARC. The ARC will retain all disability documentation during enrollment and after students have not been enrolled at the college for five (5) consecutive years.

## FINANCIAL CONSIDERATIONS

WVNCC will not charge current students with disabilities for accommodated services or assistive technology to use on any of our three campuses, and it is incumbent on the ARC. Students with disabilities who are loaned technology equipment through the ARC are required to return said equipment in the same condition as it was loaned by the designated date per loan agreement. Any damage, destruction, theft, loss and/or misuse incurred during the loan period is the responsibility of the student and may require reimbursement for the cost of repairing or replacing the equipment.

## Faculty Responsibility

Faculty members supporting students with a disability are expected to:

- Maintain and respect confidentiality. The student is not required to present to any faculty member the documentation of the disability. Should a student willingly disclose information about his/her disability, the faculty member is not permitted to share that information with others (students, staff, or faculty). Written permission must be obtained from the student in order to share such information, as required by law.
- Provide a statement in the syllabus indicating how a student with a disability may request an accommodation. Reviewing the statement the first day of class is also helpful to the students.
- Assist students with disabilities to have a conversation about any issue related to the course and their needs in order to be successful.
- Encourage students with disabilities to use the available campus resources to ensure their success. These campus resources may include but are not limited to the Academic Resource Center (ARC) and Success Coaches.
- Contact ARC-Accessibility Services staff with questions or concerns about accommodations or a student with a disability.

## Interaction, Communication, and Advising Recommendations

Regardless of one's level of experience in interacting with students with disabilities, observing the following suggestions may help facilitate a positive interaction.

- Maintain an open mind and attitude about supporting students with disabilities.
- Treat students with disabilities with the same dignity and respect you would any student.
- If a student is accompanied by others (including but not limited to interpreters and aides), speak clearly and directly to the student.
- Exhibit patience with students with disabilities whether it is for physical, cognitive, verbal, or auditory impairments, allowing them the time needed to make adjustment and/or complete their process.
- For a student with a hearing disability, do not speak more loudly than you normally would speak. The increased volume may become distorted when passing through a hearing aid. Having sufficient lighting so one's mouth is not obscured will be helpful. If needed, repeat or rephrase what you are saying to ensure comprehension.
- Faculty should face the class while lecturing as turning away while speaking makes it difficult for students to hear what is being said. It is especially difficult for those with visual and hearing impairments.
- It is appropriate to offer assistance to a student with a physical disability; however, please ask the student directly what kind of assistance is needed.
- When a student is having difficulty speaking, it is important to listen attentively. Summarize what you comprehended and allow the person to confirm or add clarification.
- Respect a student's assistive devices such as a wheelchair by not touching or leaning on the equipment.
- Be mindful and help educate others that when a service animal is working, the handler should be asked permission before any type attention is given to the animal.
- Be conscientious when interacting with students; however, at ease in using common expressions of speech such as "See you later," or "Did you hear about this?" that could relate to a person's disability.
- Faculty are encouraged to utilize multiple teaching strategies that support various learning abilities such as providing visuals, offering hands-on opportunities, and chunking material down into smaller sequences and presenting it logically step-by-step.
- Be consistent and organized in presenting information so that students become accustomed to a pattern they can more easily follow.
- Develop collaborative partnerships with campus resources.

## Student Responsibilities

[For more of a comprehensive understanding of the student responsibilities and process, please refer to the *Appendix* at the end of this document that contains the Student Handbook version of this section.]

### STEP ONE: INITIATING SERVICES & ACCOMMODATIONS

Completes [Voluntary Disability Disclosure Form](#)

### STEP TWO: INTAKE INTERVIEW

Meets with ARC staff to provide documentation and determine eligibility.

### STEP THREE: ARRANGE ACCOMMODATIONS

Once accommodations have been approved, a Letter of Accommodation (LOA) will be provided to students and faculty to facilitate implementation.

LOA's are dated for a specific semester; therefore, letters are NOT automatically assigned each semester. In order to continue to receive classroom accommodations, a student must respond to an e-mail and/or complete any necessary online forms to reactivate and receive accommodations for each semester. All notifications are sent to a student's WVNCC e-mail account.

### STEP FOUR: ONGOING COMMUNICATION

Students should immediately alert the ARC and/or instructor if he/she is having difficulties with any accommodation, service, course, or program. In addition, students should reach out if there are changes to their disability or academic circumstances.



## Accommodation Guidelines, Details, and Procedures

Appropriate accommodations are determined on a case-by-case basis depending on the student and the nature of the disability. Accommodations can include changes in pedagogical practice, policy, or procedure for a student with a documented and approved disability to allow the student equal access and participation. Faculty are welcomed to reach out the ARC staff should they need any support or guidance pertaining to these types of accommodations. The following is a list of some of the most common accommodations and descriptions.

### ALTERNATIVE FORMAT FOR TEXTBOOKS

#### BookSaver – Hard Copy Accommodations

Through our BookSaver program, students receive the format that the instructor finds most appropriate at a discounted rate. If a student receives a digital copy of a book that is readily available in hard copy, the student may request a hard copy accommodation.

It is important to note:

- hard copy accommodation applies to the entire order, not just a specific course
- hard copies may be provided in hard bound, loose leaf or paperback options (whichever is most cost effective). **[NOTE:** If the student received a loose-leaf copy, they can request a binder from the ARC. Requests for a traditionally bound hard copy will be handled on a case-by-case basis and may require additional medical paperwork.]
- if a hard copy is not available in a timely manner, a refund may be issued **[NOTE:** Just because a book is available in hard copy through an outside party such as Amazon does *not* guarantee its availability through BookSaver. Every effort will be made to obtain the book and the student will be advised accordingly.
- Receipt of a hard copy accommodation will deactivate any electronic copy that would have been provided as the normal BookSaver version of the book. **[NOTE:** exception being courses that include the electronic book with the courseware, such as Anatomy & Physiology.]

If a student requests a hard copy accommodation, their name and email are provided to BookSaver and the order for appropriate items is placed. There is a 7-10 day waiting period for their books to be shipped. If a student has not received a confirmation of shipment by the first day of class, they should follow up with their Accommodations Coordinator or Success Coach for additional tracking.

### ASSISTIVE TECHNOLOGY

Students are encouraged to connect with their local Department of Vocational Rehabilitation Services for supports in regard to technological assistance. Some assistive technology may be available through the ARC. The ARC can also provide students with additional avenues to pursue to obtain needed assistive technology. Local Department of Vocational Rehabilitation Services contacts are in the Resources section at the end of the document.

### FLEXIBLE ATTENDANCE / DEADLINE EXTENSION

A student's disability may be episodic and unpredictable in nature, which can impact his/her ability to attend class. A student may arrive to class late, have to unexpectedly leave class, or miss class

altogether. In these instances, an attendance flexibility / extended deadline accommodation may be determined to be reasonable and provide an alternate way for a student to meet essential course requirements and actively participate in the course while also managing a disability. These accommodations are specific to when students experience an episodic event that impedes their ability to complete and submit their work in a sufficiently similar amount of time.

Students who experience these scenarios due to their disability are aware of these possibilities. Thus, students are expected to request consideration for a flexible adjustment / extended deadline as part of the regular intake process. Academic adjustments are intended to provide equal access to students with a disability. A reasonable academic adjustment preserves the integrity of the course and does not change the essential elements of the course, while preserving the student's right to participate in all aspects of the course. Students should be aware that failure to maintain a minimal level of adequate attendance and/or adhere to due dates for the majority of assignments may result in being administratively withdrawn from a course or failing the course, which may affect their financial aid.

Faculty are tasked to make a good faith effort in considering any adjustments due to the student's needs. Faculty and students must work together to find a flexible way for the student to meet course requirements without altering the essential nature of the course. The ARC is able to help facilitate these conversations if needed.

Based on the US Department of Education Office of Civil Rights guidelines, the following are some questions to consider.

- How much classroom interaction is there between the instructor and students, and among students?
- Do student contributions constitute a significant component of the learning process?
- Does the fundamental nature of the course rely upon an interactive/performance component for a student to require participation/attendance as an essential method for learning in that course (e.g. foreign language, lab courses, etc.)?
- To what degree does a student's absence constitute a significant loss to the educational experience of other students in the class?
- How is attendance calculated in the final grade? (Reference the course syllabus for attendance policy and if it is an essential component of the course.)
- What is the classroom policy regarding attendance?

**A “flexibility of attendance” accommodation does NOT mean:**

- students can attend or not attend as they choose.
- students can miss as many classes as they want.
- students' attendance cannot factor into the final grade.
- there should be any alteration to essential functions of the course.
- undue burden be placed on faculty.

**A “flexibility of attendance” accommodation DOES mean:**

- students are responsible for discussing this accommodation with the professor.
- students must complete all coursework/assignments/activities etc. in a realistic timeframe.
- faculty members must assess the impact of attendance and determine appropriate implementation for each course.

## SIGN LANGUAGE INTERPRETING, TRANSCRIPTION, AND REAL TIME CAPTIONING (ITR SERVICES)

In providing sign language, transcription, or real time captioning services for classes, students need to meet with their advisor to participate in early course registration. This helps to ensure that services can be arranged as soon as possible.

These services will be scheduled to start on the first day of classes; however, late requests for services may result in a failure to make proper arrangements. Students may also be asked to reschedule courses for times that arrangements can be made. Depending on availability, standard services may be secured in another modality. In addition, requests can be made to provide these services for other college functions.

## PERSONAL ATTENDANTS

WVNCC does not provide personal care attendants. This is the responsibility of the student.

## NOTE TAKING

Students authorized for note taking assistance will work with the ARC and each instructor to determine the best method of assistance with notes. Reasonable note-taking assistance could include:

- obtaining lecture notes and/or PowerPoint slides from the instructor.
- use of technology (audio recorder, laptop, smart phones, etc.) to allow for the ability to review.
- recruit peer note taker.
  - Consult with the instructor to identify a classmate who has regular attendance and takes good notes.
  - Ask the classmate if they are willing to take and share their notes. If you are uncomfortable approaching the classmate directly, have the instructor ask the classmate and let the instructor know that you wish to keep this confidential.
  - The classmate taking the notes can give the notes to you directly. If you did not wish to be identified, the student can give the notes to the instructor, who in turn, can give the notes to you.
  - Duplication of materials/photocopies or carbon-less paper is available for note-taking purposes through the ARC.

Students need take their own notes in addition to the notes they receive from a peer note-taker. In addition, rewriting or typing the original notes can be a very effective study tool providing an opportunity to review the material and possibly fill in any gaps.

## RECORDING CLASS LECTURES

Students with this accommodation may benefit from recorded lectures as a way to assist them in learning the material through memorization and notetaking. Recorded lectures are protected under federal copyright laws and may not be published without the consent of the instructor. Instructors may even ask a student with this accommodation to sign a form promising not to distribute the contents of the recorded information. Recordings should only occur during times when students would otherwise be taking notes. Outside of those times, it may be appropriate for the instructor to ask the student to stop recording, such as during small group discussions. **[NOTE:** Classes that require clinical hours or

observational time inside of a professional or medical setting may also have restrictions on when recording may be permitted.]

## SERVICE ANIMALS

According to the Americans with Disabilities Act Amendments Act (ADAAA), a service animal is defined as "a dog individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, and alerting individuals who are hearing impaired to intruders, or pulling a wheelchair and fetching dropped items." Service animals may accompany a person with a disability everywhere on campus. If there are any questions as to whether an animal qualifies as a service animal, a determination will be made by an appropriate ARC staff member.

In compliance with the ADAAA, service animals are welcome in all buildings on campus and may attend any class, meeting, or other event. Students with a disability desiring to use a service animal on campus must contact the ARC to register as a student with a disability, at which point the staff will evaluate the documented disability and recommend any additional accommodations appropriate to the functional limitations of the disability.

### Requirements of service animals and their owners include:

- Dogs must be licensed in accordance with county regulations and wear a vaccination tag.
- Animals must be in good health.
- Animals must be on a leash.
- The owner must be in full control of the animal at all times.
- The owner must provide the ARC information as to how the animal accommodates for his or her disability.

Cleanliness of the service animal is mandatory. Consideration of others must be considered when providing maintenance and hygiene of service animals. The owner is expected to clean and dispose of all animal waste.

## EXTENDED TESTING TIME

Extended testing time refers to additional time for reading, concentration, comprehension, or other adjustments related to the test-taker's disability or limitations in order to not become a barrier to an equal opportunity in education.

With predetermined time limits, extended time is applicable to all exams, tests, quizzes (including pop-quizzes), and in-class assignments, for in person or online classes. Extended time does not determine when something is scheduled. Extended time affects the duration for completing the task when it is administered.

- Time and one half (50% more time than regular testing time)
- Double time (100% more time than regular testing time)
- Unlimited time in one sitting (not to exceed an unreasonable amount of time)

For example, if a student is approved for time and one half (50 % more time than regular testing time) extended time, extended time would grant the student 90 minutes to complete the test in one sitting where otherwise the student would have had 60 minutes to complete the test after starting it. However,



extended time does not allow for additional days or weeks in which to take the test. The test could be in-seat or online.

The student should discuss extended time accommodations with his/her instructor in advance to determine implementation of accommodations. Faculty may select to make arrangements for meeting test accommodations themselves. As long as the accommodations are made as specified, faculty may make arrangements independently. Any questions regarding appropriate implementation of accommodations can be directed to the appropriate ARC staff member. Testing accommodations arranged through the ARC are not available by walk-in and needs to be initiated by faculty in advance. Ultimately, it is each student's responsibility to initiate arrangements with faculty to receive approved accommodations.

## **PROCEDURE FOR ARC TESTING**

After the faculty and student have determined an agreed upon date/time for each exam, test, or quiz where an accommodation is needed, faculty must submit this online form (<https://www.wvncc.edu/offices-and-services/proctor-request/6215>) for the testing request. To ensure appropriate staffing for individual student testing in the ARC, advanced notice must be provided (at least 24 hours). After the request is received, an ARC staff member will contact the instructor to confirm arrangements.

## **ARC TESTING RULES**

1. All test takers will be required to leave their belongings (backpacks, purses, electronics, etc.) outside of the testing room/area.
2. All test takers will be observed throughout testing, either by a proctor (in person) or direct video surveillance.
3. Students are expected to be on time for scheduled test sessions. Cancellations should be made in advance when possible. A student arriving late may not have his/her exam time extended. The end time of the exam may not change due to the late arrival, as space and/or proctor availability may be limited. Students may not be allowed to take an exam if arriving 30 minutes (or more) late. A new request will need to be made. The student is responsible for any consequences per the instructor/course guidelines.
4. Students failing to arrive for a scheduled test session will be considered a "no show" - a new request must be made.

## **DISTRACTION FREE OR REDUCED TESTING ENVIRONMENT**

Provided to those whose disability necessitates different degrees of separation from other examinees.

## **BREAKS**

Determined case-by-case depending upon student's disability/limitations and the specifics of the test requirements.

## **READER**

A reader is a person who reads the test to the test-taker. A reader does not interpret, re-word, or explain the test. A reader reads the test directions, questions, and answer choices exactly as written. When a reader is required, a separate room is also necessary. Depending on the test format, the reader could be provided by technology or an individual.

## **ALTERNATIVE FORMAT**

Alternative format is any format that is different from the existing test. Alternative formats include: large print, Braille, color-coded text, audio (reader, tape/cd, or computer).

## **SCRIBE**

A scribe is a person who writes down, or otherwise records, the test-taker's responses. The scribe does not create answers for the test-taker or help the test-taker identify correct answers. The scribe simply writes the test-taker's answers exactly as given.



## Grievance and Appeals Process for Academic Accommodations

This appeal process shall apply to situations where a student, based on a disability related issue, has requested an accommodation which has been denied or is experiencing problems or concerns with an approved accommodation. Students are requested to begin with a first level appeal and have the option to continue the appeal process through level three.

Students experiencing problems with an approved accommodation are referred to the ARC for assistance. If the problem persists or involves the ARC, then the student may request an Accommodations Complaint/Appeal Form and begin with level two and proceed through the remainder of the process.

### INFORMAL PROCESS

The student may begin the complaint/appeal process in an informal manner. While completely voluntary, an informal manner is encouraged whenever possible. The informal process should be initiated as quickly as possible after the student identifies a concern. A student must report concerns as soon as possible; however, the report must not exceed 30 days after identifying a concern. This informal procedure is a recommended first step as it allows for greater flexibility, is less adversarial, and does not preclude utilizing the formal process. The student may select to consult with the ADA staff member.

### STEPS IN THE FORMAL PROCESS

#### First Level Complaint/Appeal

The student should complete an Accommodations Complaint/Appeal Form and submit it to the ARC within ten business days of the concern/issue. The ARC may render a decision, request additional information, or schedule a mediation conference. Upon receiving the additional information or completion of the mediation, a decision must be rendered in writing within ten business days. The final decision of the ARC can be appealed to the second level.

#### Second Level Complaint/Appeal

The decision at the first level may be appealed within ten business days of the first level final decision by notifying in writing, the designated ADA staff member of WVNCC. The ADA staff member may request additional information but must rule in writing within ten business days upon receiving the additional information. The final decision of the ADA staff member can be appealed to the third level.

#### Third Level Complaint/Appeal

The decision at the second level may be appealed within ten business days of the level two final decisions by notifying the President or his designee. The President or his designee may request additional information but must rule in writing within ten business days upon receiving the additional information. The President's decision is final.

#### Disclaimer Regarding Complaints

Maximum confidentiality will be maintained, although the appellant may be asked for permission on a "need-to-know" basis to provide or allow disclosure of pertinent medical, academic, and other significant records as necessary in order to decide the complaint/appeal. Failure by the student to release information may result in a halting of the process at the last level of which the information was

disclosed or cancellation of the appeal in its entirety due to lack of supporting documentation if the needed information was never disclosed.

Nothing in the West Virginia Northern Community College Student Accessibility Accommodations Requests Appeal/Complaint Procedures should be construed to impede or prohibit a timely filing of an ADA or discrimination complaint with the appropriate external governmental agency.

### **Safety Considerations for Students with Disabilities**

For a student with a disability, it is important to take responsibility for his or her own safety. In order to ensure this, students should develop an emergency plan or strategy in advance. When making your plan, think about how you should respond to an emergency. It usually depends on:

- the type of emergency.
- your specific disability.
- the location of your classes.



## Appendix: SUPPORTING DOCUMENTS & Forms

### RESOURCES

College Mission - <https://www.wvncc.edu/about/strategic-plan-mission-and-vision/31>

Academic Resource Center - <https://www.wvncc.edu/offices-and-services/academic-resource-center/8323>

For more information about this legislation, visit <https://www.hhs.gov/civil-rights/for-individuals/disability/index.html>

For more information about this legislation, visit <https://www.hhs.gov/web/section-508/index.html>.

For more information about the Americans with Disabilities Act, visit, <http://www.ada.gov>

For more information, contact <https://www.ada.gov/cguide.htm#anchor62335>.

[https://www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq-201109.html#:~:text=Section%20504%20and%20the%20ADA%20define%20disability%20as%20\(1\)%20a,as%20having%20such%20an%20impairment.](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq-201109.html#:~:text=Section%20504%20and%20the%20ADA%20define%20disability%20as%20(1)%20a,as%20having%20such%20an%20impairment.)

### FORMS

Voluntary Disability Disclosure Form

<https://www.wvncc.edu/offices-and-services/voluntary-disability-disclosure/8510>

#### Intake Packet

This packet will be sent to the student via email once the voluntary disclosure form is submitted and will be completed during the intake interview. It includes the following documents:

- ARC Intake Form
- Physician Inquiry Form
- Medical Form

#### Documentation Support Forms

Students must provide documentation supporting the disability. Such documentation could be a copy of an IEP (other than the final exit IEP) or 504 plan (no more than 5 years old) or supporting documentation from a physician or health care provider. The following WVNCC documentation support forms can be completed by the health care provider should the provider not have a specific office form. If not using one of the forms below, documentation must be submitted on physicians' letterhead and must provide specific details regarding the disability. A simple physician's script is not sufficient to be accepted as proper documentation.



## Academic Resource Center (ARC)

### Accommodations Request

### Physician/Provider Referral

Revised: 07-22-2025

Dear Physician/Provider,

A request for a student-related reasonable accommodation has been made by our student (Name)\_\_\_\_\_.

To assist us with this process, please complete the attached questions and/or supply our department with appropriate documentation.

For documentation to be useful in making accommodations decisions, it should meet all or some of the following criteria:

- The diagnosis is clearly stated.
- Information is current.
- Educational, developmental, and medical history is presented.
- The diagnosis is supported.
- The functional limitation is described.
- Recommended accommodations are justified.
- Evaluators' professional credentials are established.

Auxiliary Services offered by WVNCC Academic Resource Center provides students with a variety of supportive services.

- Extended test time, including time and a half, double time
- Distraction-free testing
- Access to assistive technology
- Accommodations appropriate for a wide range of disabilities including physical, psychological, cognitive
- Designated parking for those with a handicapped placard or license plate

The Academic Resource Center makes every effort to assist students with disabilities in order to provide the opportunity for a successful college experience. For questions or concerns, please contact the Academic Resource Center 304-214-8923. Please return/provide requested documentation directly to patient or mail in a confidential manner to the attention of the following:

Staff Member Name: Academic Resource Center Staff Member

Direct Contact Number: 304-214-8923 E-mail: [arc@wncc.edu](mailto:arc@wncc.edu)

West Virginia Northern Community College, 1704 Market Street, Wheeling, WV 26003



## ADA INQUIRY FORM

**CONFIDENTIAL**

Revised: 07-22-2025

**Student Name:** \_\_\_\_\_

**Student**

**ID:** \_\_\_\_\_

First Name

Middle Initial

Last Name

**Has the student named above been diagnosed with a “qualifying disability” as established by the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act?**

Yes ☐

No ☐

**What is/are the diagnoses:**

**Is the impairment long-term, permanent, and/or chronic?**

Yes ☐

No ☐

**Is the impairment episodic, remitting, relapsing?**

Yes ☐

No ☐

Answer the following questions based on limitations the student has when his/her condition is active and the limitations if no mitigating measures are used.

Mitigating measures include things such as medication, medical supplies, equipment, hearing aids, mobility devices, the use of assistive technology, reasonable accommodations or auxiliary aids or services, prosthetics, and learned behavioral or adaptive neurological modifications.

*Mitigating measures do not include ordinary eyeglasses or contact lenses.*

<b>Does the impairment substantially limit a major life activity?</b> Yes <input type="checkbox"/> No <input type="checkbox"/> <i>If yes, what major life activity(s) is/are affected?</i>				
<input type="checkbox"/> Caring For Self <input type="checkbox"/> Interacting With Others <input type="checkbox"/> Performing Manual Tasks <input type="checkbox"/> Breathing <input type="checkbox"/> Working	<input type="checkbox"/> Walking <input type="checkbox"/> Standing <input type="checkbox"/> Reaching <input type="checkbox"/> Thinking <input type="checkbox"/> Toileting	<input type="checkbox"/> Hearing <input type="checkbox"/> Seeing <input type="checkbox"/> Speaking <input type="checkbox"/> Learning <input type="checkbox"/> Sitting	<input type="checkbox"/> Lift/bend <input type="checkbox"/> Sleeping <input type="checkbox"/> Focus <input type="checkbox"/> Eating	<input type="checkbox"/> Reading <input type="checkbox"/> Communication <input type="checkbox"/> Other: (describe)
<b>Does the impairment substantially limit operation of major bodily functions?</b> Yes <input type="checkbox"/> No <input type="checkbox"/> <i>If yes, what bodily function is affected?</i>				
<input type="checkbox"/> Immune <input type="checkbox"/> Normal Cell Growth <input type="checkbox"/> Digestive <input type="checkbox"/> Bowel <input type="checkbox"/> Bladder	<input type="checkbox"/> Special Sense Organs and Skin <input type="checkbox"/> Lymphatic <input type="checkbox"/> Neurological <input type="checkbox"/> Brain <input type="checkbox"/> Respiratory	<input type="checkbox"/> Circulatory <input type="checkbox"/> Endocrine <input type="checkbox"/> Musculoskeletal <input type="checkbox"/> Special Sense <input type="checkbox"/> Cardiovascular	<input type="checkbox"/> Other: (describe)	

<b>Questions to help determine effective accommodation options.</b>
<i>If a student has a disability and needs an accommodation because of the disability, the school must provide a reasonable accommodation, unless the accommodation poses an undue hardship. The following questions may help determine effective accommodations:</i>
Do you have any suggestions regarding possible accommodations to improve academic performance?
If so, what are they?
How would your suggestions improve the student's academic performance?



**Additional Comments:**

Provider

Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

—

Provide Name (Please print): \_\_\_\_\_

Type of Practice / Medical Specialty:-

\_\_\_\_\_

Business

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_





## INFORMATION REGARDING ACCOMADATIONS

### PROVIDING SUFFICIENT MEDICAL DOCUMENTATION IN SUPPORT OF A STUDENT'S ACCOMMODATION REQUEST

Under the Americans with Disabilities Act (ADA), schools must provide reasonable accommodations for students with disabilities. Under the ADA, when a student requests an accommodation and the disability is not known or obvious, schools can require medical documentation that the disability exists. The ADA contains a specific definition of disability: an impairment that substantially limits one or more major life activities. Therefore, when documenting that a patient has a disability, medical professionals may want to use the ADA's specific language so the information will be helpful for employers.

The first piece of information to include is the patient's diagnosed impairment. If the patient is hesitant to provide the diagnosis, a more general statement about the medical condition may suffice, but if the school insists on having the diagnosis it should be provided or the documentation may be considered insufficient. According to the Equal Employment Opportunity Commission (EEOC), documentation is insufficient if it does not specify the existence of an ADA disability and explain the need for reasonable accommodation.

The next piece of information to include when documenting disability under the ADA is information about what major life activity the impairment substantially limits. There are two categories of major life activities. The first includes, but is not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

The second category of major life activities is major bodily functions, which includes, but is not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

For more information, see How to Determine Whether a Person Has a Disability under the Americans with Disabilities Act Amendments Act (ADAAA) at <http://AskJAN.org/corner/vol05iss04.htm>.

Once a disability is established, schools have an obligation to accommodate any limitations resulting from the disability, even limitations that are not substantial. One important thing to remember is that the major life activity that establishes that a patient has a disability is not necessarily the same major life activity that is affecting the patient at school and for which the accommodation is needed.

### Providing Accommodation Information

Under the ADA, schools are responsible for coming up with and providing effective accommodations. However, schools do not always know what accommodations might work so it may be helpful to provide any accommodation ideas that the medical professional and patient have. In addition to accommodation ideas,

this part of the medical documentation should include information about what limitations are causing the patient's work/school-related problems and what those problems are. The goal here is to help the school understand the problem and start exploring solutions. Here are a few examples:

Example A: Because of Patient X's depression and associated concentration problems, she is having difficulty completing tests on time. One accommodation that might be helpful is to reduce distractions in her workspace. This could be done by moving her to a private setting or providing a headset with white noise.

Example B: Because of Patient X's progressive vision loss and associated blurred vision, she is having difficulty reading her computer screen. One accommodation that might be useful for her computer access is screen reading software.

### **Accommodation Support Forms.**

Once accommodations are determined, instructors and students will be emailed a letter of accommodation. If the accommodations established include flexible attendance/extended deadline or recorded lectures, the completion of an additional agreement form will be required. These forms are provided below.





Revised: 07/10/2023

## Letter of Accommodation (LOA)

(Confidential)

### REQUEST FOR ACADEMIC ACCOMMODATIONS

TO: **First Initial. Last Name** (Course Abbreviation Course Code)

FROM: Academic Resource Center (ARC)

DATE: XXX

RE: Accommodation(s) for: XXXX

Student's ID Number: NXXX

Semester: Semester YYYY

The above-named student is enrolled in your course(s) and has a documented disability verified by the ARC. He/She is to receive reasonable academic accommodations according to the Americans with Disabilities Amendments Act, 2008 and the Rehabilitation Act, 1973. The following academic accommodations have been approved:

#### ACCOMMODATIONS

☐ Extended time (1.5x if needed)

☐ Record lecture

☐ Distraction-free testing location

☐ Note-taking assistance

☐ Reader (for tests and quizzes)

☐ Scribe

☐ Use of calculator

*(Provided the skill being assessed is not the skill being performed by the calculator.)*

☐ Assistive technology

☐ Flexible Attendance / Deadline Extension

*(Instructors & students must complete the Flexible Attendance/Deadline Extension Agreement Form together. The ability to implement this accommodation may differ based on course or program. A discussion with program director and/or faculty is required.)*

☐ Other:

Successful implementation of academic accommodations requires ongoing, effective communication between students, instructors, and ARC staff. Students are advised to show and discuss their LOAs with instructors. Please discuss each student's accommodations and implementation in your particular course.

Students are responsible for seeking, initiating, and managing all aspects of their academic accommodations. These processes and expectations are reviewed with each student during the registration process for accessibility services in the ARC.

For example, students are responsible for scheduling test sessions in the ARC; however, faculty can assist by providing all test materials and instructions to the ARC in person or via email ([arc@wvnc.edu](mailto:arc@wvnc.edu)) at least 24 hours before the scheduled session.

If you have any questions or would like assistance with this process, please feel free to contact ARC staff at 304.214.8923 or [arc@wvnc.edu](mailto:arc@wvnc.edu). Thank you for assisting us in providing equal access and opportunity for all students.

*Students and professors may make copies of this letter.*



Revised: 07/10/2023

## Recording Lecture Agreement

Students who have a qualifying disability and have been approved for a “Recording Lecture” accommodation may record class lectures for their personal study use only. Information contained in the recorded lecture is protected under federal copyright laws and may not be published without the consent of the lecturer. The student must sign this agreement before lectures can be recorded. The instructor will be notified before class begins that the student named herein will be recording the lecture.

### Procedure

A student with a qualifying disability must be registered with the ARC for accessibility services. Individual faculty members, due to the nature and content of specific courses, may require the student to sign this agreement in advance of classroom recording.

One copy of this agreement will be kept in the student's confidential file, along with their disability documentation. An instructor may also keep a signed agreement in his/her personal files.

I, \_\_\_\_\_, have read and understand the above policy on recorded lectures in the WVNCC and I agree to abide by the policy with regard to any lectures I record while enrolled as a student.

\_\_\_\_\_  
Course Title and Number

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Instructor





Revised: 07/10/2023

## Flexibility Attendance / Deadline Extension Agreement Form Medical-Physical

Student Name:

Student N#:

Course name and CRN:

Instructor:

Year:

Semester:

Use this form to identify specifically, in writing, the particular expectations for flexible attendance that are conducive for the class and accommodates the student's disability to the extent possible without altering the essential elements of the course while working to preserve the academic integrity of the content. These accommodations are specific to when students experience an episodic event that impedes their ability to complete and submit their work in a sufficiently similar amount of time. **This agreement is valid with an approved disability-related flexible attendance accommodation and only when the student and instructor have completed this form together.**

1. Maximum number of disability related absences allowed for this student in this course: (please be as specific as possible and avoid vague language)
  
2. How and when will the student notify the instructor when a disability-related absence occurs: (depending on the nature of the disability is it reasonable to notify the instructor immediately before or after the missed class? How should the student notify you?)
  
3. Procedure for turning in homework/assignments/projects due the day of the disability-related absence. (If allowed, include the maximum number of days that assignments may be late and how they should be submitted to you. In most cases the extension may be equal to 24 hours.)

4. Procedure for making up a missed quiz, examination or in-class graded assignment (on a day when it is necessary to have a disability related absence).

If necessary, ARC staff, the department chair, or other administrator may also be included in the conversation. Both the instructor and student should retain this document. If the maximum number of absences is exceeded, the student and instructor should meet to discuss further options (i.e. incomplete, withdrawal).

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If it is thought that attendance can be justified as an integral part of how the course is taught and/or how learning is to be demonstrated and measured, there can be a point at which disability-related absences cannot be reasonably accommodated. If at any point the faculty member or student have any questions, please contact the ARC so they can address and work to resolve them.





Revised: 07/10/2023

## Flexibility Attendance / Deadline Extension Agreement Form Medical-ADD/ADHD/Anxiety

Student Name:

Student N#:

Course name and CRN:

Instructor:

Year:

Semester:

Use this form to identify specifically, in writing, the particular expectations for flexible attendance that are conducive for the class and accommodates the student's disability to the extent possible without altering the essential elements of the course while working to preserve the academic integrity of the content. These accommodations are specific to when students experience an episodic event that impedes their ability to complete and submit their work in a sufficiently similar amount of time. **This agreement is valid with an approved disability-related flexible attendance accommodation and only when the student and instructor have completed this form together.**

5. Maximum number of disability related absences allowed for this student in this course: (please be as specific as possible and avoid vague language)
  
6. How and when will the student notify the instructor when a disability-related absence occurs: (depending on the nature of the disability is it reasonable to notify the instructor immediately before or after the missed class? How should the student notify you?)
  
7. Procedure for turning in homework/assignments/projects due the day of the disability-related absence. (If allowed, include the maximum number of days that assignments may be late and how they should be submitted to you. In most cases the extension may be equal to 24 hours.)



8. Procedure for making up a missed quiz, examination or in-class graded assignment (on a day when it is necessary to have a disability related absence).

If necessary, ARC staff, the department chair, or other administrator may also be included in the conversation. Both the instructor and student should retain this document. If the maximum number of absences is exceeded, the student and instructor should meet to discuss further options (i.e. incomplete, withdrawal).

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If it is thought that attendance can be justified as an integral part of how the course is taught and/or how learning is to be demonstrated and measured, there can be a point at which disability-related absences cannot be reasonably accommodated. If at any point the faculty member or student have any questions, please contact the ARC so they can address and work to resolve them.



## Resources

### *West Virginia Division of Rehabilitation Services*

Central Union Building

40-14th Street

Wheeling, WV 26003

Wheeling District and Branch Offices: (304) 238-1092

Weirton Branch Office: 304-723-5311

Parkersburg Branch Office: 304-420-4580

Sistersville Branch Office: 304-652-2354

The West Virginia Division of Rehabilitation Services helps people with disabilities prepare for, get, keep or advance in competitive employment. To accomplish that goal, they provide a broad range of vocational rehabilitation services, such as quality job training, rehabilitation therapy and other support services to people with disabilities across the state. Their goal is to enable and empower people to live independently.

Wheeling (District & Branch Office): 304-238-1092 1324 Chapline Street, Suite 200 Wheeling, WV 26003	New Martinsville: 304-455-4688 WVNCC Itinerant Office 141 Main Street New Martinsville, WV 26155	Weirton: 304-723-5311 100 Municipal Plaza, Suite 200 Weirton, WV 26062
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