

Tips for Maintaining Confidentiality of Student Disability Information

Performing Bodily Functions

- Concentrating
- Walking
- Standing
- Breathing
- Reproducing
- Hearing
- Speaking
- Reading
- Learning
- Sleeping
- Thinking

What important information in Section 504 of the Rehabilitation Act of 1973 AND the Americans with Disabilities Act of 1990 (ADA) do I need to know?

Under Section 504 and the ADA, a person with a disability is defined as an individual:

- who has a physical or mental impairment that substantially limits one or more major life activities
- who has a record of such an impairment;
- or who is regarded as having such an impairment.

← Major Life Activities include →

Performing Manual Tasks

- Caring for Oneself
- Engaging in Sexual Relations
- Interacting with Others
- Working

Guidelines for faculty, staff, and administrators to ensure that confidential student information is kept secure

**Guidelines for faculty, staff, and administrators
to ensure that confidential student information is kept secure**

All information that a student shares with a faculty member is to be used specifically for arranging reasonable accommodations for the course of study.

At no time should the class be informed that a student has a disability.

Do Not leave student disability information visible on your computer or in any printed format that others can see, and dispose of it securely at the end of the quarter.

Do NOT use students' names in the subject line in emails. Instead, use initials in the subject line.

Discuss accommodation memos and logistics of implementing accommodations with students in private. Make yourself available by email, during office hours, or by appointment to discuss.

Contact the DRC if you would like a DRC counselor to be present during your appointments with students.

Requesting specific information about a student's disability is inappropriate. Requesting a letter from the student's physician is inappropriate. The Accommodation Letter is all that is needed to justify the accommodation.

Refrain from discussing a student's disability status and necessary accommodations within hearing range of fellow students, faculty, staff, or others who do not have an "educational need to know."

If a student voluntarily discloses the nature of their disability to you, even if it is obvious, do not disclose it to others.

If a student tries to provide you with their primary disability documentation, refuse to read or accept it and refer the student to the DRC.