



## Facilities and Sites

### **Policy Title: Educational Specifications for Facilities Code 901.5**

Facilities and sites considered for purchase or construction by the board or currently owned by the school district and used for the education program must meet, or upon improvement be able to meet, the specifications set by the board.

Prior to remodeling or other construction of buildings and sites the superintendent may appoint a committee of consultants, employees, citizens, or others to assist the board in developing the specifications for the new or improved buildings and sites. These specifications will be consistent with the education program, and they will provide the architect with the information necessary to determine what is expected from the facility.

The education specifications will include but not be limited to the financial resources available for the project, the definition and character of the facility, the functional use to be made of the facility, a description of specialized needs, and other pertinent information as the board deems necessary.

**It is the responsibility of the superintendent [or designee] to make a recommendation to the board regarding the specifications of buildings and sites.**

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Adopted: 6/70

Reviewed: 1/14; 2/19

Revised: 11/12; 5/15

Related Policy (Code#): 801

Legal Reference (Code of Iowa): §§ 8A; 280.3, .14; 26; 297; 544A

IASB Reference: 801.3



## Administrative Regulations Regarding Structure and Site Modifications

**Code 901.8-R**

The Board of Education recognizes that the education of students depends on many factors including a physical environment that is safe, secure, clean, attractive, and functions efficiently. To that end, a facility and grounds master plan exists to maximize the available resources for the benefit of student learning. Modifications include changes or additions to facilities and grounds or structures that are not part of the master plan and shall follow a review process, whether proposed by employees or external individuals or groups.

Requests for modifications for all district property will at all times, except in cases of emergency, follow the administrative procedures. ~~If an internal modification project proposal exceeds \$25,000, competitive bids will be sought.~~ **Based on the estimated cost of the proposed modification, either a competitive quote or competitive bid will be required for all projects.**

A proposal for a modification or structure shall include the following:

1. External individuals or groups must first meet with the superintendent [or designee] to determine whether the proposed project meets the mission and strategic goals of the district. If a determination is made that the external proposal complies with the mission and strategic goals of the district, the individual or group may complete the Structure and Site Modifications Application (Refer to policy 901.8-E).
2. Submission of the Structure and Site Modification Application for the requested modification project should be submitted prior to January 1st. The project description shall include:
  - a. Explanation of project fit within the district's mission and strategic goals;
  - b. Benefits to students, including number of students and whether during school or outside the school day/year;
  - c. Need for the project;
  - d. Project budget inclusive of materials and labor;
  - e. Project funding source;
  - f. Description of district's technical, O&M, school, etc., support required for successful completion of the project;
  - g. Project labor, for example an external contractor, volunteers, students;
  - h. Project timeline including start and completion date;
  - i. Long-term maintenance or administrative requirements, costs, and responsible persons;
  - j. Unique components of the project, if any.
3. Review of the completed application will be conducted by the district's Construction Committee and the superintendent's Cabinet.
4. Applicant will be notified within 60 days of receipt of the application, or in February if received prior to the last day of school in December.
5. The Board of Education will receive report summaries of approved projects and will formally approve all donations per Policies 802.7 and 1005.5.
6. District equipment and facilities are not available for use by project workers because of liability issues.

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Adopted: 1/14

Reviewed: 5/15; 2/19

Related Policy (Code#): 802.7; 901.8; 901.8-E; 1005.51



## Facilities and Sites

### Policy Title: Energy Conservation Code 902.3

The district believes that every effort should be made to conserve energy and natural resources. The board believes in this commitment to be beneficial to our students and taxpayers in prudent financial management and the saving of energy. The fulfillment of this policy is the joint responsibility of the Board of Directors, administrators, teachers, students, and support personnel. Cooperation shall be demonstrated on all levels for the success of this policy.

~~The district will establish an energy conservation program and will maintain accurate records of energy consumption and cost of energy on a monthly basis. An energy analysis will be conducted and reported annually for each facility as defined by the program. Recommendations will be made for updating the energy program. Energy conservation guidelines and procedures will be reviewed by the Board of Directors. Information will be furnished to the board and community on the goals and progress of the district's energy conservation efforts.~~

As part of any new construction project or renovation, or upon the purchase or upgrade of energy consuming equipment, the projected energy consumption of the project or equipment and potential costs and benefits derived from additional energy efficiency will be considered and implemented, if financially feasible.

It is the responsibility of the superintendent [or designee] to develop energy conservation guidelines for employees and students. Employees and students will abide by these guidelines.

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Adopted: 7/05  
Reviewed: 11/12; 1/14; 2/19  
Revised: 5/15  
Related Policy (Code#): 700  
Legal Reference (Code of Iowa): §§ 279.44, 473.19-20  
IASB Reference: 802.7



## Facilities and Sites

### Policy Title: Emergency Repairs Code 902.7

When emergency repairs, **in excess of the state limit**, are necessary to ensure the safety of students and staff and to prevent the closing of any school, the provisions of the law with reference to advertising for bids shall not apply.

It is the responsibility of the superintendent [or designee] to obtain certification from the area education agency administrator stating such repairs that are in excess of the state limit were necessary to prevent the closing of school.

It is the responsibility of the superintendent and chief financial/operating officer to notify the board as soon as possible considering the circumstances of the emergency.

When an emergency arises in the maintenance and operation of any school district property directly affecting the learning environment and/or safety and welfare of personnel and students, the following action shall supersede the official maintenance schedule:

1. The superintendent [and designee] shall be notified.
2. Taking necessary safety precautions, any staff member will do everything in their power to correct the emergency as need dictates.
3. If unable to correct and/or control the emergency, staff members will report emergency situations to local emergency agencies and/or maintenance staff, immediately.

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Adopted: 6/09

Reviewed: 5/15; 2/19

Revised: 11/12; 1/14

Related Policy (Code#): 901.9

Legal Reference (Code of Iowa): §§ 26.3; 280.3, .14; 297.8

IASB Reference: 802.3



## Board of Directors – Meetings of the Board

### Policy Title: Public Participation in Board Meetings Code 204.9

The board encourages public attendance and participation in its public meetings. The board has a significant interest in maintaining the decorum of its meetings and it is expected that members of the public and the board will address each other with civility

In assuring the public is heard and board meetings are conducted efficiently and in an organized manner, the board has established a specific agenda item, *Audience Communications*, for the purpose of providing the public an opportunity to express their points of view on items related to school business. Audience communications will be taken under consideration and a response, if appropriate, may be issued at another time. Board members will not respond to or act on audience communications during the public meeting. Audience communications are limited to regular board meetings and will not be routinely offered during special meetings.

#### **Audience Communications**

Audience communications are subject to the following regulations:

1. Time Limit: Speakers will limit their comments to three minutes, unless the time limit is waived by the board president, or a majority of board members present. When there are a large number of speakers to be heard, the board may shorten the allotted time.
2. Addressing the Board: The speaker will sign in upon arrival including their name, ~~address~~ **relationship to the district (ex: parent, resident, etc.)**, and topic of communication. The board president will then use the sign-in sheet to call each speaker to the podium in order of sign in. The speaker is asked to stand at the podium, state their name, and identify their relationship to the district. Only individuals recognized by the presiding officer will be allowed to speak and any comments by others are deemed out of order. All comments should be shared in a respectful manner. ~~and should not contain names or other identifying information about students, teachers, administrators, or other personnel because of the confidential nature of certain situations.~~ **The district will not be responsible for any defamatory or potentially defamatory statements which may be made.** Individuals who have a complaint about employees may bring their complaint to the board only after they have followed *Policy 1003.3 Complaints about School Personnel*.
3. Receipt of Speaker Comments: Comments will be received by the board and, if appropriate or for clarification purposes, the board president or superintendent may seek additional information from the speaker. The board, at its discretion, may choose to place the speaker's topic on a future agenda or delegate any action to the appropriate administrator.
4. Conduct and Remarks Deemed Out of Order: Undue interruption or other interference with the orderly conduct of board business will not be allowed. Defamatory or abusive remarks are always deemed out of order. The board president or presiding

officer may terminate the speaker's comments if, after being called to order, they persist with improper conduct or remarks. If deemed disruptive, the individual(s) causing the disruption will be asked to leave the meeting.

5. **Special Procedures:** The board reserves the right to establish special procedures to deal with extraordinary issues or circumstances. If the decision is made not to include audience communications during a particular meeting, it will be noted on the board agenda which is posted at least 24 hours before the scheduled board meeting.

### **Petitions to Place a Topic on the Agenda**

Per Iowa House File 868, Section 31, 279.8B entitled, Petition-School Board Meeting Agenda: *Upon receipt of a petition by eligible electors of a school district equal in number to at least 10 percent or the persons who voted in the last preceding election of school officials [per section 277.1] or 500 eligible electors, whichever is less, the board of directors of the school district shall place the proposal specified in the petition on the agenda of the next regular meeting of the school board or on the agenda of a school board meeting held within 30 days of receipt of the valid petition filed in accordance with this subsection.*

During the public hearing, the board will provide a sign-up sheet for all individuals who wish to speak. The sign-up sheet will require each individual to list their legal name and mailing address. Each speaker will be limited to an amount of time established by the board that is reasonable and necessary based on the number of speakers who have signed up. The same time limit will apply to all speakers on the proposal and each individual will be limited to one opportunity to speak. The board maintains absolute discretion on whether or not to discuss or act on the public comments made on the proposal. If a petition is related to curriculum, the district maintains discretion to determine whether to stop teaching the curriculum until the board holds the public hearing to discuss the petition.

For additional information on the development of school board agendas, refer to LMCSB Policy 204.7 - Board Meeting Agenda.

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Revised: 4/13; 8/14; 10/14; 9/21; 1/22; 2/22  
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Legal Reference (Code of Iowa): §§ 21; 22; 279.8  
IASB Reference: 213



**Policy Title: Threats of Violence  
Code 106.1**

The Linn-Mar Community School District is committed to the prevention of violence against any individual and/or property in the schools, on school property, or at school activities; whether such acts and/or threats of violence are made by students, staff, volunteers, visitors, or others. Threats of violence against any individual and/or school property will not be tolerated whether or not such threats occur on school grounds, during the school day, or at school activities.

Any person and/or group that commits an act or threatens an act of violence, including bomb threats; whether made orally, in writing, by email, or by any other electronic format will be subject to appropriate discipline in accordance with applicable laws, district policies and regulations, and collective bargaining agreements; as may be necessary.

While acknowledging an individual's constitutional rights, including applicable due process rights, the district refuses to condone acts and/or threats of violence which threaten the safety and well-being of any individual and/or the school environment and property. Students, staff, volunteers, visitors, or others will refrain from engaging in threats or physical actions which create a safety hazard to others.

All students, staff, volunteers, visitors, or others who are made aware of physical acts and/or threats of violence are to report such incidents to the building principal [or designee] who will report such occurrences to the superintendent. Additionally, the building principal [or designee] will report occurrences of violence, whether involving an actual confrontation or threat of potential violence, to the Executive Director of Student Services, if applicable. Local law enforcement agencies may be notified upon the determination of the building principal [or designee], as deemed necessary.

Students are to report all acts and/or threats of violence, including threats of suicide, to a staff member, school counselor, or building principal.

The district reserves the right to seek restitution, in accordance with applicable laws, from the student, parent/guardian, staff, volunteer, visitor, or others for any costs or damages incurred by the district as a result of the threat or act of violence.

This policy will be enforced in accordance with applicable laws and regulations, district policies/regulations, and collective bargaining agreements; as may be necessary. Additionally, this policy will be disseminated to students, parents/guardians, staff, and volunteers, as appropriate, and will be available to the general public upon request.

Appropriate sanctions for violations of this policy by students will be addressed in [Policy 502.1- Student Conduct](#); for staff in [Policy 403.21-Employee Relations, Appearance, and Conduct](#); and for the general public in [Policy 1005.3-Public Conduct on School Premises](#).



**Policy Title: Transgender and Students Nonconforming  
to Gender Role Stereotypes  
Code 504.13**

The Iowa Civil Rights Act ([Iowa Code Section 216.9](#)) and Title IX protect transgender students from sex and/or gender discrimination and clearly delineates that protection from unfair practices and discriminatory acts in education, including gender identity.

The Linn-Mar Community School District is committed to serving the educational needs of the community and underscores its commitment by supporting all students in a safe learning environment. This policy relates to students who are transgender and students who do not conform to gender role stereotypes. In order to maintain a safe learning environment for all students, we must first ensure equal access to all components of the educational system.

While the administrative procedures established in Policy 504.13-R (Administrative Regulations Regarding Transgender and Students Nonconforming to Gender Role Stereotypes) provide important direction to employees, students, families, and other persons; they do not anticipate every situation that might occur with respect to students who are transgender or gender nonconforming. When an issue or concern arises that is not adequately addressed by these administrative procedures, district administration will consider and assess the needs and concerns of each student on an individual bases in consultation with parents, when appropriate.

This policy and Policy 504.13-R apply to all school activities, school-provided transportation, and school-sponsored events regardless of where they occur.

It is the responsibility of the superintendent [or designee] to develop regulations regarding this policy.

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Adopted:

Related Policy (Code#): 103.1; 104.1; 104.3; 504.13-R

Legal Reference (Code of Iowa): 216.9





**Policy Title: Administrative Regulations Regarding Transgender  
and Students Nonconforming to Gender Role Stereotypes  
Code: 504.13-R**

**Transgender Procedures and Safeguards**

The *Iowa Civil Rights Act* ([Iowa Code Section 216.9](#)) and Title IX protect transgender students from sex and/or gender discrimination and clearly delineate that protection from unfair practices and discriminatory acts in education, including gender identity.

These administrative regulations set forth the district's protocols that will be utilized to expeditiously address the needs of transgender students, gender-expansive students, nonbinary, gender nonconforming students, and students questioning their gender to ensure a safe, affirming, and healthy school environment where every student can learn effectively.

These administrative regulations apply to all school activities, school-provided transportation, and school-sponsored events regardless of where they occur.

**Establishment of Gender Supports**

Communication with the student and/or parent/guardian is key. Schools should make a case-by-case determination about appropriate arrangements for transgender students regarding names/pronouns, restroom and locker facilities, overnight accommodations on school trips, and participation in activities. These arrangements should be based on the student's or family's wishes, be minimally burdensome, and be appropriate under the circumstances.

Any student in seventh grade or older will have priority of their support plan over their parent/guardian. All supports can be documented in a Gender Support Plan.

Any student, regardless of how they identify, may request to meet with a school administrator and/or school counselor to receive support from the school and implement a Gender Support Plan. When a student and/or parent/guardian contacts school staff about support at school, the school will hold a meeting with the student within 10 school days of being notified about the request for support. The student should agree with who is a part of the meeting, including whether their parent/guardian will participate.

The Gender Support Plan will be maintained in the student's temporary records, not the student's permanent records. The Linn-Mar Community School District is committed to supporting all transgender students, gender nonconforming students, and students who are questioning their gender. A Gender Support Plan is not required for a student to receive supports at school. In instances where there is not a Gender Support Plan, school administrators and/or school counselors shall work with the student to identify and coordinate support. Support available through a Gender Support Plan, or otherwise, can include steps appropriate to also support siblings and family members of transgender students, gender nonconforming students, and students who are questioning their gender. Supports being provided for transgender, gender nonconforming students, and students who are questioning their gender will be reviewed on an annual basis or sooner, as necessary.

**Confidentiality**

All persons, including students, have a right to privacy which includes the right to keep one's transgender status private at school. Information about a student's transgender status, legal name, or gender assigned at birth may also constitute confidential medical information. Disclosing this information to other students, their parent/guardian, or other third parties may violate privacy laws such as the federal Family Educational Rights

and Privacy Act (FERPA). The district shall ensure that all medical information relating to transgender and gender nonconforming students will be kept confidential in accordance with applicable state, local, and federal privacy laws. The district shall not disclose information that may reveal a student's transgender status to others including but not limited to parents/guardians and other school staff unless legally required to do so (such as national standardized testing, drivers permits, transcripts, etc.), or unless the student has authorized such disclosure.

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. The fact that a student chooses to disclose their transgender status to school staff or other students does not authorize them to share other medical information about the student. School staff should always check with the student first before contacting their parent/guardian. School staff should ask the student what name and pronouns they would like school officials to use in communications with their family. All students under 18 years of age should be aware that a parent/guardian has the right to review their student's official records.

### **Names and Pronouns**

Every student has the right to be addressed by a name and pronoun that corresponds to their gender identity. A court-ordered name or gender change is not required, and the student need not change official school records.

At the beginning of each semester, teachers may ask all students how they want to be addressed in class and in communications with their parent/guardian. Within 10 school days of receiving a request from a student, regardless of age, or a parent/guardian (with the student's consent), the district shall change a student's name and/or gender marker in student technology logins, email systems, student identification cards, non-legal documents such as diplomas and awards, yearbooks, and at events such as graduation. A student may make this request via their Gender Support Plan, if the student has requested one.

In situations wherein the district is required by law to use or to report a student's legal name and/or gender marker, such as for purposes of standardized testing, the building secretaries will keep a record of the student's legal names and this document will be kept in a locked file for their access only. When a student transitions from one school to another, the recording form will be shared from building secretary-to-building secretary. A student's Gender Support Plan will be shared either administrator-to-administrator or school counselor-to-school counselor; depending on the student's preference.

An intentional and/or persistent refusal by staff or students to respect a student's gender identity is a violation of school board policies [103.1 Anti-Bullying and Anti-Harassment](#), [104.1 Equal Educational Opportunity](#), and [104.3 Prohibition of Discrimination and/or Harassment based on Sex Per Title IX](#).

### **Restrooms and Locker Rooms**

With respect to restrooms, locker rooms, and/or changing facilities; students shall have access to facilities that correspond to their gender identity. Buildings may maintain separate restrooms, locker rooms, or changing facilities for male and female students provided they allow students to access them based on their gender identity. No student shall be required to use an all-gender or secure-access restroom, a nurse's restroom, a privacy partition/curtain, and/or an all-gender locker room because they are transgender, gender nonconforming, or questioning their gender. Access to restrooms and locker rooms for nonbinary students and students questioning their gender will be determined on a case-by-case basis while providing students with options that allow for them to feel safest and most included.

Regardless of gender identity, any student who is uncomfortable using a shared facility regardless of the reason shall, upon the student's and/or a parent/guardian request, be provided with a safe and non-stigmatizing alternative. This may include, for example, addition of a privacy partition/curtain, provision to use a nearby private restroom/office, or a separate changing schedule.

## **Dress Code**

Within the constraints of the district's student dress code policy ([502.9 Student Appearance](#)), students may dress in accordance with their gender identity. School staff shall not enforce a dress code more strictly against transgender and gender nonconforming students than they do with other students.

## **Physical Education and Athletics**

All students shall be permitted to participate in physical education classes, intramural sports, clubs, and school events in a manner consistent with their gender identity. Students may enroll in physical education classes that correspond with their gender identity, correspond with their sex assigned at birth, or that are not gender-specific. As a member of the Iowa High School Athletic Association (IHSAA) and the Iowa Girls High School Athletic Union (IGHSAU), the district follows their policies and recommendations for transgender athletic participation.

## **Overnight Trips**

No student shall be denied the right to participate in an overnight fieldtrip because the student is transgender, gender nonconforming, or questioning their gender. Students shall be allowed to room with other students who share their gender identity or where they feel safest and most included. Accommodations on overnight trips for nonbinary students and students questioning their gender will be determined on a case-by-case basis with an emphasis on providing students with options that allow for them to feel safest and most included. No student should be forced to room by themselves because they are transgender, gender nonconforming, or questioning their gender.

Building administration shall work with the student to determine the accommodations that will be provided based on the particular circumstances of the trip and shall notify the student of such accommodations in advance. With the student's agreement, building administration may engage the staff member supervising the trip. Overnight accommodations shall be arranged and provided in a manner that respects the student's desired level of confidentiality. Building administration and/or staff shall not notify parents of other students regarding a trans or gender nonconforming student's housing accommodations.

Staff members should always work with a student, regardless of gender identity, to address concerns regarding inclusion or safety and develop a plan for participation that addresses the student's concerns.

## **Records**

The district and/or building shall maintain a mandatory, permanent student record that includes a student's legal name and legal gender. However, to the extent that the district and/or building is not legally required to use a student's legal name and gender on other school records or documents, the district and/or building shall use the name and gender preferred by the student. The district and/or building will change a student's official record to reflect a change in legal name or gender upon receipt of documentation that such change has been made pursuant to a court order or through amendment of state or federally-issued identification (School IDs, for example, are not legal documents and should use the student's preferred name). In situations where school staff or administration are required by law to use or report a transgender student's legal name or gender, such as for purposes of standardized testing, building secretaries will keep a record of the student's legal names and this document will be kept in a locked file for their access only. When a student transitions from one school to another, the recording form will be shared from building secretary-to-building secretary. A student's Gender Support Plan will be shared either administrator-to-administrator or school counselor-to-school counselor; depending on the student's preference.

All written records related to student meetings concerning their gender identity and/or gender transition with any staff member will be kept in a temporary file that shall be maintained by the school counselor. The file will only be accessible to staff members that the student has authorized in advance to do so.

## **Discrimination and Harassment**

No student shall be denied equal access to education on the basis of their gender identity or gender expression. Allegations involving violations of these administrative regulations shall be reported in a manner consistent with all applicable board policies. Policies prohibiting harassment and discrimination on the basis of sex also include harassment based on gender identity and expression.

## **Media and Community Communications**

When communicating to the media or community about issues related to gender identity, the district and/or building shall have a single spokesperson to address the issue. Rather than directly commenting on the issue, all other school staff shall direct parents and/or the media to the designated spokesperson. Protecting the privacy of transgender and gender nonconforming students must be a top priority for the spokesperson, as well as for all staff, and all medical information shall be kept strictly confidential. Violating confidentiality of this information is a violation of district procedures and may be a violation of local, state, or federal privacy laws.

## **Definitions**

The following definitions are provided not for the purpose of labeling students, but rather to assist in understanding this policy and the legal obligations of school staff. Students may or may not use these terms to describe themselves.

Affirming: Acknowledging and supporting the identity of an individual.

Ally: A person who is not LGBTQ+ but shows support for LGBTQ+ people and promotes equality.

Cisgender/Cis: Used to describe one whose gender identity corresponds solely with their sex assigned at birth.

Gender Diversity: Refers to the wide range of gender identities, gender roles, and/or gender expressions that exist.

Gender Expression: The manner in which a person represents or expresses gender to others; often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

Gender Identity: A person's deeply-held sense or psychological knowledge of their own gender. One's gender identity can be the same or different than the gender assigned at birth. Most people have a gender identity that matches their assigned gender at birth. For some, however, their gender identity is different from their assigned gender. All people have a gender identity, not just transgender people. Gender identity is an innate, largely inflexible characteristic of each individual's personality that is generally established by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial social development.

Gender Nonconforming: A term for people whose gender expression differs from stereotypical expectations, such as feminine boys, masculine girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as both genders. Other terms that can have similar meanings include gender diverse or gender expansive.

Gender Support Plan: A document that may be used to create a shared understanding about the ways in which a student's gender identity will be accounted for and supported at school.

Intersex: A general term used for the many ways in which a person can be born with chromosomes, reproductive anatomy, and/or genitalia that do not fit the typical binary expectations of female or male.

LGBTQ+: A commonly used acronym referring to the lesbian, gay, bisexual, transgender, and queer community. The plus sign acknowledges that there are additional identities within the community. Other iterations include LGBTQQIA (Includes questioning, intersex, and asexual/aromantic).

Misgendering: When a person intentionally or accidentally uses the incorrect name or pronouns to refer to a person. Repeated or intentional misgendering is a form of bullying and harassment.

Non-Binary Gender: Reflects gender identities that do not fit within the binary of male and female. Individuals may identify as both genders, neither, and/or some mixture thereof. Some terms under this umbrella include, but are not limited to, genderqueer, gender fluid, agender, bigender, etc. Some non-binary people may use they/them/theirs or other neutral pronouns

Outing: When someone discloses information about another person's sexual orientation or gender identity without that person's knowledge and/or consent. Outing by school staff without the student's consent can violate the student's privacy rights.

Pronouns: Words used to refer to someone without using their name. Common pronouns include, but are not limited to, they/them, she/her, and he/him.

Sex Assigned at Birth: Typically, the assignment of male or female at birth by a medical professional based on visible body parts. This binary assignment does not reflect the natural diversity of bodies or experiences.

Sexual Orientation: The term for someone's romantic, emotional, physical, and/or sexual attraction to the same or different gender. Sexual orientation is distinct from gender identity.

Transgender/Trans: Individuals with a gender identity different than the sex they are assigned at birth. Transgender can be used as an umbrella term that encompasses diversity of gender identities and expressions. Being transgender is not dependent on appearance, body parts, or medical procedures.

Transition: The process whereby people may change their gender expression, bodies, and/or identity documents to match their gender identity. Transition can be social, medical, and/or legal and is different for every individual. In children, adolescents, and adults it is increasingly common for gender transition to be an ongoing process.

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Adopted:

Related Policy (Code#): 103.1, 103.1-R; 103.1-E1-E3; 104.1, 104.1-R, 104.1-E1-E5; 104.3; 503.14

Legal Reference (Code of Iowa): 216.9 and Title IX