Policy Committee Meeting

April 13, 2026 6:30 PM
MCBOE

1. Call to Order
2. 2.806 Bids and Quotations
3. 4.202 Special Education
4. 6.319 Alternative School Programs
5. 6.500 Special Education Students

Marshall County Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in January	**Bids and Quotations**	**2.806**	**05/11/26**
		Rescinds: **2.806**	Issued: **07/08/24**

All purchases of supplies, materials, equipment, and contractual services ~~in excess~~ of twenty-five thousand dollars ($25,000)[1] or more, including those of individual schools, shall be based on competitive bids. These bids shall be solicited by advertisement in a newspaper of general circulation within the school system and by publication on a news and information website in accordance with state law.[2] However, said newspaper advertisement may be waived by the Executive Committee in an emergency. The purchasing agent shall advertise for bids and receive quotations. The advertisement may be waived by the purchasing agent in an emergency.[3]

All purchases less than ~~of~~ twenty-five thousand dollars ($25,000) ~~or less~~, including those of individual schools, may be made in the open market without newspaper notice, but shall, whenever possible, be based on at least three (3) competitive bids.[3]

The lowest and/or best bid shall be accepted, provided the purchaser reserves the right to reject any or all bids or any part of any bid and, if applicable, to accept that bid which is best as evidenced by reasons relative to the purpose of the purchase.[4] Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered.

The bidder to whom the award is made may be required to enter into a written contract.

The practice of splitting an order or dividing items to be purchased in order to avoid the use of bidding or other purchasing procedures is prohibited.

EXEMPTIONS FROM COMPETITIVE BIDDING

Contracts for legal services, educational consultants, services from an insurance provider, and similar services by professional persons or groups of high ethical standards shall not be based upon competitive bids but shall be awarded on the basis of recognized competence and integrity.[5]

Purchases of fuel in bulk amounts that would exceed the bid limits may be made in the open market without public advertisement or competitive bidding. Whenever possible, however, at least three (3) documented quotes shall be obtained.[6]

Legal References:

1. TCA 12-3-1212; Public Acts of 2024, Chapter No. 513.
2. Public Acts of 2024, Chapter No. 793
3. TCA 49-2-203(3)(A)-(B); TCA 49-2-206(b)(2); TCA12-3-1212; Public Acts of 2024, Chapter No. 513.
4. TCA 49-2-203(a)(3)(D)(i)(c)
5. TCA 12-3-1209; TCA 12-4-107; TCA 29-20-407
6. Public Acts of 2024, Chapter No. 661

Cross References:

Executive Committee 1.301
Consultants 1.303
Conflict of Interest 5.601

MAJOR UPDATE REVISION

Marshall County Board of Education

Monitoring: **Review: Annually, in November**	Descriptor Term: **Special Education**	Descriptor Code: **4.202**	Issued Date: **05/11/26**
		Rescinds: **4.202**	Issued: **06/12/03**

The Board shall provide access to a free appropriate public education (FAPE) to all children with disabilities ages 3-21, inclusive, residing within the jurisdiction of the school system. The plan for implementation of appropriate instruction and special education services shall be in accordance with the current *Rules, Regulations, and Minimum Standards* of the State Board of Education[1] and state[2] and federal[3] law.

The Board shall develop and periodically update a local plan for providing special education services for students with disabilities. Specifically, the Board shall ensure the following:

1. All children with disabilities living within the school system receive a free and appropriate public education and the services to meet their unique needs; and

2. The rights of children with disabilities and their parents are protected.

The plan shall seek to accomplish the following objectives:

1. To carry out a comprehensive screening and assessment plan emphasizing the early identification and evaluation of students with disabilities;

2. To use the Individual Education Program Team (IEP-Team) for assessment review, program formulation, and placement decisions for every student with disabilities, including review of proposed suspensions when appropriate, in accordance with the State Board of Education *Rules, Regulations, and Minimum Standards;*

3. To ensure that placements are made to educate children with disabilities with age-appropriate, children without disabilities to the extent appropriate;

4. To provide each child with a disability with an individual educational program (IEP) specifically designed to meet his/her unique needs;

5. To provide continuing evaluation of the progress of each student with a disability, including at least an annual review of each IEP and a complete re-evaluation at least every three (3) years;

6. To ensure that procedural safeguards required by state and federal laws are adhered to; and

7. To involve parents of children with disabilities in a meaningful dialogue with school personnel, which will begin with an initial referral and continue throughout the student's educational career. When necessary, the LEA shall assign a surrogate parent to represent a student's interest in education matters per state law.[4]

INTERAGENCY AGREEMENTS

LEA shall maintain a list of all interagency agreements created as part of the district's FAPE procedures. The provisions of these agreements shall be monitored to ensure that they meet the district's needs and align with federal law and any applicable grants. Any recommended changes in the agreements shall be presented to the Board of Education for further action.

Legal References

1. TRR/MS 0520-01-09
2. TCA 49-10-101
3. 20 USCA §§ 1400-1482; 29 USCA § 794; 34 CFR § 300.504
4. TRR/MS 0520-01-09.20

Cross References

Compulsory Attendance Ages 6.201
Alternative Education 6.319
Student Communicable Diseases 6.403
Acquired Immune Deficiency Syndrome 6.404
Special Education Students 6.500

Marshall County Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Alternative School Programs**	**6.319**	**05/11/26**
		Rescinds: **6.319**	Issued: **08/14/23**

General

The board shall operate an alternative school program for students in grades seven through twelve (6 ~~7~~-12) who have been suspended or expelled from regular school programs.[1]

An alternative program is a short-term intervention program designed to provide educational services outside the regular school program for students who have been suspended or expelled. Alternative programs may be located within the regular school or be a self-contained program within a school.

The alternative school and/or program shall be operated in accordance with state laws and the rules of the State Board of Education, and instruction shall proceed as nearly as practicable in accordance with the instructional program at the student's regular school. The director of schools shall develop procedures that provide appropriate educational opportunities for all students assigned to an alternative education program. These educational opportunities shall utilize Tennessee's academic standards, incorporate innovative teaching strategies, deliver research-based instructional techniques, and provide the resources necessary to foster student learning and achievement.~~3~~[2]

ASSIGNMENT

Students who have been suspended for more than ten (10) days or expelled shall be assigned to the alternative school or program if there is staff and space available.[3] Availability of staff and space shall be determined at the time the disciplinary decision is rendered. The Director of Schools/designee shall make this determination by evaluating factors including, but not limited to, the following:

1. Level of supervision available;
2. Safety considerations; and
3. Type of infraction.

The Director of Schools/designee is not required to assign a student to the alternative school or program if the student committed one of the following:

1. A zero tolerance offense[4], or
2. An offense of violence or threatened violence, or an offense that threatened the safety of other students at the school, if the location of the alternative school or program is on the same grounds as the school from which the student was disciplined or assigning the student to that location would endanger the safety of the students or staff.[5]

Consideration to assign these students to the alternative school or program will be determined by the Director of Schools/designee on a case-by-case basis.

Prior to the assignment of the student to an alternative school program, the director of schools/designee shall provide written notice to the student's parent/guardian stating the reason for the student's placement.[6]

Placement in an alternative education setting shall be reserved for students who significantly disrupt the educational process. If a student has an active Individualized Education Plan, a 504 plan, or is suspected of having a disability, all state and federal laws, rules, and regulations related to special education shall be followed. The director of schools/designee shall develop procedures regarding placement of students in the program, taking into consideration the impact of exclusionary discipline practices.[7]

Attendance in alternative school programs shall be mandatory, and students attending an alternative school located outside of the school district shall provide their own transportation.

The director of schools/designee shall monitor and regularly evaluate the academic progress of each student enrolled in an alternative education program.

REMOVAL[8]

A student may be removed from the alternative school or program if:

1. He/She violates the rules of the alternative school or program; or
2. He/She is not benefitting from the assignment and all interventions have been exhausted unsuccessfully.

ADDITIONAL OFFENSES[9]

Any new disciplinary offense committed during a student's original suspension or expulsion period shall be treated as a new and separate offense. These offenses shall not constitute an extension of the original suspension or expulsion.

TRANSITION PLANS[10]

The director of schools/designee shall develop procedures regarding the implementation of transition plans for the integration of students assigned to the alternative school.

Legal References:

1. TCA 49-6-3402; TRR/MS 0520-01-02-.09

Cross References:

Special Education 4.202
Virtual Education Program 4.212
Suspension/Expulsion/Remand 6.316
Student Disciplinary Hearing Authority 6.317
Special Education Students 6.500

2. TRR/MS 0520-01-02-.09(9)(a)
3. TCA 49-6-3402(c)(1)(A)
4. TRR/MS 0520-01-02-.09(6)(a): TCA 49-6-3402(c)(1)(B)
5. TCA 49-6-3402(c)(1)(C); Public Acts of 2023, Chapter No. 279
6. TRR/MS 0520-01-02-.09(9)(i)
7. TRR/MS 0520-01-02-.09(9)(h)
8. TCA 49-6-3402(c)(2)(B)
9. TRR/MS 0520-01-02-.09(9)(g)(2)
10. TRR/MS 0520-01-02-.09(9)(m)

Marshall County Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in May	**Special Education Students**	**6.500**	**05/11/26**
		Rescinds: **6.500**	Issued: **01/11/21**

Special education students ~~All disabled students~~ between the ages of three and twenty-one (inclusive) shall receive the benefit of a free appropriate public education. This provides the assurance that these students will be educated with non-disabled students to the maximum extent appropriate, and should be placed in separate or special classes only when the severity of the disabled is such that education in regular classes cannot be achieved satisfactorily.[1]

Eligibility standards and options of service for special education services will be based upon the criteria for disabling conditions specified in Rules, Regulations, and Minimum Standards, Tennessee State Board of Education.[2]

Students receiving special education services shall not be restrained, except as permitted by law and regulations.[3,4] The Director of Schools shall develop administrative procedures to govern the following:[4]

1. Personnel authorized to use isolation and restraint;
2. Training requirements for personnel working with special education students; and
3. Incident reporting procedures.

Legal References:

1. TCA 49-10-103(c)
2. TRR/MS 0520-01-09-.01
3. TCA § 49-10-1301, *et seq.*
4. TRR/MS 0520-01-09-.23

Cross References:

Special Education Student Services and Class Size 4.202
Compulsory Attendance Ages 6.201
Alternative Education 6.319
Safe Relocation of Students 6.4081