

J. Harvey Rodgers School

Code of Conduct 2024-2025



J. Harvey Rodgers Code of Conduct

Philosophy & Intent

This procedural manual has been developed by Glassboro Schools for the purpose of delineating school rules, practices & consequences. It is meant to be a general guide for students, teachers, and administrators. Certain situations may warrant measures different from those prescribed herein. In such instances, administrative discretion will prevail.

Glassboro Schools would like to give your children the best education possible. Cooperation of staff, parents and students is essential in obtaining our goal. Structure and discipline are needed to ensure that all students are given the opportunity to learn in a safe, undisturbed environment. Consistent rules and consequences will help students learn that there are logical consequences for not following expectations. They are used to help students to solve their problems through character building interactions with our school faculty. Parental support is also critical in teaching appropriate school behavior; therefore, parent communication is expected from all staff to ensure that children receive the same message from both home and school.

It is our hope that this manual will assist parents, students, and teachers in the identification of unacceptable behaviors and provide a clear and consistent explanation of consequences such behavior will merit. As a listing, it is not intended to be all-inclusive. This manual's intent is to identify commonly recognized behaviors that are unacceptable in the educational setting. The school administration and/or Board of Education have the right to administer discipline for any other offense that is in violation of the law of school district policy or procedures, or in violation of acceptable standards of conduct for our students.

Bulldog PRIDE Character Education Program

Glassboro School District has enthusiastically embraced a district-wide character development initiative and has worked closely with a team of consultants from CITRS (Character-Integrity-Trust-Relationships-Success). Along with our continuing emphasis on academic growth, we are paying special attention to increasing the character of our young people. It is the district's firm belief that this will not only improve our schools but have a life-long benefit for every one of our students. Each month we will be discussing a character "virtue" that is integrated into our teacher to student language, morning meeting, character-ed lessons, etc.

PRIDE is an acronym for our district Core Values. By emphasizing these values, we try to foster a positive and supportive learning environment where children not only excel academically, but also grow into responsible and compassionate individuals. Your ability to reinforce these core values at home can further strengthen their impact.

Perseverance (P): This means encouraging our children to keep trying, even when things are difficult. It's about teaching them not to give up easily and to stay determined in the face of challenges.

Respect (R): Respect involves treating others the way we want to be treated. It means being polite, listening to others, and valuing everyone's differences.

Integrity (I): Integrity is about being honest and doing the right thing, even when no one is watching. It's about building trust and being a person of strong moral character.

Dependability (D): Being dependable means that others can rely on us. It's about being responsible, keeping promises, and completing tasks on time.

Empathy (E): Empathy means understanding and caring about how others feel. It's about being kind and supportive to others, especially when they are facing challenges.

We also honor a student from each classroom every month based on the monthly virtue. Students will receive a letter home, a certificate, a small token and have their name announced on a special announcement of our monthly Bulldog Buddy Winners!

Mission Statement: "Empowering students to be unique, exceptional citizens through a culture of character and learning."

Vision Statement: "Building model citizens."

Core Values: Perseverance; Respect; Integrity; Dependability; Empathy

Strategic Code of Conduct:

1. We are truthful and respect ourselves and others.
2. We are mindful of others while making decisions.
3. We are problem-solvers who seek knowledge and wisdom.
4. We are responsible for our own words, actions, and consequences.
5. We are humble leaders who model good behavior and show compassion to all.
6. We make good decisions by having self-control and inner strength.
7. We treat others fairly and always help those in need.
8. We give time and effort to improve our school and community.
9. We always try our best in everything we do, even when it's hard.

Monthly Virtues:

| Month | Virtue | Definition | Visual | Phrase |
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| September | Wisdom | Wisdom is seeing what is right, what is truthful, and knowing the right thing to do. | Owl | "How can you make wise choices today?" |
| October | Integrity | We can show integrity by following the rules, being honest, and telling the truth. | Pinocchio | "When you wish upon a star, integrity shows who you are!" |
| November | Self-Control | Self-control is the ability to control your feelings, emotions, or reactions. | Bubbles | "Show self-control, don't pop other people's bubble." |
| December | Justice | Justice is treating other people fairly, as you would want to be treated yourself. | Balance Scale | "Fair means everyone gets what they need." |
| January | Fortitude | Fortitude is sticking with it and doing the right thing. | Train | "I think I can! I think I can!" |

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| February | Positive Attitude | Positive Attitude is thinking and believing that everything will turn out well in all that you do. | Bulldog Mascot - Mugs | Words to live by - "I'm going to have a good day."; "I choose to be happy."; "My brain is powerful."; "My feelings matter." |
| March | Humility | Humility is being confident without thinking you are better than someone else. | The Tortoise and the Hare | "Friendship is gained through humility and actions of the heart." |
| April | Respect | Respect is making an effort to understand how others think and feel, while treating them with kindness. | Two Way Street | "Respect is a two-way street, if you want to get it, you've got to give it." |
| May | Love | Being a true friend who unconditionally gives and wants the absolute best for someone. | Heart | "Love yourself, your friends, and your school." |
| June | Charity | Charity is caring for and helping other people through acts of giving and service. | Heart with Hands | "Show us how you can help your school and community." |

Through the modeling of schoolwide expectations (rules), common vocabulary, and data-driven decision-making, our children quickly learn what a positive learning environment "looks like." As our *Bulldog Buddies* motto states, every student at the Rodgers School will: *Take care of yourself, your friends, and your school!*

Teachers begin by teaching children that there are positive consequences for following expectations. This includes rewarding students with specific, positive praise statements. The schoolwide expectations and "what they look like" in practice are explained as needed and are modeled several times throughout the year.

| Student Rights & Responsibilities | Expectations for Student Behavior |
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| <ul style="list-style-type: none"> • Equal opportunity & equal treatment are provided to every student without discrimination. • No disciplinary action will exceed the degree of seriousness of the offense and will take into consideration the history & background of each student. • Standards of conduct forbid injury to persons or property. • The teaching & learning process takes place in an orderly educational environment with open communication, self-discipline, and clearly understood lines of authority and control. | <p><i>Students are expected to:</i></p> <ul style="list-style-type: none"> • Come to school ready to learn. • Show respect for people and property. • Take responsibility for their own behavior and learning. • Use time and other resources responsibly. • Share responsibilities when working as members of a group. <p><i>In "kid-friendly" terms all students are expected to: Take care of yourself, your friends & your school.</i></p> |

Expectations for Parent Involvement

The *Code of Conduct* is meant to be a general guide for students, teachers, and administrators. Certain situations may warrant measures different from those described herein. In such instances, administrative discretion will prevail. Parents are expected to:

- Review & discuss the *Code of Conduct* with their children.
- Understand and support the need for appropriate rules and regulations regarding safety and conduct.
- Understand that all students are expected to adhere to the *Code of Conduct* and that interventions will reflect that student's age, maturity level, and behavioral history/background.
- Participate in conferences as requested by teacher(s) and/or administration.

Teacher Statement of Responsibilities

Teachers have the responsibility to make every effort to treat each instance with fair and impartial judgment reflecting the age, maturity level and behavioral history/background of their students. Teachers have a responsibility to make sure that every student understands his/her obligation to the school community by instilling social responsibility and self-governance. Students must be given the necessary information to understand the need for rules and the application of them. In the enforcement of the policies, the teacher must make every effort to apply the *Code of Conduct* with consistency, reasonableness, and common sense. Once a student has been referred to the office, the administrator's discretion will prevail. Rules of confidentiality must be followed in all circumstances. Teacher expectations and responsibilities include:

- Conferencing with parents and/or principal. It is essential that parents are made aware of the problem in a timely fashion and are asked for their help in eliminating the problem.
- Teachers understand that all students are expected to adhere to the *Code of Conduct* and that interventions will reflect that student's age, maturity level, and behavioral history/background. Harsh or unusual punishment should be avoided.
- Teachers will provide opportunities for students to role-play schoolwide expectations to instill student social responsibility and self-governance.
- Teachers must notify building administration of repeated violations of the *Code of Conduct* via ODR (Office Discipline Referral) forms.
- All staff should model positive behavior patterns that students can emulate including positive praise statements. Proper dress, professional traits (such as no gum/food in the classroom) and tone/inflection are also very important.

Tier-1 Offenses

Behaviors that impede orderly classroom procedures. These behaviors are non-violent, uncooperative, and non-compliant. A student charged with behavior that is classified as a “Tier-1 Offense” should receive corrective strategies in the classroom and/or building.

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| General Misconduct | Noncompliance with established procedures for playground, hallway, assembly, lunchroom, or bus. Students found guilty of being an accessory to any violation of schoolwide expectations are subject to the same consequences as students that are actively committing such offenses. |
| Disruptive Behavior | Intentional acts, behaviors or conduct in the classroom/school that cause minor disruptions to the educational process. This may include physical contact such as hitting and/or horseplay, that does not rise to the level of fighting. |
| Insubordination | Refusing to comply with a reasonable request from school personnel or disobeying schoolwide expectations, including not following directions of teachers, school administrators, or other staff members. |
| In an Unauthorized Area | Leaving class during the designated class period without first obtaining permission from the teacher and/or not reporting to or returning from class activities. |
| Misconduct During a Drill | The act of engaging in conduct or behavior, which interferes with the orderly, safe, and timely transportation of students. |
| Unauthorized Use of Cell Phone | Use of a cellular telephone, electronic communication device, and other electronic devices in school and on school property while school is in session. |
| Minor Use of School Technology | Inappropriate or improper use of a school issued device. |
| Inappropriate Bus Behavior | Any behavior or action that distracts a bus driver, causes a dangerous situation, or disturbs the orderly operation of a bus. Being out of seat/not wearing seatbelt, throwing objects, or extending any body parts through a vehicle window. |
| Inappropriate Language Towards Students or Staff | Any profane or insulting remarks or gestures directed at any student, Glassboro Schools staff member, volunteer, visitor, student teacher or bus driver. |
| Profanity | Swearing/cursing in school buildings, on school buses or on school grounds is prohibited. |
| Excessive Tardiness | Repeated failure to report to school without an acceptable excuse, after 8:40 am. Excessive Tardiness is defined as: <ul style="list-style-type: none"> • 4 consecutive unexcused tardies • 10 unexcused tardies in one month • 15 unexcused tardies in one school year |

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| Truancy | <p>Repeated failure to report to school for reasons other than those outlined below.</p> <ul style="list-style-type: none"> • Student illness is supported by notification to the school by the student's parent along with a physician's note if the absences exceed three consecutive days. • A student's attendance is required in court. • Family illness or death supported by a notification to the school by the student's parent. • Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day. • Take Our Children to Work Day as recognized by the New Jersey Department of Education. • Any absence considered excused by a New Jersey Department of Education rule or State Board of Education resolution. <p><i>After 10 cumulative unexcused absences, the school Principal or designee will file truancy charges with the municipal court once the student has turned 6 years old.</i></p> |
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Tier-2 Offenses

Behavior whose frequency or seriousness disrupts the learning climate of the school. These behaviors are non-violent, disruptive, and disorderly behaviors.

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| Threatening Language Towards Students or Staff | Intentional threat by word or action to do violence to a staff member or student, or his/her property; in addition, any act which creates a well-founded fear within the staff member/peer. |
| Major Misuse of Technology | Photographing/recording others while school hours are in session, cheating, bullying/cyberbullying, harassment, sexual misconduct, and the use of profane or obscene language/gestures. |
| Defacing or Destroying School Property | Loss, destruction, defacement or inappropriate use of school materials, technology or furniture is destruction of school property. |
| Extortion | Obtain money, property, or services from another school community member by expressed or implied threat of force. |
| Theft of Property | Unlawful taking or disposition of another's property with the intent to deprive the person of the property. Receiving stolen property or attempted theft by deception. Students are encouraged not to bring inappropriate non-instructional or valuable items and large sums of money to school. Glassboro Schools will not be liable for any lost, stolen, or damaged items brought to school. |

Tier-3 Offenses

Behavior which may threaten the health, safety, or welfare of a member of the school community. These behaviors are injurious, harmful, and/or habitual behaviors.

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| Leaving School Grounds Without Permission | Leaving the school/school grounds during the designated school day without first obtaining permission from the principal/designee and/or not reporting or returning to class or school activities. |
| Incitement/Instigating a Fight | Instigate or participate in an assault by multiple students on one or more other students. This is a physical confrontation in which participants can clearly be identified as aggressors and victims. |

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| Physical Aggression | <p>Exhibiting one of the following (or similar) behaviors that have the potential to cause harm to another person.</p> <ul style="list-style-type: none"> • Hitting: using a hand or arm with a closed or open fist to hit (make forceful physical contact) with another person. • Kicking: using the foot or leg to kick or hit another person • Headbutting: using the head or face to hit (make forceful physical contact) with another person. • Scratching: using the nails of the feet or hands to break the skin of another person. • Pinching: using the fingers to squeeze another person’s skin hard enough to cause pain. • Biting: using the teeth or gums to make contact with another person’s body or clothing. • Pushing: using any part of the body to forcefully contact another person’s body. • Throwing objects: throwing an object that is not intended to be thrown and that lands within two feet of another person. • Hair Pulling: using any part of the body to grip and pull on another person’s hair. • Spitting: any instance of saliva leaving the mouth of a student (excluding while the student is talking or yelling) with the saliva landing within one foot of a person and not directed at another object (i.e., if the student is holding an object between themselves and the other person). |
| Fighting (as defined by the NJDOE) | <p>Mutual engagement in a physical confrontation that may result in bodily injury to either party. Does not include verbal confrontations or a minor confrontation such as a shoving match. All participants are classified as offenders. Age and developmentally appropriate behaviors must be taken into consideration prior to any disciplinary action.</p> |
| Assault of a Student | <p>A physical attack on a student that results in serious bodily injury and does not represent reasonable self-defense.</p> |
| Vandalism | <p>The willful and malicious acts of any person that result in the destruction, defacement, or damage of any property, real or personal, belonging to or entrusted to the Board. Vandalism includes arson and an act of graffiti.</p> <ul style="list-style-type: none"> • Arson: the willful and malicious burning or setting on fire of any building or part of any building owned or operated by the Board, by any person. • Graffiti: the drawing, painting, or making of any mark or inscription on school district real or personal property without the permission of the school district. |
| Inappropriate Physical Contact | <p>Fondling, touching, or kissing in school facilities, on school grounds, at school-related activities, or while on buses is prohibited.</p> |

Tier-4 Offenses

Behavior which significantly threatens the health, safety, or welfare of a member of the school community. These behaviors cause infractions that are highly serious or cause imminent danger to self or others.

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| Possession or Use of Tobacco or Tobacco Related Products | The use and/or possession of any form of tobacco products while in or upon the school premises, is prohibited. This also includes e-cigarettes, jewels, and other smokeless products. |
| Possession or Use of Alcohol or Illegal Substances | The use and/or possession of alcohol or other drugs while in or upon the school premises, is prohibited. This includes drugs in edible form. |
| Possession or Use of Medication without School Notification | The use and/or possession of medication without proper notification to the school nurse while in or upon the school premises, is prohibited. |
| Distribution of Illegal or Controlled Substances | Sharing or selling alcohol or drugs. This includes drugs in edible form. |
| Possession or Use of Weapons | The use and/or possession of a weapon, device, instrument, material, or substance designed or used as a weapon that can cause serious bodily injury is prohibited. This includes firearms, whether loaded or not, cap guns, pellet guns, BB guns, knives, box cutters, cutting instruments, nunchaku, electronic hock devices or mace <i>Glassboro PD will immediately be contacted if a student comes to school in possession of any type of weapon.</i> |
| Possession or Use of Incendiary Devices and/or Explosives | Students who use or activate incendiary devices such as matches, lighters, fireworks, bombs, firecrackers, bombshells and/or other explosives. This may include accidental or intentional fire starting. |
| Assault to Staff | A physical attack on a Glassboro Schools staff member, volunteer, visitor, student teacher or bus driver that results in serious bodily injury and does not represent reasonable self-defense. |
| Harassment, Intimidation, Bullying (HIB) | Any gesture, any written, verbal or physical act, or any electronic communication that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory [handicap] disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function [or], on a school bus, or off school grounds, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students. |

Please Note: All action steps/consequences listed throughout do not include an exhaustive list of strategies. The items in each step also are not listed in chronological/progressive. All strategies should be administered in the least restrictive manner possible. In all cases, administration will keep the age and/or developmental level of each student in mind when administering consequences.

Tier 1/Universal Prevention Strategies

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| <ul style="list-style-type: none"> • Teach behavior expectations • Implement positive behavior management • Delivery of social skills/PBIS/SEL curriculum • Provide academic enrichment activities • Institute a system of rewarding behavior | <ul style="list-style-type: none"> • Share expectations for behavior • Unify the disciplinary approach • Establish a formal home-to-school communication system • Implement behavior conferences |
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Progressive Discipline Action Steps

1st Tier – 1st Offense

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| <ul style="list-style-type: none"> • Re-teach the behavioral expectations • Parent conference • Loss of privileges • Office Referral | <ul style="list-style-type: none"> • Student conference • Time-out • Review preventative strategies |
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2nd Tier – 1st Offense OR 1st Tier – 2 Offenses

(in addition to strategies outlined above)

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| <ul style="list-style-type: none"> • Office Referral • Restitution • Require the student to complete a community service task • Provide a peer/staff mentor • Provide PD/support for staff • Peer mediation | <ul style="list-style-type: none"> • Check-in/check-out (CICO) • Behavioral contract & daily log • Intervention group • Student selected method of apologizing/making amends to those impacted |
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3rd Tier – 1st Offense OR 2nd Tier - 2 Offenses

(in addition to strategies outlined above)

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| <ul style="list-style-type: none"> • Office Referral • Referral for counseling • Complete a functional behavioral assessment • Establish targeted behavior modification plan • Enroll staff in additional PD/support sessions | <ul style="list-style-type: none"> • Implement restorative consequences • Referral to school intervention team • Schoolwide behavioral contract w/student & parent. • Out-of-School Suspension (minimal days) |
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3rd Tier – 2nd Offense OR 2nd Tier - 3 Offenses

(in addition to strategies outlined above)

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| <ul style="list-style-type: none"> • Office Referral • Possible out-of-school suspension (up to 10 days) • Enroll student in an intensive intervention • Provide staff w/specific behavior management PD | <ul style="list-style-type: none"> • Referral to mental health agency • Referral to building intervention team |
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4th Tier - 1 Offense OR 3rd Tier - 3 Offenses

(in addition to strategies outlined above)

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| <ul style="list-style-type: none">• Office Referral• Out-of-school suspension (up to 10 days)• Placement in alternative setting | <ul style="list-style-type: none">• Referral to outside agency/law• Superintendent and/or BOE hearing |
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Preschool Intervention Referral Team (PIRT)

At the preschool level to proactively address these behaviors and provide appropriate support, a student may be referred to our Preschool Intervention and Referral Team (PIRT). The primary role of the PIRT to increase inclusion of children in general education preschool classrooms and decrease referrals for special education; however, the PIRT also serves as an essential resource to preschool classroom staff in providing strategies to modify children's behaviors that block successful participation in a general education preschool classroom. Members of the PIRT will also plan and implement professional development and coordinate with district special services department and child study teams to ensure seamless preschool programming. The PIRT is run by our Preschool Intervention and Referral Specialist (PIRS) and the remaining makeup of the team includes various personnel throughout the building that would be relevant to the child's success.

Intervention and Referral Services (I&RS) Team

At the kindergarten level, we have implemented an early detection and prevention program that identifies students who are experiencing behavioral or disciplinary problems; and provides behavioral supports for these students, which may include, but need not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. The primary role of the Intervention and Referral Services (I&RS) Team is to provide support for both the teacher and student. Goals are set by the team and monitored throughout the school year. Parents will be notified by their child's teacher if they are referred to the I&RS Team. The team includes various personnel throughout the building that would be relevant to the child's success.

Procedure for Suspension from School

Pupils may be suspended by the building administration for any of the reasons listed in the *Code of Conduct*. In the event of suspension, the pupil will have an informal hearing with the building administration. This informal hearing shall include:

- Informing the pupil of the claim against him/her.
- Giving the pupil an opportunity to reply to the claim against him/her.

In most cases, suspension time begins at the end of the school day on the day that the suspension is issued. However, the administration has the right to suspend a pupil from school immediately when it is determined that waiting until the end of the school day will jeopardize the safety and well-being of other pupils. If this is the case and a parent/designated adult cannot be reached, police and/or DCP&P contact may take place.

Parents will be notified of the suspension by telephone (if available in the home) and in writing. In cases that result in suspension from school a parent conference with the appropriate building administrator is required before the pupil may be permitted to return to regular classes.

Public Law, 2016, Chapter 45; 18A:37-2c:

- *Notwithstanding the provisions of N.J.S.18A:37-2 or any other provision of law to the contrary, a student who is enrolled in grades kindergarten through two in a school district or charter school shall not be expelled from school, except as provided pursuant to the “Zero Tolerance for Guns Act,” P.L.1995, c.127 (C.18A:37-7 et seq.).*
- *Notwithstanding the provisions of N.J.S. 18A:37-2 or any other provision of law to the contrary, a student who is enrolled in grades kindergarten through two in a school district or charter school shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others.*
- *Notwithstanding the provisions of N.J.S. 18A:37-2 or any other provision of law to the contrary, a student who is enrolled in preschool in a district or charter school shall not be suspended, and shall not be expelled from school, except as provided pursuant to the “Zero Tolerance for Guns Act,” P.L. 1995, c.127 (c.18a:37-7 et seq.).*

Our goal is to prepare young children to be successful in school and suspending and/or expelling young students interrupts their learning and serves as a hindrance to accomplishing that goal. More importantly, suspending or expelling young children is not an age-appropriate method for addressing behavioral problems. Additionally, there are no beneficial short-term or long-term outcomes for a child when he/she cannot be in class and school to receive the needed support services due to out of class or school disciplinary measures.

Disciplinary Chain of Command

If the principal is out of the building and is needed for disciplinary action, it is imperative that a second or third in command be designated. This person would be granted discretionary power to handle the situation until the administrator returns or is able to act.

1. Principal
2. District Administrator/Supervisor
3. Lead Teacher
4. Guidance Counselor
5. Designated Staff

Disciplining Student with Disabilities

For any student who misbehaves, a school should decide what action is most likely to correct the misconduct. In the case of a disabled student, the decision may need to consider the student’s disability. For students whose disabilities have behavioral aspects, for example, preventative measures (such as behavior modification plans) should be considered and facilitated through the individualized education program (IEP). It is essential to work cooperatively to address concerns when signs of misconduct by students with disabilities first appear before drastic measures become necessary.

If these steps are not successful, the appropriate use of measures such as time-outs or restrictions on privileges should also be considered, so long as they are not inconsistent with a student’s IEP.

No prior determination of whether the misconduct was a manifestation of the student's disability is required before any of the above measures can be implemented. This includes suspending a disabled student for up to two school days.

When a student is suspended or is to be suspended, the case manager will be notified. A copy of the suspension letter will be sent to parents/guardians and will be sent to the Director of Special Services. This letter will contain the reason for the suspension and the number of days of the suspension.

If the misconduct is such that more measures would be called for, the case manager will review the student's current program/placement and consider whether a change in placement would be an appropriate measure to address the misconduct.

When educators believe that more measures are called for, a disabled student may be removed from the school for more than ten days only if the following steps are taken: First, the case manager is informed. The case manager convenes a meeting with a group of people knowledgeable about the student. The group could consist of the case manager, other members of the CST, principal & student's teacher. The parents must also be invited to the meeting. At the meeting, this group will determine whether the student's misconduct was a manifestation of his/her disability.

If the group determines that the misconduct was not a manifestation of the student's disability, the student may be expelled or suspended from school for more than ten days, provided applicable procedural safeguards have been followed and educational services continue during the period of disciplinary removal.

If the group determines that a student's misconduct was a manifestation of his/her disability, the student may not be expelled or suspended from school for more than ten school days. Educators can still address the misconduct through appropriate instructional and/or behavioral management strategies, students, and teacher training initiatives (measures such as study carrels, time-outs, or other restrictions on privileges, for example), so long as they are not inconsistent with the student's IEP, or (as a last resort) through change of placement procedures in accordance with IDEA. Moreover, the school district has the option of seeking a court order at any time to remove the student from school or to change the student's placement if it believes that maintaining the student in the current educational placement is substantially likely to cause injury.