

# ***Distance Learning Addendum***

## **RePublic Schools**

### **Family**

### **Handbook**

**2020-2021**

***Updated July 2020***

*This addendum outlines all changes to both our core and grade level specific handbooks. The items outlined in this document are supplemental policies during distance learning. Any items not outlined in this document will remain as presented in the respective handbooks linked below. Please consult these handbooks for any items not outlined here. As long as RePublic School is conducting distance learning, this handbook is applicable to all families and scholars. Your signature in acceptance of the core and grade level specific handbook also applies to your acceptance of this addendum.*

[2020-2021 RePublic Schools Student and Family Handbook](#)

# TABLE OF CONTENTS

## DISTANCE LEARNING - SCHOOL POLICIES AND PROCEDURES

Attendance Policy.....	3
Truancy.....	3
Absences.....	3
Attendance Communication.....	4
Tardies.....	5
Incomplete Day.....	5
Grading Policies.....	6
Elementary School Grading Policy.....	6
Middle School Grading Policy.....	6
High School Grading Policy.....	7
Dress Code.....	8
School Breakfast and Lunch.....	8

## DISTANCE LEARNING - SCHOLAR CODE OF CONDUCT

Scholar Paychecks.....	9
Corrective Discipline.....	10
Procedural Safeguards for Students with Disabilities.....	15
Bullying.....	16
Social Media.....	16

# DISTANCE LEARNING - SCHOOL POLICIES AND PROCEDURES

## Attendance Policy

In order to achieve our ambitious goals, scholars at RePublic Schools must be engaged in distance learning, and ready to learn every single day. Regular attendance is mandatory and poor attendance will not be tolerated. Preparing for college takes a substantial amount of time and hard work. As such, every single day counts at RePublic.

We are deeply aware that this current time of a global pandemic will likely create additional barriers for scholar attendance. While we will understand how that current situation may affect attendance, our goal is to do all we can to support our families and scholars in their continuous engagement with distance learning. We will strive to be partners in this work so that our scholars are not setback academically.

Our scholars can only be successful if they are engaged in distance learning and ready to learn. Missing school does not only impact your scholar's opportunity to experience teaching in the moment; it also impacts scholars' ability to catch up once they are re-engaged. Regular attendance during distance learning is therefore mandatory and vital for every scholar.

If a scholar is absent for the first five days of school, or at least ten consecutive days during the school year, and there has been no successful contact between the family and the school to explain his or her absences, that scholar may lose his or her seat and be considered un-enrolled from the school.

## Truancy

According to T.C.A § 49-6-3001 and M. C. A §37-13-91, all scholars under 18 are expected to be in school. All scholars under the age of 18 will be expected to comply with these laws and the school will follow procedures set out in TCA § 49-6-3007 and M.C. A §37-13-91 if the scholar does not comply with the law. In cases of truancy, the principal (or her/his designee) will investigate the situation. All RePublic Schools operate in compliance with TCA § 49-6-3007 and M.C. A §37-13-91 requirements, which include mandated reporting of truancy to appropriate state agencies. **During distance learning, this means that students must be engaged and be present for virtual classes.**

## Absences

**All Absences Are Created Equal.** All absences, both excused and unexcused absences, are considered to be setbacks to your scholar's education at RePublic. Regardless of absence type, scholars are not set up to be successful if they miss school. RePublic also recognizes there are many real barriers to attendance for certain families, especially during this global pandemic.

Schools will work to support families through those challenges to ensure scholars are engaged in distance learning each day.

During distance learning, absences will be determined by our electronic records of students logged on to Zoom and/or engaged with assignments on Canvas or Google Classroom. Our platforms track the time at which a student logs on the platform and when they log off.

Any student not logged in to a class will be considered absent from that class. Depending on the reason for the absence, the student's absence may be considered excused or unexcused.

Reasons for excused absences include, but are not limited to:

- Scholar illness
- Illness of an immediate family member that requires the scholar's absence
- Necessary doctor's appointments; (*elective appointments should be scheduled on Wednesdays after 1:30 pm or after school on other days*)
- Death in family
- Other as deemed excused by school leader or their designee

## Attendance Communication

Families should communicate with the school about any attendance issues in advance, including sickness. This enables the school to plan and prepare for the scholar's absence.

Absences will be determined as excused or unexcused by the school leader or their designee. In order for an absence to be even considered as being excused, families should notify the school of an attendance issue via one of the following methods:

### 1. Email to the School

Families can submit any excuses by emailing the following email address for your school. Please electronically attach any parent notes, doctor notes, or other excuses directly to the email.

Nashville Prep  
[nashvilleprep@republiccharterschools.org](mailto:nashvilleprep@republiccharterschools.org)

Reimagine Prep  
[reimagineprep@republiccharterschools.org](mailto:reimagineprep@republiccharterschools.org)

Liberty Collegiate Academy  
[libertycollegiateacademy@republiccharterschools.org](mailto:libertycollegiateacademy@republiccharterschools.org)

Smilow Prep  
[smilowprep@republiccharterschools.org](mailto:smilowprep@republiccharterschools.org)

RePublic High School  
[republichighschool@republiccharterschools.org](mailto:republichighschool@republiccharterschools.org)

Smilow Collegiate  
[smilowcollegiate@republiccharterschools.org](mailto:smilowcollegiate@republiccharterschools.org)

## 2. Phone Call to the School

Families can call the school at the appropriate number below to report absences. If a document is to be submitted, you will need to email it to the appropriate address above.

Nashville Prep **615.921.8440**

Reimagine Prep **601.941.0844**

Liberty Collegiate Academy **615.564.1965**

Smilow Prep **769.524.5330**

RePublic High School **615.921.6620**

Smilow Collegiate **769.524.5340**

Scholars should be logged into their first distance learning class by or before 8:00 AM. For any scholar not logged on to their first class by 8:10 AM, families will receive an attendance phone call.

Families can also expect to receive regular communication regarding attendance on all report cards. Real-time attendance data is also available on SchoolRunner.

### Tardies

Scholars are expected to be logged into their first distance learning class by or before 8:00 AM. Scholars logging between five to ten minutes after 8:00 AM are marked tardy. Six tardies are counted on the scholar's record as one absence. Tardies due to technology issues are not excused. Scholars are encouraged to log on at least ten minutes prior to their class starting and will be given a five minute grace period for logging on to their first class.

### Incomplete Day (Logging on Late and Early Log-offs)

Scholars who log on more than ten minutes after their first class begins and/or miss up to two full classes are considered as having an incomplete day. Two incompletes are counted on the scholar's record as one absence. This policy applies to both late log-ons and early log-offs.

## Grading Policies

### Elementary School Grading Policy

Grades are an important tool in communicating a scholar's current levels of performance, and in determining readiness for promotion to the next grade level.

Grading Scale Grades that fall in the blue and green are considered passing. Grades that fall in yellow or red are considered failing.

The grading scale is as follows:

- Blue - Advanced
- Green - Proficient
- Yellow - Approaching Grade Level
- Red - Below Grade Level

### Middle School Grading Policy

Grades are an important tool in communicating a scholar's current levels of performance, and in determining readiness for promotion to the next grade level.

#### Grading Scale

In middle school, grades that fall at or above 64.5% are considered passing. Grades that fall below 64.5% are considered failing.

The grading scale is as follows:

- A - 89.5-100%
- B - 79.5-89.5%
- C - 69.5 - 79.5%
- D - 64.5 – 69.5 %
- F - <64.5%

#### Final Grades

The school year is broken into 4 quarters. At the end of each quarter, scholars receive a grade in each class. Each quarter, those grades will be comprised of three components, weighted as follows:

- Unit Test Component: 30% of overall grade
  - The Assessment component measures ongoing scholar mastery of a subject's skill and content standards, as determined by performance on end of unit assessments.
- Unit Quiz Component: 30% of overall grade

- The Quiz component measures ongoing scholar mastery of a subject's skill and content standards, as determined by performance on by-weekly quizzes.
- Homework Component: 20% of overall grade
  - The Homework component measures only a scholar's completion of daily homework assignments – homework is collected and entered for a grade daily.
- Classwork Component: 20% of overall grade
  - The Classwork component measures the daily performance of scholars in their classrooms. These grades can be made up of assigned work in class, as well as participation.

Scholars' end-of-year grades are calculated by assigning 25% credit for each quarter's grades.

### High School Grading Policy

- **Checking Grades:** Students are required to review their grades weekly through SchoolRunner Portal.
- **Assignment Submission:** Teachers must assign a due date for each assignment that is shared with students. Teachers should also have a deadline, and a final date beyond which the assignment will no longer be accepted, for each assignment, that aligns with the timeline above in the "Grade Turnaround" section. Gradebooks officially close at the end of the final day of instruction for the quarter, at which point all students must submit all missing and/or late assignments. The final grade to be entered into the gradebook for the quarter will be the Interim Assessment.
- **Late/Makeup Work:** All assignments turned in after the deadline (or revised deadline, if the student has an excused absence) are considered late. Students may not earn more than 80% for late assignments. Late assignments will not be accepted after 2 weeks.

If a student is absent on the day of an assignment, they should be given one additional day for each day absent to complete that work for full credit. Students missing an assessment should be given the original assessment *unless* that assessment has already been returned to other students in the course. The gradebook entry should be left blank until the extended deadline is reached. If a student is suspended and the assignment can be taken home, they are required to turn the assignment back in when the day they return. If their assignment is not one that can be taken home, they will follow the traditional make up policy for absent students named above.

- All work for scholars who spend a significant amount of time in the dean's office (more than one period) should be sent the Dean's Office. Scholars are responsible for completing this work before returning to class.
- **Work Resubmission:** Students may resubmit missing or poor quality work within two weeks of the assignment being given. Teachers have the discretion to determine when to offer resubmission, but that resubmission score must remain below 80%.

Entry Type	Expected Frequency	Weight	Eligible for Makeup?	Eligible for Resubmission?	Floor?	Mastery of Completion ?
Classwork	1 weekly	15%	Yes	Yes	0%	Mastery or Completion
Homework	2 weekly	15%	Yes	Yes	0%	Mastery
Quizzes	2 monthly	20%	Yes	Yes	50%	Mastery
Tests	1 monthly	30%	Yes	Yes	50%	Mastery
Interim Assessments	1 quarterly	20%	Yes	No	50%	Mastery

**Dress Code**

During distance learning, scholars are **not required** to wear school uniforms.

**School Breakfast and Lunch**

Meals will be available at school sites for pick-up during distance learning. Schools will send information with specific days and times for meal pickup, along with directions to do so.



# DISTANCE LEARNING - SCHOLAR CODE OF CONDUCT

## Scholar Paychecks - An Individual Incentive and Accountability System

RePublic Schools has developed a scholar Paycheck system to provide scholars, families, and teachers with a frequent, comprehensive report of scholar performance that we will use **during virtual learning and in person**. A scholar's weekly Paycheck total is impacted by his/ her fulfillment of Behavioral, Academic, and Attendance expectations.

Paychecks are an accountability system that works *in tandem* with the system of corrective discipline listed in the Core RePublic Family Handbook. To read more about the progressive disciplinary actions of out-of-school suspension, and expulsion, please see the RePublic Student and Family Handbook.

All scholars receive a Paycheck each week. At the beginning of each week, a scholar's paycheck starts at \$100. Scholars may increase their Paycheck by exceeding expectations during a given week by:

- Earning merits
- Having perfect homework every day of the week

Scholars will decrease their Paycheck when they fail to meet expectations by:

- Failing to meet behavioral expectations (e.g., they earn demerits)
- Failing to meet attendance expectations (e.g., they are absent, late, or dismissed early)
- Failing to meet homework expectations

At the end of each week, each scholar's Paycheck is transferred into the scholar's Savings Account. Scholars may use accumulated points to spend on prizes (e.g., school supplies, lunches with staff members, gift certificates, tickets to sporting events) at the school store or school auctions.

Over time, a scholar's average weekly Paycheck is also monitored and is used to help them earn quarterly incentives. Scholars with low Paycheck averages lose privileges and receive other consequences. Scholars who do not qualify for the quarterly incentive will action plan for the upcoming quarter to ensure they are able to participate in the consecutive quarter when applicable.

### Demerits

A scholar can earn 1 or 4 demerits for a rule infraction. Severe infractions, such as gross disrespect to staff or other scholars, will result in the scholar being sent to the discipline office. Each demerit costs scholars \$1 to \$4 (depending on infraction) from their Paychecks.

## **Teacher Interventions**

If a scholar is attempting to make poor choices on the virtual platform, the teacher will implement strategies to help a scholar reset their behaviors. This may include a private chat to problem solve and action plan with the scholar, the teacher taking control over the scholars microphone, and parent-teacher calls to get parental support.

## **Dean Referral**

If a scholar continually earns demerits in class without modifying behaviors, they are referred to the Dean for a stay-in-the game conversation, action plan, and given the opportunity to have another chance at self regulating and making good choices. If the scholar is unable to make those corrections, the Dean will make a consequence that is appropriate for the students' poor choice.

## **Parent Meeting**

School leaders may utilize virtual parent meetings that host leaders, parents, and scholars to discuss behaviors that are egregious in nature to both plan action steps for the scholar both at home and school and to offer logical consequences for those choices. This actions include:

- Directed use of profanity towards an adult or another scholar
- Visiting inappropriate non educational websites without permission during school hours
- Repeatedly not meeting expectations with significant impact to academic achievement
- Misconduct in virtual chat spaces
- Plagiarism or cheating on an assignment or an exam. Please note that Plagiarism and cheating automatically result in a 0 credit for the assignment.

## **Corrective Discipline**

The following list of behavioral infractions is not comprehensive; it offers examples of inappropriate or unacceptable behaviors. RePublic Schools has discretion to determine the consequence of behavioral infractions.

A school-related behavioral infraction refers to a violation of this code:

- While the scholar is on school grounds or school-related transportation,
- During school-sponsored activities and trips,
- During all other school-related events, or
- Off of school grounds that results in substantial disruption to the learning environment.
- Engaged in Distance Learning

Scholars are expected to always respond respectfully to the authority and direction of school staff. Responding inappropriately to staff will result in additional consequences being implemented.

At RePublic Schools we seek to help scholars become mature young adults. To that end, while we will not tolerate disrespect, we do allow for scholars to express disagreement in a respectful manner. The school

has developed routines and procedures that enable scholars to easily express such disagreement with respect for all involved. Failure to disagree respectfully will result in further consequences.

Enforcement of RePublic Schools' Code of Conduct is based upon a framework of progressive discipline. Specifically, minor infractions result in less severe consequences while larger infractions result in more severe consequences. Some examples of minor consequences include issuing a deduction (demerit) at the middle school level and/or loss of privileges. Furthermore, first-time infractions result in less severe consequences while repeated infractions result in more severe consequences.

### **Out-of-School Suspension**

Infractions that may warrant an out-of-school suspension during virtual learning include, but are not limited to:

- Gross disrespect of a fellow scholar
- Gross disrespect of faculty, staff, visitor, or school transportation provider
- Bullying of any kind which includes making verbal or physical threats, empty or otherwise
- Damaging, destroying, or stealing personal or school property or attempting to do so (including graffiti)
- Committing sexual, racial, or any form of harassment or intimidation
- Using abusive, vulgar or profane language
- Forgery, plagiarism, or cheating (including forging a parent's signature on school documents or assisting scholars to cheat)
- The school reserves the right to administer a suspension for any other egregious offense at the principal's discretion.

For an out-of-school suspension between one and ten days, the following procedures will apply: When an infraction occurs, the scholar will be removed from class and sent to the Main Office or another designated school location. The scholar's parent or guardian will be notified of the incident by the principal or another representative of the school.

Unless a scholar presents a danger or risk of substantial disruption to the educational process, the scholar shall receive notice and an opportunity to present her/his version of the relevant facts prior to a suspension of one to ten days.

In the case of danger or a risk of substantial disruption, the scholar will be removed from the school building and provided notice and the opportunity to present their version of the relevant facts as soon as possible. In the case that a scholar is assigned an out-of-school suspension, the scholar's parent/guardian must immediately come to the school, meet with the principal and/or dean, and remove the scholar from the school building. If the parent/guardian cannot immediately come to the school building, the scholar will wait in a designated area until the parent/guardian arrives. Written notice will be sent home designating the length of suspension.

In order for the scholar to re-enter the RePublic Schools community following an out-of- school suspension:

- An administrator will contact the parent/guardian to schedule a required re-entry meeting.
- The scholar may have to meet additional conditions as required by RePublic Schools.

Once the above conditions are met, the scholar will be welcomed back into the community. Scholars are responsible for completing academic work missed during the suspension. This work will be available in a folder for pick-up by a family member at the school after 1 pm. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a scholar does not complete this work, the scholar will face the consequences outlined in the school make-up policy.

### **Expulsion**

Expulsion is defined as the exclusion from all RePublic Schools Campuses for up to 180 school days.

### **Grounds for Expulsion**

Local law provides the principal with the authority to expel scholars for a variety of behaviors, to include Zero Tolerance offenses, severe behavioral infractions, or for repeated disregard of school policies and procedures. In addition to these offenses, RePublic Schools upholds the expulsion decisions of all Metro Nashville Public Schools, Jackson Public Schools and charter schools. RePublic Schools recognizes the expulsion decisions of all public, private, and charter schools. This means if a scholar has been expelled from another school, they are not able to enroll at a RePublic Schools campus during the time of their expulsion.

Whenever the principal recommends expulsion, an expulsion hearing shall occur. The hearing shall occur as soon as practicable after the beginning of the suspension, and RePublic Schools shall endeavor to hold the hearing within ten days of the beginning of the suspension. In addition, as soon as practicable after the beginning of the suspension, the principal shall provide the scholar written notice of the following, which shall be translated into the scholar's/parent's primary language if necessary:

- Date, time and place of the hearing.
- Charges and a summary of the evidence against the scholar, which shall include the substance of the allegations.
- Agenda for the hearing.
- That the hearing is a closed meeting unless the scholar submits a request to the school in writing, at least five days prior to the date of the hearing, for an open, public meeting.
- That the scholar and/or parent, upon request, may review the scholar's records from the school in accordance with applicable law.
- Notice that the scholar has the right at the hearing to:
- Be represented by parents, legal representative, or other representative at the scholar's expense; and,

- Present witnesses and arguments in the scholar's defense and ask questions of school administrators who present information at the hearing, within the process and time constraints set forth in the agenda.

The decision maker at the hearing shall be the Expulsion Authority, which shall consist of an odd number of and no fewer than three persons chosen from among the following: the principals of any RePublic Schools school, and the assistant principals or deans of any RePublic Schools school; provided, however that the principal, assistant principal or dean of the school that the scholar attended at the time of the incident shall not be a member of the Expulsion Authority for that scholar's expulsion hearing.

At the expulsion hearing, the following procedural safeguards shall be in effect:

- The scholar may be represented by parents, a legal representative, or other representative at the scholar's expense.
- Due to the potential sensitivity of issues addressed, the expulsion hearing is a closed hearing; only the scholar, the scholar's family/representatives, the school administration, witnesses, legal counsel, and the Expulsion Authority may attend; provided, however, that the scholar may request an open, public meeting by informing the school of the request in writing, at least five days prior to the date of the hearing.
- The scholar has the right to present witnesses and arguments in the scholar's defense and to ask questions of school administrators who present information at the hearing, within the process and time constraints set forth in the agenda.
- The school may present information collected from scholar witnesses through school administrators, in lieu of calling the scholar witnesses themselves, to the extent permitted by applicable law and due process.
- The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the scholar upon request.
- Proceedings will be translated into the scholar's/parent's primary language if necessary for their understanding.

After the hearing, the Expulsion Authority shall deliberate and issue a decision. The following procedures apply to the deliberation and decision:

- The Expulsion Authority may order removal of the suspension or expulsion unconditionally or upon such terms and condition as it deems reasonable or may suspend the scholar for a specified period of time.
- In its fact-finding, the Expulsion Authority shall decide based upon the information presented at the hearing whether it is "more likely than not" that certain alleged incidents occurred.
- The vote of a majority of the members of the Expulsion Authority shall constitute the decision of the Expulsion Authority.

During its deliberations, the Expulsion Authority may consult the principal who recommended expulsion solely for discussing appropriate sanctions that are less severe than expulsion; provided, however, that the scholar's representative may be present while the Expulsion Authority is consulting lesser sanctions

with the principal, and in no event shall the principal during these discussions provide new evidence for expulsion that was not presented at the expulsion hearing.

The Expulsion Authority's decision shall be issued in writing to the scholar within five days of the hearing.

- The written decision shall be translated into the scholar's/parent's primary language if necessary for their understanding.
- The written decision shall inform the scholar and principal of the right to appeal the decision by delivering a written notice of appeal to the Expulsion Authority within five days of receipt of the written decision, that the notice of appeal must summarize the basis for the appeal, and that in the absence of a timely appeal the Expulsion Authority's decision is final.

In addition to the above stated policies, any breaches of federal, applicable state or local city laws may be handled in cooperation with the local police department.

### **Appeals to the Board**

The scholar or principal may appeal the Expulsion Authority's decision. An appeal is timely only if a notice of appeal is delivered to the Expulsion Authority within 5 days of receipt of its written decision. A notice of appeal must be in writing and summarize the basis for appeal. Absent a timely appeal, the Expulsion Authority's decision is final.

In the event of a timely appeal, the following process shall occur:

- The appeal shall be taken to the board of directors of RePublic Schools, which shall be the decision- maker for the appeal.
- The Board, based upon a review of the record, may grant or deny a request for another hearing and may affirm or overturn the Expulsion Authority's decision with or without a new hearing; provided, however, that the board may not impose a more severe penalty on the scholar without giving the scholar the opportunity for a new hearing before the board. For the purpose of this paragraph the "record" shall include (i) the audio recording of the hearing before the Expulsion Authority or any written transcript of that hearing and (ii) anything provided by the school or the scholar in the notice of appeal.
- In the event that the board decides not to conduct a new hearing, the board shall issue a written decision within fifteen days of its receipt of the notice of appeal. The written decision should include the following:
  - Date of initial decision;
  - Date of notice of appeal;
  - Statement that board based its determination upon review of the record; and
  - Statement that the board's decision is final.
- If the board conducts a new hearing, the same processes and protections shall be provided as for the initial hearing before the Expulsion Authority. The board shall endeavor to conduct the new hearing as soon as practicable.

- The action of the board in response to any appeal shall be final.

## Procedural Safeguards for Students with Disabilities

Federal and state law provide certain procedural rights and protections relating to discipline of scholars who have been identified under such laws as having special needs based upon a disability. A copy of the Notice of Procedural Safeguards can be found in each school's main office.

RePublic Schools campus officials may suspend scholars with disabilities and cease educational services for a total of up to ten (10) consecutive or ten cumulative school days in one school year without providing special education procedural safeguards. Detentions and in-school suspensions do not count toward the ten day limit.

The principal has discretion to be flexible in the amount of days of suspensions given to each special education scholar with disabilities. Scholars with disabilities can be suspended in excess of ten school days in certain circumstances. When campus officials anticipate a referral for expulsion, the following rules apply:

- Campus officials must provide written notice to the parent/guardian or surrogate parent of the intervention or consequence being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within ten days of the date of the decision to discipline the scholar.
- The IEP team must:
  - Determine whether the misconduct is related to the scholar's disability by reviewing evaluation and diagnostic results, information from the parent/guardian, observations of the scholar, and the scholar's IEP and placement. The behavior is not a manifestation of the scholar's disability if:
    - the scholar was given appropriate special education supplementary aids and intervention strategies; and
    - the disability does not impair the ability to control behavior.
  - Review and revise, if necessary, the behavior intervention plan or, as necessary, develop a functional behavior assessment and intervention plan to address the misconduct.
  - Determine the appropriateness of an interim alternative educational setting, and as indicated, include in the IEP those services and modifications that will enable the scholar to continue to participate in the general curriculum and address the behavior so it will not recur.

Special education scholars with disabilities may be referred for an expulsion hearing if they are in violation of any zero tolerance offense. All scholars will be ensured a due process expulsion hearing.

## Bullying

Bullying is considered a zero tolerance offense at RePublic Schools. A scholar may not exhibit conduct that has the purpose or effect of unreasonably interfering with another scholar's academic development; creates an intimidating, hostile, or offensive learning environment; physically harms a scholar; or damages a scholar's property. A scholar may not bully, coerce, harass or attempt to bully, coerce or harass any person for the purposes of hazing, initiation into, or affiliation with any organization.

## Social Media

Scholars should be fully engaged in the lessons and staying off social media during class time. Scholars with social media accounts may not "friend" school staff or faculty, including coaches or enrichment leaders. Scholars are, however, permitted to "like" RePublic Schools' pages and/or follow them on Facebook or Twitter. Gossip, slander, etc. of RePublic Schools' scholars, faculty, and staff on social media outlets are unacceptable and will not be tolerated. Cyber bullying is treated in the same manner as in-person bullying, resulting in out-of-school suspension or other consequences depending on the severity of the infraction.