

Parent/Student Handbook 2026-2027

Home of the Tennyson Tigers



2950 Tennyson Street
Denver, CO 80212
Main Line – 303.433.2541



Tennyson Center for Children

Mission Statement

Tennyson Center for Children improves the mental health and wellness of those impacted by trauma and other adverse experiences.

Vision Statement

Everyone has the opportunity and support needed to learn, grow, and thrive.

TCC Values

Joyful

Compassionate

Curious

Authentic

Dependable.



Dear Parents, Guardians, and Students,

Welcome to Tennyson Center for Children (TCC)! We are delighted to have you join our unique K-12 Day Treatment School community. This handbook serves as your comprehensive guide to our school's policies, procedures, and expectations, tailored to our specialized learning environment.

At TCC, we understand that many of our students have faced challenges that have impacted their ability to succeed in traditional school settings. Our program is specifically designed to support students who have emotional and behavioral challenges requiring specialized care and education. We are committed to meeting each learner "where they are" in terms of educational needs and development.

We encourage both parents/guardians and students to review this handbook together. It will provide you with crucial information about our policies, procedures, and daily operations. Please keep it as a reference throughout your time with us at TCC. If you have any questions, please don't hesitate to reach out to our or your student's clinician and/or teacher.

We look forward to partnering with you to support your student's growth and success at Tennyson Center for Children. Together, let's embark on a journey of learning and positive development!

In partnership,
The TCC Team



Neurosequential Model

Central to our approach is the Neurosequential Model, a developmentally informed, biologically respectful approach to working with students who have experienced adversity. Developed by Dr. Bruce Perry, this model allows us to assess each student's unique needs and create individualized strategies that supports healing and learning. By using the Neurosequential Model, we can better understand how a student's experiences have shaped their brain development and tailor our interventions accordingly.

Therapeutic Crisis Intervention

Therapeutic Crisis Intervention (TCI) helps schools create a trauma-sensitive environment where both students and adults feel safe. It focuses on proactively preventing or deescalating potential crisis situations involving students. When a crisis does occur, TCI guides staff to manage it therapeutically and, if necessary, to intervene physically in a way that minimizes the risk of harm to students and staff. TCI supports processing the crisis event with students to help them improve their coping strategies.

Restorative Practices

Restorative practices (RP) focus on building, maintaining, and repairing relationships within a community through dialogue and understanding rather than punishment. RP fosters a positive environment by encouraging accountability, open communication, and collaboration to address harm and conflict. Key elements include restorative circles, conferences, and affective statements that promote empathy and responsibility. This approach is both proactive and reactive, aiming to create a supportive community where individuals feel valued. Benefits of RP include improved school climate, reduced discipline issues, increased student engagement, enhanced social-emotional skills, and stronger community connections.

Positive Behavior Interventions and Support (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an approach that promotes positive behavior and enhances school climate through proactive strategies. It emphasizes teaching, modeling, and reinforcing positive behaviors rather than just addressing problems. PBIS uses a tiered approach to provide universal, targeted, and individualized support based on student needs. Schools clearly define behavioral expectations and use positive reinforcement to encourage good behavior. Implementation involves a team-based approach with staff collaboration and family



engagement, supported by data-driven decision making. PBIS leads to a safer, more supportive environment, reduces problem behaviors, boosts academic success, and fosters social-emotional skills and student engagement.

Visiting the School

Guardians are welcome to visit their student's classroom or school at any time. It is best to pre-arrange a time with the student's teacher and focus on assisting and encouraging your student. When guardians arrive at the school, they must check in and show identification with the front desk staff. All visitors are required to sign in and sign out through the front office, wear a visitor name tag, and sign a statement assuring confidentiality of student information. To speak with a teacher, clinician, principal, or any other professional, please schedule an appointment to ensure they are available.

School Day

Breakfast and lunch are provided every day at no cost to all students who attend school. Academic hours run from 8:15 a.m. to 2:30 p.m., Monday through Friday. The academic year is divided into four grading periods, with grades and IEP progress reports issued at the end of each period. Grades are assigned as follows: A (90–100%), B (80–89%), C (70–79%), D (60–69%), and F (below 60%).

Day Treatment

Each classroom is taught by a special education teacher, with maximum class sizes ranging from 8 to 12. Additional support is provided by youth treatment counselors who are assigned in each classroom. Students receive instruction in core content as well as social/emotional curriculum and therapeutic groups. Each student is assigned a clinician to provide mental health support as well as individual and/or family therapy.

Transportation

Transportation is provided by the student's school district, which will determine pick-up and drop-off times as well as the transportation provider. Adult supervision at Tennyson begins at 8:15 a.m., and from that time onward, Tennyson is responsible for the students. Before 8:15 a.m., students should remain on the vehicle, and the transportation provider is responsible for their supervision. In the afternoon, Tennyson Center for Children (TCC) supervises students until the vehicle leaves the Tennyson Center property, at which point supervision transfers back to the transportation provider. If a student's behavior creates an unsafe situation for boarding the ride, the



parent will be contacted to pick up their child. If a parent or guardian cannot be reached, the emergency contact will be called.



Accreditation

Tennyson Center's school is independently accredited through Cognia. Cognia is a global, nonprofit improvement organization dedicated to helping institutions and other education providers grow learners, teachers, and leaders. Cognia offers accreditation and certification, assessment, and improvement services within a framework of continuous improvement. Serving 40,000 public and private institutions from early learning through high school in more than 90 countries, Cognia brings a global perspective to advancing teaching and learning. Learn more at <https://www.cognia.org>.

TCC is monitored by Colorado Department of Education facility school office to ensure our teachers and staff are appropriately licensed and each Individualized Education Programs (IEP) is compliant with special education law and in the best interest of the child.

Emergency Contacts

Parents and guardians are required to keep their student's emergency information accurate and up to date at all times. If there are any changes or updates to home, cell, work phone numbers, or emergency contacts, please notify your student's clinician by calling 303.433.2541. In the event of an emergency, we will contact you by phone, emails, or texts. If we cannot reach you, we will continue to contact the people on the emergency list in the order they are listed.

Snow Days / School Closures

If Denver Public Schools are closed due to weather, TCC will also be closed. It will be posted on 9news.com. If there is an emergency school closure that is not weather-related, guardians will be notified by phone, and it will be posted on 9news.com.

Field Trips

During the school year, students may participate in several field trips. These may involve walking to nearby events, using public transportation or TCC agency vehicles.



Parents or guardians will be asked to complete a field trip permission form for each outing. Students may not participate if written permission is not completed and returned. If there is a safety concern at the time of the field trip, a student may remain on campus if their behavior makes it unsafe in the community or with their peers.

Absences/Attendance Guidance

It is important for students to attend school every day to establish a consistent routine and schedule. Our goal is for our students to attend school consistently to maximize their academic and social/emotional skills.

Absences are excused for illness and other reasons such as medical or legal appointments and family deaths. When a student is absent or tardy, the guardian should call **303.433.2541** by 8:15 a.m. and leave a message explaining the absence.

Students should stay home if they have a temperature over 100.5, persistent vomiting, diarrhea, a contagious condition as determined by their physician, or other contagious illnesses such as respiratory or skin conditions. For guidance, please refer to the Colorado Department of Health and Environment who publishes a resource titled "How sick is too sick". The link is below.

<https://drive.google.com/file/d/1RcdCmU4SYXwmVhJrA3Pyk0gPOMTDClkF/view>.

Students the age of 6-17 are required to be in school. A student with four unexcused absences in a month or ten absences in a school year are considered habitually truant.

Absences are considered unexcused when a student does not attend school and no call is received from a guardian. We will communicate with your student's school district if a pattern of absences emerges, as repeated missed days can lead to habitual truancy. In such cases, we may develop an attendance plan with the guardian to improve the student's attendance. If a student misses three or more consecutive days due to illness, a doctor's note must be provided for the absence to be considered excused. Other extenuating circumstances not specifically covered will be excused based on decisions made by the school's leadership team.

Dress Code

At Tennyson, we believe every student should feel comfortable and confident expressing their individuality while maintaining a respectful learning environment. The dress code provides guidance for appropriate attire at school and school functions.



Guardians may be contacted to bring clothes or pick up a student who violates the dress code.

Dress Code Expectations

- Clothing and jewelry with gang, racist, drug, alcohol, or sexual messages are prohibited.
- Bandannas, sagging pants, and visible undergarments are not allowed.
- All students must wear a top, bottom, and shoes.
- Tops must cover shoulders, chest, back, and midriff when standing straight.
- Bottoms must be fingertip length or longer when standing.
- Clothing must be clean and not see-through.
- Fashion tears or holes in bottoms must begin at fingertip length or longer when standing.
- All undergarments must be fully covered.
- Students wearing dresses or skirts must wear shorts or leggings underneath.

Runaway Policy

The Tennyson Center for Children's Runaway Policy aims to create a safe environment for all children and staff during unauthorized elopements or runs from campus.

Elopement or run is defined as a child leaving a designated location for education or treatment without explicit permission, including on-campus areas and agency-sponsored outings. A Missing Juvenile (MJ) report, also called a Request for Apprehension of a Runaway Client, may be filed by parents or guardians for Day Treatment students to ensure the safety of the missing child.

Colorado licensing regulations prohibit staff from physically preventing a child from running off-campus. Instead, staff are trained in trauma-informed de-escalation and redirection techniques. Staff notify a supervisor whenever a child leaves campus.

Some children are identified as "high risk" due to factors such as young age, limited intellectual functioning, suicidal or homicidal ideation, or a history of exploitation. For high-risk cases, staff are authorized to call 911 for immediate police assistance if the child is out of sight or is in immediate danger.



When a child elopes, staff try to maintain line-of-sight supervision while following the child, carrying communication devices. They immediately notify their shift supervisor for assistance with de-escalation and guidance.

For Day Treatment/Facility School students, if line-of-sight is lost and the child is high risk, staff call 911. If the child is lower risk, staff follow the child within established boundaries (Raleigh Street east, Vrain Street west, 28th Street south, 32nd Street north) and notify the parent or guardian, or emergency contact if the parent is unavailable. The decision to file an MJ report is the parent's responsibility and the responsibility of Tennyson Center ends at our boundaries line. During school hours, Tennyson Center will follow protocol as outlined.

When a child returns, staff conduct a search and assess the need for medical evaluation, notifying parents or guardians accordingly. If the child appears intoxicated, they are kept in a designated space with basic needs provided until picked up by their parent, guardian, or emergency contact.

Searches

All students are searched in the morning upon arrival at school, including pockets and backpacks to ensure electronic devices are turned in and the student does not have prohibited items. Metal detector wands are used and are sensitive to vapes and cell phones. If a student leaves campus outside of staff's sight, they will be subject to a search upon return. In cases of suspected drug or alcohol use, parents will be contacted and may be asked to pick up their child.

Prohibited Items

To maintain a safe and focused learning environment, certain items are strictly prohibited at Tennyson Center. These rules help protect all students and staff and ensure the school remains a positive place for everyone. Please review the list of items that are not allowed on campus or at school events. If prohibited items, such as lighters, cigarettes, or vapes, are brought to school, they will be confiscated and disposed of. Parents or guardians may be required to come to school to collect other forbidden items.

- No weapons or drugs including those that are legal for adults (alcohol and marijuana).
- No Wallet Chains
- Lighters



- Cigarettes
- Vapes of any kind
- No items may be brought from home unless pre-approved by the clinician and classroom teacher.

Electronic Devices

Electronics can interfere with the learning environment. Cell phones are not allowed in the school because they can be a violation of privacy if they are used to take pictures of other students or post things online. Therefore, all devices, including cell phones, must be turned in to a TCC staff member upon arrival and will be returned at the end of the day. Students who refuse to surrender their electronics will not be permitted to enter the building. If a student consistently refuses to comply, parents or guardians may be asked to ensure the device stays home and may be required to come to school to pick it up. Devices will be securely locked and stored in the student's homeroom, with every effort made to keep them safe; however, TCC staff are not responsible for any lost or damaged items. Exceptions may be made for students who use a device for communication when verbal communication is limited.

Fighting

Tennyson Center promotes non-violent solutions to problems that arise on or off-campus. TCC staff will initiate Restorative Practices to aid students in resolving conflicts. Fighting or instigating a fight may result in consequences for the student (detention, suspension etc.) and guardians may be asked to come to school for a conference.

Bullying and Harassment

Bullying occurs when a student uses words, pictures, actions, or electronic messages to scare, hurt, or upset another student. This includes repeated behaviors intended to intimidate or cause physical, mental, or emotional harm. Examples include derogatory communication in any form, verbal insults like name-calling or spreading rumors, threats of violence or damage to property, physical acts such as rough play or restricting movement, and cyberbullying through harmful online or social media posts or messages. Harassment involves any unwanted written or verbal expression based on race, color, national origin, sexual orientation, disability, religion, or age. Such behaviors are strictly prohibited at school and during school activities. Students involved will face disciplinary action, and all threats or rumors must be reported immediately to a staff member. Cyberbullying and harassment may result in meetings



with guardians and, in serious cases, police involvement. Prompt reporting of any bullying, harassment, or threats—whether occurring at school or outside of school—is essential to maintaining a safe and respectful school environment. A report may also be made to the Safe2Tell line.

Ways to Contact & Report

- **Phone:** 1-877-542-7233 (Available 24/7/365)
- **Text:** Text S2TCO to 738477
- **Website:** Submit via the Safe2Tell Official Website
- **Mobile App:** Download the Safe2Tell app from the Apple App Store or Google Play Store

Sleeping in Class

Students are expected to stay awake during school hours. If extenuating circumstances exist, guardians should communicate this with their student's classroom. Students cannot learn the needed social and academic skills while they are asleep. A continued pattern of sleeping will be discussed at your student's monthly staffing to problem solve.

Emergencies and Drills

TCC has developed clear guidelines for schools/classrooms to follow in the event of possible threat, immediate threat, and/or weather emergencies. All staff within the building are trained to follow specific agency guidelines throughout the emergency. Regulations require us to schedule drills consistently.

Fire

Alarms will sound throughout the building. Students should move quickly in an orderly manner out of the building, according to the exit plan posted in each classroom. Students will stand away from the building in designated areas. Students should remain in the area until directed by staff to return to the building.

Lockout

Administration will direct the building be secured and safely shelters all students, staff, and visitors inside the school building. School business and classroom activities continue as normal. A school will go on lockout if a threat is in the neighborhood and does not endanger the occupants of the school. NO person is allowed to enter or leave the building.



Lockdown

Administration will direct the building be secured and safely shelter all students, staff, and visitors inside the school building behind a locked door. Lights will be turned off and students are directed to be quiet. School business and classroom activities cease. A school will go on lockdown if a threat is in their building or the neighborhood and endangers the occupants of the school.

Weather Emergency

Severe weather is any weather condition that may cause injury to students and staff or damage to structures. Different types of weather call for different types of actions. Schools will go into shelter-in-place if the threat of severe weather is in the area. Classrooms shelter in designated areas on the first floor away from windows.

Student Use of Computers, Internet, and Electronic Communications

Tennyson Center for Children supports the use of computers, the Internet, and electronic communications strictly for educational purposes, with staff guiding students to evaluate and use information responsibly. Students have no expectation of privacy when using TCC technology, as all usage may be monitored, reviewed, and stored at any time without notice. Violations of the policy can lead to loss of access and other consequences, with TCC reserving the right to suspend or revoke technology privileges as needed.

The policy for student use of Artificial Intelligence (AI) complements this by setting clear rules for safe, ethical, and supervised use of approved AI tools aligned with students' educational and therapeutic goals. Appropriate AI use includes brainstorming ideas, practicing academic skills, exploring creative expression, and supporting learning. Misuse such as cheating, generating inappropriate content, sharing personal information, or cyberbullying is prohibited. Staff closely monitor AI interactions, and violations may result in loss of privileges, behavioral support, and family involvement. Both policies are regularly reviewed to ensure they stay current with technology and legal standards, maintaining a safe, responsible learning environment.



Destruction of Property

Destruction of school property may result in an invoice to parent or guardian for a portion of the replacement cost and/or requiring the parent or guardian to supervise community service after school hours. Considerable damage may also result in criminal charges.

Contact Information

Tennyson will make every effort to contact parents and guardians regularly. TCC aims to collaborate with every parent or guardian and has found that frequent contact between the home and school settings best supports students. If you would like to reach a supervisor, teacher, or your child's clinician, please call 303-433-2541, and someone will assist in directing your call.