LLESA CHILDREN'S CENTER

Parent Handbook

When I play, I learn.

• • •

A guide for families partnering with us in the early years

Livermore Laboratory Employee Services Association
Revised 2026

Welcome to Our Center

We are so glad your family is here.

At LLESA Children's Center, we believe that play is the foundation of learning. Through play, children build relationships, develop confidence, explore new ideas, and discover a lifelong love of learning. Every block tower, every paint-splattered apron, and every quiet moment with a favorite book is part of how your child is growing.

This handbook is your guide to who we are, how we work, and what to expect as we partner with you in the most formative years of your child's life. It is comprehensive on purpose, but it cannot replace conversation. Please ask questions, share what is happening at home, and tell us when something is on your mind. Open communication is the heart of our partnership.

We look forward to getting to know your family.

Warmly,

The LLESA Children's Center Team

> *"Children learn as they play. More importantly, in play, children learn how to learn."*
>
> — O. Fred Donaldson

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PART ONE

Who We Are

Our story, our beliefs, and the children at the center of it all.

Our History & Eligibility

LLESA Children's Center opened its doors in 1986 to serve families connected to Lawrence Livermore National Laboratory (LLNL). For nearly four decades, we have been a community of educators and families committed to high-quality early childhood education, and we're still going strong.

Enrollment Priority

Spaces are offered in this order:

1. Siblings of currently enrolled children
2. LLNL employees
3. LLNL long-term contract employees
4. Families who live and work in Livermore (School-Age program only)

When space is unavailable, families are placed on a waiting list within their priority group.

IMPORTANT

Priority status applies only at the time of enrollment.

Once your child is enrolled, they will not be displaced to make room for a higher-priority applicant.

> *"High-tech industries such as NASA's Jet Propulsion Laboratory have found that their best problem-solvers were master tinkerers in their youth. Some have even adjusted hiring practices to favor candidates with rich play backgrounds."*
>
> — Stuart Brown, MD — The Wisdom of Play

Purpose of This Handbook

This handbook describes the policies, procedures, and expectations that keep our community running smoothly. Think of it as a reference, something to skim now and return to when questions come up.

As a family enrolled at our Center, you agree to:

- Read and understand this handbook
- Follow the policies described inside
- Ask us questions whenever something needs clarification

We'll do our part too: keeping you informed, communicating early when something changes, and treating every family with care.

> *"When we appreciate the role play serves in a child's learning about self and world, we give children the time and opportunity to engage in the self-initiated play that is the surest way for them to fully realize their intellectual, emotional, and social potential."*
>
> — David Elkind, PhD — The Wisdom of Play

Program Philosophy

Our program is designed and implemented under the philosophy that children learn best in a child-directed, play environment allowing them to develop intellect through hands-on, sensory experiences. The program is designed to meet the individual and group needs of the children through age-appropriate activities promoting fine motor, gross motor, cognitive, language, self-help, social, and emotional development. We stress the importance of open-ended, process-oriented activities that allow children to fully explore and develop their own creativity.

We believe in providing a loving, supportive environment where well-trained, sensitive staff appreciates the uniqueness of each child. The staff strive to help the child feel empowerment over her or his life. We believe that the program should be based on sound Early Childhood Education and Child Development theory and that practices should be developmentally appropriate.

What we believe

- Children learn best through play-based, child-directed experiences
- Hands-on exploration and discovery build deeper understanding than rote instruction
- Every child develops at their own pace and deserves individualized support
- Strong relationships, with peers, with teachers, with families, are the foundation of learning

How we put it into practice

Our classrooms are designed to support the whole child: social-emotional development, cognitive growth, language, physical skills, and a developing sense of self. We emphasize:

- Open-ended, process-oriented activities (the journey, not a polished product)
- Respect for each child's individuality, culture, and family
- A nurturing, responsive environment led by well-trained educators
- Routines that are predictable but never rigid

OUR COMMITMENT

Children at our Center spend their days in a child-directed, play-rich environment that builds intellect through hands-on, sensory experiences. Our staff are trained to notice, follow, and extend each child's curiosity; helping them feel a sense of empowerment over their own learning and their own lives.

> *"Research suggests that four- and five-year-olds given just 15 minutes of free play will spend roughly a third of that time engaged in spatial, mathematical, and architectural activities. This kind of play sets the stage for advanced skills used later in mathematics and science."*
>
> — Ferrara, Hirsh-Pasek & Golinkoff — The Wisdom of Play

Our Goals for the Children

We support children's development across five interconnected domains. None of these grow in isolation: a child building a block tower is also negotiating with friends, problem-solving, and strengthening their hands. But naming each domain helps us be intentional about what we offer.

1. Social-Emotional Development

Children at our Center will:

- Build positive relationships with peers and adults
- Practice cooperation, sharing, turn-taking, and empathy
- Develop confidence, independence, initiative, and trust
- Express feelings appropriately and learn to regulate big emotions
- Build a positive self-image and respect for ethnic, cultural, and age differences

2. Cognitive Development

Children at our Center will:

- Explore early math and science concepts through real materials and real experiences
- Develop curiosity and problem-solving skills
- Learn through observation, experimentation, and inquiry
- Build the persistence to try, fail, and try again

3. Language & Literacy

Children at our Center will:

- Build vocabulary and communication skills through rich conversation
- Engage in storytelling, songs, music, and dramatic play
- Develop early literacy skills — from book-handling to letter recognition to early writing
- Express themselves through interactive dialogue with peers and adults

4. Physical Development

Children at our Center will:

- Strengthen large and small muscle groups
- Improve eye-hand coordination, perceptual skills, and body awareness
- Participate in rhythm, movement, and active outdoor play
- Develop confidence in what their bodies can do

5. Health & Safety

Children at our Center will:

- Practice good hygiene habits, including handwashing and tissue use
- Learn healthy routines for rest, movement, and nutrition
- Build awareness of personal safety in age-appropriate ways
- Share nutritious food throughout the day in a relaxed, social setting

Child Development vs. Day Care

These words are sometimes used interchangeably, but the difference matters.

Day care, in its most basic form, focuses on supervision and physical care. A child development program, by contrast, treats every part of the day as a learning opportunity. While we provide care for children throughout the day, the LLESA Children's Center is fundamentally an early childhood education program, not a "daycare". Learning is intentionally embedded into every part of the day, from structured activities to daily routines.

Every experience, whether it is mealtime, outdoor play, rest time, or transitions, offers opportunities for growth. Children practice social skills during meals, develop independence during routines, and build problem-solving abilities during play. Teachers are actively engaged in guiding these experiences, ensuring that each moment supports development in meaningful ways.

Our educators are trained in Developmentally Appropriate Practices (DAP), which means they design learning experiences that are age-appropriate, individually responsive, and culturally respectful. Through this approach, we aim to build not only school readiness but also the foundational skills children need to succeed throughout their lives.

For children to be ready for school and for life, they need a safe, nurturing environment where they can share, explore, hypothesize, experiment, and build social relationships every day. That's what we offer.

PART TWO

Daily Life at the Center

What a day looks like, what to bring, and how we welcome you each morning.

Center Hours & Information

LLESA Children's Center provides a full-day Child Development program for children 6 weeks through 5.5 years of age, plus an After School program for children in Transitional Kindergarten (TK) through age 12. We operate year-round, Monday through Friday.

Program	Hours
Infants & Toddlers	7:00 AM – 5:45 PM
Twos & Preschool	7:00 AM – 5:45 PM
School-Age	1:30 PM – 5:55 PM (M, T, Th, F) 1:00 PM – 5:55 PM (W)
School-Age (Release Days & Summer)	7:00 AM – 5:45 PM

WHY PICK-UP TIMES MATTER

Our latest pick-up times give families a few minutes to gather your child's belongings while staff prepare the classroom for the next morning.

Contact Information

Main Address & Phone Number:
LLESA Children's Center
1399 Almond Avenue
Livermore, CA 94550
925-424-0507

Program	Phone Numbers
Infants & Toddlers	• Ivy: 925-373-2538 • Rose: 925-373-0761 • Thistle: 925-373-0978 • Lavender: 925-373-0582
Twos	• Cherry Blossom: 925-337-4718 • Daisy: 925-784-0026

Program	Phone Numbers
Preschool	• Honeysuckle: 925-606-1202 • Sage: 925-373-9287 • Olive: 925-373-0675
School-Age	• Maple: 925-290-9240 • Oak: 925-290-9529 • Redwoods: 925-337-7438

Our Teaching Team

Teachers are hired for their education, experience, creativity, warmth, and genuine care for children. We invest heavily in the people who spend their days with your child.

Qualifications

The quality of our program rests on the quality of our staff. We hire teachers based on their education, experience, creativity, warmth, and caring nature because we want to ensure the highest quality care and education for your child. We're looking for teachers who not only meet required qualifications but who bring genuine love for children, commitment to professional growth, and the ability to create nurturing, engaging learning environments.

Each member of our teaching staff is fully teacher-qualified as specified under state licensing regulations. Most of our teachers hold Child Development Permits from the California Commission on Teacher Credentialing, which requires completion of specific college coursework in child development and early childhood education. Many of our teachers have two-year or four-year degrees in child development, early childhood education, or related fields.

But education alone doesn't make a great teacher. We look for individuals who are warm and nurturing, who genuinely enjoy spending time with young children, who can see the world through children's eyes, and who can find joy in the daily moments of discovery and growth that happen in early childhood. We want teachers who are flexible and creative, who can think on their feet, who understand child development, and who can create rich learning environments while also providing the emotional support and security that young children need.

Safety & Background

- Reference checks, criminal background clearances, fingerprinting, and TB clearance are completed before any staff member enters a classroom
- All staff are CPR- and First Aid-certified, with regular refresher training
- All staff are mandated reporters under California law

Professional Development

We believe that good teachers never stop learning. Early childhood education is a field that continues to evolve as we learn more about child development, effective teaching practices, and ways to support diverse learners. We encourage and support all staff to continue their professional development through college coursework, conferences, workshops, and in-service training opportunities.

Teachers participate in regular staff meetings where they collaborate with colleagues, share ideas and strategies, discuss children's progress, and engage in professional learning. We bring in trainers and consultants to provide on-site professional development on specific topics. We support teachers in attending conferences and workshops in the community. We provide resources and materials that help teachers stay current with best practices in the field.

When you see changes in your classroom, new materials, different room arrangements, fresh activity ideas, often this reflects teachers' professional learning and their efforts to continually improve their practice based on what they're learning.

Our Team Structure

Our teaching staff is organized into teams for each age group, teachers work collaboratively to create and implement the program for their classroom. Each age group area also has a Program Director or Supervisor who oversees the program, supports teachers, and ensures quality and consistency.

This team structure means that your child has consistent primary caregivers who get to know your child well, but also benefits from the strengths and perspectives of multiple teachers. Team teaching allows for more creativity, more diverse activities, better supervision, and more individualized attention for children.

The Center also has administrative staff including a Center Director who oversees all aspects of program operations, and office staff who handle enrollment, billing, communication, and administrative tasks. This administrative support allows teachers to focus their time and energy on children rather than on paperwork and logistics.

Getting to Know the Staff

We encourage you to get to know your child's teachers and the other staff who work at the Center. Teachers are happy to chat briefly at drop-off and pick-up, to respond to emails, and to schedule conferences when you'd like more detailed conversations. Learning about teachers' backgrounds, interests, and approach to teaching helps you understand the program better and strengthens the partnership between home and school.

You can also learn about staff by watching them interact with children. Notice how they talk with children, how they respond to challenges, how they guide behavior, how they create learning opportunities. You'll see their knowledge of child development in action, their creativity in planning activities, their patience with children's questions and explorations, and their genuine care and affection for the children in their classroom.

Your child's teachers are your partners in supporting your child's development and learning. Building strong, positive relationships with them benefits everyone, especially your child.

Daily Routines by Age Group

Children thrive in environments that are predictable but flexible. Each classroom has its own rhythm, suited to the developmental needs of the age group. Below are the typical routines, actual times may shift slightly to follow the children's lead.

How children learn during the day

- **Free play.** Children select from prepared learning centers: blocks, dramatic play, art, music, books, manipulatives, science and nature, and outdoor activities. They may play alone, with a friend, or in a small group, with a teacher's guidance or independently.
- **Group time.** The whole class gathers to plan the day, share experiences, sing songs, hear stories, and practice taking turns. Music and movement often happen here too.
- **Small group.** Teacher-led activities focused on language, math, science, art, cooking, or sensory exploration.
- **Outdoor play.** An essential extension of the classroom: running, climbing, ball play, cooperative games, and for the youngest, walks and outdoor exploration.

Infant Room

Time	Activity
7:00 – 9:00 AM	Children arrive • Informal conversations with families
9:00 AM – 5:00 PM	Teachers follow each child's individual routine: feeding, sleeping, diapering, holding, rocking, playing
5:00 – 5:45 PM	Children depart • Informal conversations with families

PITC MODEL

Our infant program uses the Program for Infant and Toddler Care (PITC) model of responsive caregiving, a research-backed approach built on observation, documentation, and following each child's individual cues.

Toddler Room

Time	Activity
7:00 – 9:00 AM	Arrival • Inside-outside free play

Time	Activity
9:00 – 9:20 AM	Snack • Diapering, toileting, handwashing, clean-up
9:20 – 10:00 AM	Inside play
10:00 – 11:30 PM	Outside play • Diapering, toileting • Small group activities
11:30 – 12:00 PM	Lunch
12:00 – 12:40 PM	Clean-up • Diapering, toileting • Stories • Freeplay
12:40 – 3:00 PM	Nap and rest time
3:00 – 4:00 PM	Wake up • Diapering • Inside activities • Snack
3:30 – 3:50 PM	Snack
4:00 – 5:30 PM	Outside free play & Departure

Two's Room

Time	Activity
7:00 – 8:30 AM	Arrival • Inside free play
8:30 – 9:00 AM	Outside play
9:00 – 9:30 AM	Morning Snack
9:30 – 10:00 AM	Circle Time
10:00 – 10:30 AM	Indoor Activities
10:30 – 12:00 PM	Outdoor Play
12:00 – 12:40 PM	Lunch
12:40 – 3:00 PM	Nap and rest time
3:00 – 3:30 PM	Snack
3:30 – 4:00 PM	Clean-up
4:00 – 5:45 PM	Outdoor play & Departure

Preschool & Pre-Kindergarten

Time	Activity
7:00 – 8:15 AM	Arrival • Indoor free play
8:15 – 9:30 AM	Outside play
9:30 – 9:50 AM	Morning meeting
9:50 – 10:10 AM	Snack
10:00 – 10:30 AM	Inside play
10:30 – 10:40 AM	Clean-up • Toileting
10:40 AM – 12:10 PM	Outside play
12:10 – 12:30 PM	Group time
12:30 – 1:00 PM	Lunch
1:00 – 1:15 PM	Clean-up • Toileting
1:15 – 2:30 PM	Rest time
2:30 – 3:45 PM	Indoor play • Snack • Clean-up • Toileting
3:45 – 5:30 PM	Outside play
5:30 – 5:45 PM	Indoor free play

PLEASE NOTE

We do not recommend dropping off Toddler through Pre-K children during nap time.

Nap time is hard to enter, and arrivals can disrupt children who are already sleeping. Thank you for understanding.

After School Program

Time	Activity
1:30 PM – 2:00 PM	TK & Kindergarten arrivals

Time	Activity
1:00 – 2:45 PM	Activity • Free play
2:45 – 3:00 PM	Clean-up
3:00 – 3:55 PM	Outside • Snack
3:55 – 4:25 PM	Story • Quiet reading time
4:25 – 5:00 PM	Choices: free play and undirected activity
5:00 – 5:45 PM	Outside
5:45 – 5:55 PM	Free Choice • Children depart

What to Bring

LABEL EVERYTHING

Grab a permanent laundry marker and label every single item your child brings to the Center.

Two children with the same favorite jacket are not unusual, a clearly written name solves it instantly.

Infants, Toddlers & Twos

- Disposable diapers (a fresh supply, restocked regularly)
- Blanket for rest time (Toddlers and Twos)
- Two to three full changes of clothing, including socks
- Jacket appropriate for the weather
- Hat for sun protection
- Sunscreen (with written permission to apply)
- A comfort object, a doll, lovey, or small bear, if your child uses one

Preschoolers & School-Age Children

- One to two complete changes of clothing, including socks
- One to two pairs of underwear
- Jacket appropriate for the weather
- Hat for sun protection

- Sunscreen (with written permission to apply)
- A comfort object, blanket, and cot sheet
- Refresh wet clothes promptly: if your child's clothes get wet during the day, you'll find them in a plastic bag in the cubby. Please replace it with dry items for the next day.
- A filled water bottle (we will refill as needed)

DRESS FOR ACTIVE, MESSY PLAY

We plan many activities that get hands dirty and bodies moving. Please send your child in clothes that are comfortable and easy to wash.

Shoes should be safe for climbing and running — sneakers or sandals with a heel strap and covered toe are best. Flip-flops are not safe in our setting.

For children learning to use the toilet, pants with elastic waists support independence and confidence.

Lost & Found

Each classroom has a designated lost-and-found area. Please check it regularly for missing items. Unlabeled items left unclaimed for an extended period are cleaned and donated to a local agency that distributes them to families in need.

Saying Goodbye

Separations can be tender, especially in the first week or two, and sometimes long after. Starting the day in a positive way sets the tone for everyone. A few suggestions:

- **Build a goodbye ritual.** A favorite teacher to greet, a familiar activity to settle into, a warm hug, a wave from the window.
- **Keep it consistent.** Children feel safer when they can predict what will happen each morning.
- **Be honest and brief.** Tell your child you're leaving and when you'll be back. Long lingering goodbyes often make separations harder, not easier.
- **Trust the process.** If your child cries when you leave, our teachers are there to help. Most settle within a few minutes, you're more than welcome to call and check in.

By doing these things, your child is learning that you always come back, they are safe with their teachers, they can handle their emotions and they can trust new people.

> *"The deeper your child's sense of security in saying hello and goodbye, the more confidently they'll explore the world."*
>
> — Adapted from early childhood research

Signing In & Out with Procare

We use Procare as our digital sign-in and sign-out system. Each family is set up with a personal PIN at enrollment, which you'll use to check your child in when you arrive and out when you leave. Your PIN serves as your legal signature, so it should never be shared with anyone who is not authorized to drop off or pick up your child.

If someone other than a parent is dropping off or picking up your child, they'll need their own PIN on file. Please make sure anyone listed on your child's emergency form is set up in Procare in advance. Staff will verify photo ID for any adult they don't recognize, even if a valid PIN is entered.

Procare also keeps a daily record of arrival and departure times. If you're having trouble logging in, forgot your PIN, or need to add an authorized adult, please see the office and we'll get you sorted out right away.

Classroom Transitions

Children move between classrooms as they grow. Each transition is thoughtfully planned with families and teachers.

From	To	Typical Age
Infant Room	Toddler Program	12–16 months
Toddler Program	Twos Classroom	After 24 months
Twos Classroom	Preschool	35–38 months
Preschool	Pre-Kindergarten	Based on readiness

Policy

The LLESA Children's Center provides a systematic approach to moving children from classroom to classroom throughout the program and allowing transition opportunities for children to become familiar

with each new classroom beforehand. Movement of children is generally determined by a variety of indicators including child's birth date, classroom space availability, primary group readiness, developmental readiness of each child, and Kindergarten age eligibility. The classroom teachers evaluate and provide input on child readiness in advance of changes and communicate with families at conferences and on a daily basis. Movement from classroom to classroom generally occurs three times per year in September, February, and June/July.

Practice

- Annual projected enrollment with three transitions a year are developed and monitored with planned pathways for each child to systematically move through the program using the following criteria:
- birthdates
- space availability
- primary group readiness
- individual readiness
- Kindergarten age eligibility
- Ongoing teacher observations of children in group care settings help to determine developmental skills children gain to be successful in the next age group. Emphasis is placed on social and emotional development as evidenced by ongoing child observation and developmental assessment.
- Months prior to transitions, classroom teachers provide input and identify children ready to move into the next classroom
- Transitions are generally discussed between teachers and families during daily communication and at regular conferences
- Families of transitioning children receive a Classroom Introduction Packet which includes:
- New classroom information
- Directions to complete a new ASQ & ASQ SE for their child
- Emergency forms and information for families to update
- Each classroom follows specific transition protocol tailored to the needs of each developmental age group as follows:

Infant to Toddler Classroom

- Primary groups of children around the age of one will transition with their primary caregiver to the Toddler Classroom
- Children transitioning to the Toddler Classroom will begin transitioning from bottles to open cups
- At this age, the children begin establishing a similar daily routine with their peer group such as eating meals at the same time and napping once a day after lunchtime.

Toddler to 2's Classroom

- Primary groups of children turning 2 years are considered for transition into the 2's Classroom
- State licensing requires children to be at least 2 years of age prior to moving to the 2's Classroom
- Primary care teachers implement regular, informal visits to the new classroom allowing children to gradually become familiar with the new space, children, and teachers
- These transition visits take place for a few months prior to children officially starting in a new classroom

- Teachers are available to introduce families to the new teachers and give tours of the new classrooms upon request

2's Classroom to Preschool Classroom

- Forming Kindergarten eligibility age groupings begin at this transition
- Children who turn 5 by September 1st are eligible for Kindergarten in the California public school system
- Children with birthdates from September 2 through April 2 are also eligible to attend Transitional Kindergarten (TK) in the California public school system or can choose to remain in the Preschool/Pre K Classrooms for a bonus year prior to Kindergarten
- Children's birthdates generally determine movement into Preschool as follows:
- children with birthdays by September 1 move in September
- children with birthdays from September through December move in February
- children with birthdays from January through May move in June/July
- Formal transitions include children visiting with increasing time over a 2-4 week period before children officially move into the new classroom
- Teachers are available to introduce families to the new teachers and give tours of the new classrooms upon request

Preschool to Pre K

- Kindergarten eligibility age grouping formations continue at this transition with children moving into Pre K using the same birth date criteria as stated above from 2's into Preschool
- Formal transitions include children visiting with increasing time over a 2-4 week period before children officially move into the new classroom
- Teachers are available to introduce families to the new teachers and give tours of the new classrooms upon request

Pre K to School Age

- Pre K children who intend to continue enrollment for after school care visit the School Age Program during the last few weeks of summer before starting TK or Kindergarten in the local public schools
- The general transition schedule is 10am to 4pm daily
- Children become familiar with the new classroom environment, participate in indoor and outdoor activities, have lunch and snacks, and get acquainted with the school age children and teachers
- TK and Kindergarten children officially start in the School Age Program on the first day of elementary school
- Teachers are available to introduce families to the new teachers and give tours of the new classroom upon request

The Children's Center staff is committed to facilitating individualized learning experiences for children in every classroom that supports and enhances each child's natural development throughout the program. The overarching curriculum of facilitating each child's learning through play with an emergent approach allows for all children's educational and social/emotional needs to be met effectively. This is achieved by a competent, professional, well educated, experienced teaching staff through observation of children's needs and interests, creating a stimulating environment, supporting positive relationships between

children and teachers, and promoting ongoing partnerships and communication with families. Changes in transition timelines may be adjusted based on staffing, availability, and a child's individual development. Please know that each child is observed carefully to determine if transition times need to be adjusted.

PART THREE

Policies & Partnership

How we work together to support your child.

Photo & Media Policy

LLESA Children's Center may use photographs and video footage of enrolled children in materials we produce, our website, brochures, posters, newsletters, classroom displays, and printed publications. Children are identified by first and last name only when appropriate (such as a class yearbook), and only with prior permission for any external publication.

How we handle photos

- Photos taken by staff for classroom display use first names only (unless children have the same last name)
- Photos may be taken by staff for inclusion in a child's individual portfolio
- Group event photos and videos (Halloween, Multicultural Luncheon, classroom celebrations) may be distributed to enrolled families for private family use only
- Photos and videos taken by parents are for family use only and may not be passed to media without permission from the Center
- Center photos may not be sold or published commercially

Photographing at the Center

- Tripods and monopods are not permitted in indoor classrooms (they block pathways and create safety risks)
- Photo-taking should be limited to occasional visits and should not interfere with classroom routines
- Please do not disrupt children or staff while taking photos

A NOTE ABOUT SOCIAL MEDIA

Families take pictures of their own children, and other children may appear in those photos. We do not give permission to distribute these images, and we cannot monitor what families do with photos taken on their personal devices, including social media and email.

Please be thoughtful about other people's children when posting.

Smoke- & Vape-Free Facility

Per California law and our own policy, this entire site is a smoke- and vape-free facility. Smoking, vaping, and the use of any tobacco or cannabis products are prohibited inside the building and anywhere on Center grounds at any time, including parking areas.

Behavior Guidance & Discipline

Learning to interact with others, control one's own behavior, and understand social rules is one of the most important parts of early childhood. As children explore the world and try out social strategies, some attempts work and some don't. Our role is to teach, model, and support.

How we guide behavior

Our teachers help children learn positive strategies for interaction and problem-solving, understand other perspectives, recognize why certain behaviors are not acceptable, and develop self-control. Strategies include:

- Creating a preventative learning environment that reduces conflict
- Redirecting children to other activities when needed
- Counseling a child in a calm but firm voice
- Offering positive alternatives for behavior
- Gently separating a child from the group for a brief time, with adult support, when emotions need a reset

WHAT WE NEVER DO

Physical punishment, humiliation, intimidation, ridicule, threats, withholding food or comfort, or any other punitive action are never permitted at our Center — by staff, children, or family members.

This represents both Center policy and California law (Title 22, Division 12).

When behavior needs extra support

Children with developmentally atypical behavior, such as repeated hitting or biting, will be observed and documented by staff. We'll work closely with you to understand what's happening and to find consistent strategies for home and school.

If patterns continue, we may request a family conference, recommend support services, or ask families to seek counseling or parenting resources as a condition of continued enrollment. In rare cases where a child's behavior threatens the safety of other children or staff, we reserve the right to determine that our program is not the right fit and withdraw services.

These decisions are never made lightly. Our preference is always to work alongside families to help children succeed.

Child Assessments

We use the Ages and Stages Questionnaire (ASQ)- A series of questionnaires designed to monitor a child's development, specifically tracking developmental progress and catching potential delays in children from birth to age 6.) and Desired Results Developmental Profile (DRDP)- an assessment tool used in California to track the learning and development of children from early infancy up to grade 3. Teachers use the DRDP to document developmental progress through natural, daily observations.

Age Group	Frequency	Format
Under 2	Quarterly	ASQ, DRDP, and Service Needs Plan with parent and teacher goals
Twos through Pre-K	Yearly	ASQ & DRDP

We use what we learn to plan classroom activities that match each child's growth, and we encourage families to continue the learning at home through stories, outings, songs, and shared everyday tasks.

Family Conferences

Conferences with your child's teacher are scheduled annually for twos through Pre-k. Beyond these scheduled times, teachers are available to meet whenever you have a question or concern.

Conferences are a chance to learn about your child's activities, developmental progress, and ways to support learning at home. Personal matters discussed at conferences are held in strict confidence.

Family Participation

Our open-door policy means families are always welcome to participate in classroom activities. Share your time, talents, traditions, and stories.

We recognize that working families have limited time, even small moments of involvement matter. Parent-teacher communication helps us partner effectively and most clearly match what each child needs.

Please share your input often. Talk with your classroom teachers, the Program Director, or the Center Director with suggestions, questions, or important information that helps us care for your child. Conversely, our staff will share concerns and observations with you. All information is held in strict confidence.

Family Responsibilities

Families are expected to interact with Center staff, other families, and children in a responsible and courteous manner. This includes:

- Respecting Center property and supplies
- Respecting the personal property of staff and other families
- Maintaining confidentiality about other families and children at the Center

We hold ourselves to the same standard. A respectful community is the foundation we build everything else on. The Children's Center will not tolerate harassment or threatening, intimidating or coercing behavior toward any child, family, or staff member.

Parent Advisory Council (PAC)

The PAC is a group of parent volunteers who represent the Center's family community. They provide a structured way for parents to give input on the program and to facilitate involvement in Center life.

What the PAC does

- Meets monthly, dates and agendas are posted in classrooms and emailed to families
- Welcomes all enrolled families to attend any meeting
- Oversees several voluntary fundraising events each year
- Uses funds raised to purchase additional supplies and equipment for classrooms, as guided by teaching staff
- Keeps families informed through memos, calendars, parent meetings, and email

Private Employment of Staff

Center staff are not permitted to arrange or accept private employment with families using Center services, this includes private childcare, education, tutoring, or transportation to or from the Center.

Although these arrangements may seem like a natural fit, this policy protects you, our employees, and our program from liability. We appreciate your understanding.

PART FOUR

Enrollment & Operations

The practical details of joining and staying with us.

Admission & Waiting List

LLESA Children's Center is open to children of LLNL employees, children of LLNL contract employees, and, for our School-Age program only, children of families who live and work in Livermore. Priority is granted in that order.

Joining the Waiting List

When enrollment is full, we maintain a waiting list. Families are encouraged to apply as soon as possible, we accept applications even from families who are pregnant or in the process of adopting.

To join the list, submit a completed Application for Enrollment and Waiting List. It's your responsibility to let us know if your childcare needs change or if you no longer wish to remain on the list.

WHEN OPENINGS HAPPEN

We can't predict exactly when an opening will occur in any given classroom, but historically most openings happen in September, February, and June, the times when many children transition through the program.

How Openings Are Offered

When space becomes available, we contact the first eligible family on the waiting list. Here's what happens next:

1. If accepted, the family pays the first month's tuition to secure the spot.
2. If declined, the application moves to the end of the list, and we contact the next family.
3. If a family declines a second time, the application is removed from the list.
4. If we cannot reach a family within a reasonable time, the application may be moved to the end of the list (or removed if previously declined) and the next family is contacted.

Heading out of town? If you'll be away from work and home for vacation or extended periods, please leave us an alternate contact so we can reach you if a space opens up.

Orientation Before Your First Day

Each family completes the following before their child's first official day:

- An orientation visit in the classroom with your child (state licensing requires you to remain with your child during pre-enrollment visits)
- Submission of all enrollment paperwork, including the Physician's Pre-Admission Report

ENROLLMENT PAPERWORK CHECKLIST

- Application for Enrollment and Waiting List
- Admission Agreement
- Service Agreement
- Permission to Participate in Center Activities
- Permission to Receive Emergency Medical Care
- Financial Agreement
- Automatic Debit Authorization Form
- Identification and Emergency Information
- Personal Child History
- Physician's Pre-Admission Report
- Personal Rights Acknowledgment
- Parent's Rights Acknowledgment

No child may attend the Center until all paperwork is complete and on file.

Contract Hours

Your child may attend the program for up to 9.5 hours per day. Families may request up to 10 hours of attendance for an additional fee (extended hours are not available in the Infant or Toddler classrooms). If your child needs to be with us longer on a particular day, prior approval from the Center Director is required so we can confirm staffing ratios.

Each family establishes a regular daily arrival and pick-up time. Sticking to your contracted times helps your child develop a steady routine, lets us schedule staff appropriately, and supports our overall daily planning. We ask that families stay within these hours unless you make special arrangements with us.

CLOSING TIME

We close promptly:

- Infant, Toddler, Preschool, and School-Age (Release Days/Summer): 5:45 PM
- School-Age on School Days: 5:55 PM

If you're running late due to an emergency, please call your child's classroom immediately so we can work out a safe pick-up arrangement together.

Beyond Contract Hours Fees

Early drop-off or late pick-up beyond your contracted times may result in additional fees. The first time it happens, you'll receive a courtesy notice. After that:

Time Beyond Contract	Fee
First 15 minutes (or any portion)	$25.00
Each additional minute	$1.00 per minute

These fees apply whether the Center has been notified in advance, and they're billed alongside your monthly tuition. If contract violations persist, families may be asked to withdraw from the program.

If a child is not picked up by closing time and we have not been notified of an emergency, we will contact people listed on your child's emergency form. If we cannot reach anyone within a reasonable time, we may need to contact the Livermore Police Department for assistance, a step we take only as a last resort, focused on your child's safety.

Arrival & Pick-up

SIGN IN, SIGN OUT, EVERY DAY

Families must sign their child in and out using the Procare app.

Please notify the office and/or the classroom if your child will be absent or arriving late.

Arrival Procedures

Every Day, You Must:

1. Bring your child into the classroom (do not leave them at the door)
2. Sign your child in using PROCARE
3. Greet a teacher and let them know your child has arrived
4. Share important information:
    - "She didn't sleep well last night"
    - "He's getting over a cold"
    - "We have a new babysitter picking up today"
    - Any medications given at home
    - Changes in routine or family circumstances
5. Help your child transition

Who can pick up your child

- Only people listed on your child's emergency form as authorized may pick up your child
- All authorized adults must be at least 18 years old
- Photo ID will be requested of any adult our staff doesn't recognize
- If pick-up will be by someone new, please notify the classroom in advance

Bringing your child in

- A parent or designee must walk your child into the classroom and hand them off to a teacher

For School-Age children walking from school or being dropped off at the gate:

- Center is not responsible until child checks in with a teacher
- Child must sign themselves in upon arrival
- If child doesn't arrive within 15 minutes of expected time, we will call you

Pick Up Procedures

Every Day, You Must:

1. Sign your child out using the PROCARE APP
2. Collect all belongings:
    - Check cubby
    - Look for artwork
    - Grab lunch box/bottles/extra items

Respect Pick-Up Times:

- Be aware of your contract time
- Allow buffer for traffic/delays
- Have backup people available

Remember to keep your emergency form up to date, phone numbers, work locations, and authorized adults can all change.

Drop-off/Pick-up for Families with More than One Child

Families arriving with more than one child are asked to drop-off their oldest child first and their youngest child last, so that the longest part of drop-off happens when the fewest children are still with you. Any child who is or is not signed in for the day, including a sibling enrolled in another pod, a sibling who attends on different days, and children not enrolled at LLESA, remains the responsibility of the adult who brought them for the entire time they are in the building. Our teachers are licensed and staffed to supervise the children signed in to their classroom, and they are not able to take responsibility for a child who is not, even for a moment. This is a licensing requirement rather than a preference, and it applies uniformly to every family.

Each classroom has a designated family waiting spot just inside the door, where a sibling may sit while you complete sign-in. Younger siblings should remain in your arms, in a carrier, or holding your hand. On mornings when a classroom is at capacity, in the middle of an activity, or welcoming a new family, a teacher may ask that you adjust your drop-off routine. This is never a comment on your child; it is how we keep arrival predictable and every child in the room safe. Bottles, food, and supplies should arrive labeled from home and be placed inside the refrigerator by the parent.

Absences & Communication

Please call us when your child will be absent. It helps the teachers plan for the day, and, if your child has a contagious illness, it allows us to notify other families about possible exposure. Telling us the specific symptoms is genuinely helpful.

Tuition & Payments

What Tuition Includes

Your monthly tuition covers more than just your child's spot in the classroom. It includes morning and afternoon snacks served family-style throughout the day and all educational materials and classroom supplies, special activities woven into our curriculum, and parent education events offered during the year. We want families to feel that the day-to-day learning experience is fully provided for, with no surprise charges for routine activities or supplies.
A few things fall outside of tuition and are the family's responsibility: lunch, which you'll pack and send each day; diapers for children who need them; any fees for extended hours beyond your contract; and late pick-up fees if they apply. Details on extended hours and late pick-up fees are covered earlier in this section.

How payments are made

- Tuition is paid via automatic withdrawal from your bank account or credit/debit card (a 2.7% fee applies to credit/debit transactions)
- Payments are processed on the first of each month and are required in advance of your child's attendance
- Family vacations or extended leaves taken during the year are non-refundable

Returned Payments

- If a tuition payment is returned or declined, a fee will be added to your account to cover the bank's processing charges:
    - $23.50 for a declined ACH or automatic debit transaction
    - $45.00 for a bounced check
- We'll let you know promptly when a payment doesn't go through so you can make arrangements to bring the account current.
- Repeated returned payments may result in a requirement to switch payment methods or, in some cases, may affect continued enrollment.

Rate adjustments

- Our tuition schedule changes each January. You will receive a notice at the beginning of December for any tuition changes.

- Part-time rates (two or three full days per week) are prorated from the full-time monthly rate plus a 20% surcharge

School-Age tuition

- The monthly School-Age fee is averaged across the entire year and includes full-day care on Livermore district-wide release days and full-day care during summer
- A separate Summer-Only rate is available for children attending only during summer months

Termination of Care

To withdraw your child from the Center, please notify us in writing one month in advance. If less than one month's notice is given, payment in lieu of notice will be required.

Other reasons care may be terminated

- Failure to pay tuition or fees in a timely manner
- Repeated late pick-ups beyond contract hours
- Inappropriate or threatening conduct by a family member or child
- Failure to follow Center policies as outlined in this handbook

We always prefer to address concerns through conversation before reaching this point. If something isn't working, please come talk with us.

PART FIVE

Health, Safety & Legal

The protections, procedures, and partnerships that keep your child safe.

Licensing

LLESA Children's Center is licensed to operate by the California State Department of Social Services, Community Care Licensing Division. The licensing agency sets baseline health and safety requirements for staff qualifications, teacher-to-child ratios, facility specifications, and program parameters.

Two licensing documents, the Parent's Rights and the Children's Personal Rights, are provided as part of your enrollment paperwork. We design our program to exceed these baseline standards wherever we can.

LICENSING AGENCY CONTACT

California Department of Social Services

Community Care Licensing — Child Care Office

1515 Clay Street, Suite 1102

Oakland, CA 94612-1403

(510) 622-2602

Grievance Procedure

If you have a complaint or concern about the Center, we ask that you follow this process:

1. Speak directly with the staff member involved to try to resolve the issue together.
2. If the issue isn't resolved, or if you're not comfortable raising it directly, contact the Program Supervisor
3. Contact the Center Director.
4. If the Center Director cannot resolve the grievance, you may submit your concerns in writing to the General Manager, Pam Didway.

We take concerns seriously and respond to them with care. Our goal is always to find a path forward that supports your child and your family.

Confidentiality

We ask families to refrain from discussing confidential information about staff, children, or other families, including addresses, phone numbers, personal activities, and other sensitive details that come up naturally in a community setting.

Special concerns or issues outside of normal classroom matters should be brought to the Program Director. Please refrain from sharing rumors or unsubstantiated information about the Center, its staff, children, or families. We hold ourselves to the same standard.

Diversity, Equity & Inclusion

Enrollment at LLESA Children's Center is granted without discrimination on the basis of sex, sexual orientation, gender identity or expression, ethnicity, race, ancestry, national origin, religion, color, mental or physical disability, immigration status, family structure, or political belief. Our program does not include religious instruction or worship.

Children with Special Needs

We make reasonable accommodations under the Americans with Disabilities Act (ADA) to serve children with disabilities and their families. Children with special needs are warmly welcomed and integrated into our classrooms.

Please share your child's IFSP, IEP, or any other relevant documentation so we can provide the most thoughtful support possible. We partner closely with families and outside specialists to make sure each child thrives in our setting.

> *"Each child brings a unique story, family, and culture to our classroom. Honoring those differences is how we build a community where every child belongs."*
>
> — LLESA Children's Center

Emergencies & Disasters

Unexpected Lab Closures

If the national laboratories close unexpectedly, the Center will remain open as long as needed for families or designated representatives to pick up their children. The Center Director will assess attendance by 10:00 AM and may adjust staffing for that day.

Illness or Injury at the Center

If your child becomes sick or is injured during the day, we will notify you immediately by phone and administer first aid, as needed. If your child needs immediate medical attention and we cannot reach you, a staff member will call 911 and continue trying to reach you and other adults listed on your child's emergency form.

Please keep your emergency form current. If your work or home phone numbers change, or if your authorized contacts change, let us know right away.

Earthquakes & Major Disasters

In the event of an earthquake or major disaster, families may not be able to reach the Center by phone. Staff will remain with the children at the Center until each child is picked up by an authorized adult, unless we have been evacuated.

A Center Disaster Plan is posted in every classroom. We conduct fire drills, earthquake drills, and lockdown drills regularly, so children know what to do. Please familiarize yourself with the evacuation location listed in your child's classroom in case of relocation.

Illness Policy

It is the policy of the LLESA Children's Center to have practices in place to minimize classroom illnesses and keep children healthy within a group care setting. The Children's Center uses recommendations from the American Academy of Pediatrics, American Public Health Association, Centers for Disease Control and Prevention, and National Resource Center for Health and Safety in Child Care and Early Education to determine its health and illness policies and practices. Partnerships and open communication between teachers and families to share health information are key to providing healthy care for all children. The Children's Center staff has the authority to exclude children from the program who are deemed not healthy enough to comfortably participate in group care activities. We believe that children who are well enough to attend the Children's Center are well enough to participate in all activities.

Changes/Unusual Behavior – Changes in a child's behavior is a potential warning sign that children are not feeling well. When these behaviors require one on one care, the child is not well enough to participate in group care, and the family will be contacted to pick up their child immediately. Those behaviors include:

- Excessive whining, crying
- Clings to adults
- Listless
- Lack of appetite
- Overly tired/sleepy
- Requires constant, individualized care

Fever and Temperature Readings – A temperature reading of 100 degrees is considered a fever and is an indication of the body's response to something but is neither a disease nor a serious problem by itself. Body temperature can be elevated by overheating caused by overdressing or a hot environment, reactions to medications, and response to infection. If a child is behaving normally but has a fever of below 100 degrees, the child should be monitored but does not need to be excluded for fever alone. Health behaviors may prompt teachers to take a child's temperature for signs of fever. Teachers will take temperature readings with calibrated thermometers a few times for accuracy. Temperature readings taken at the Children's Center are considered valid and reliable. Teachers will contact families when a child displays unusual behaviors and a fever of 100 degrees or under as a precautionary measure in case

the child's health worsens. Children with unusual behaviors and fever of 100 degrees and above will be excluded temporarily from the program.

Note: Children six months and under are the exception and families will be contacted as a precautionary measure with all fever readings.

Non-exclusions – Conditions and symptoms that do not require exclusion:

- Common colds, runny noses (regardless of color or consistency of nasal discharge)
- A cough not associated with an infectious disease or a fever
- Fever under 100 degrees without any signs or symptoms of illness in children who are older than six months
- Fifth disease once rash has appears and child is fever free
- Chronic hepatitis B infection
- HIV infection

Exclusions – When a child becomes ill but doesn't require immediate medical help, a determination must be made regarding whether the child should be sent home and excluded from child care. The teachers determine if the illness:

- Prevents the child from participating comfortably in activities
- Results in a level of care that is greater than the staff can provide without compromising the health and safety of all the children
- Poses a risk to spread harmful diseases to others

Temporary exclusion is required for the following conditions:

- An acute change in behavior
- Fever 100 degrees and above for children older than six months
- Diarrhea as defined by watery stools or decreased form of stool that is not associated with dietary changes. Exclusion is required for all children with 2 occurrences of diarrhea within 24 hours.
- Vomiting Exclusion is required for all children who vomit in the past 24 hours unless the vomiting is caused by a non-infectious condition and the child is adequately hydrated.
- Conjunctivitis unless children have been treated for 24 hours
- Eye Discharge if the discharge is needed to be wiped more than 2 times within an hour.
- Blood or mucus in the stools not explained by dietary change, medication, or hard stools
- Abdominal pain that continues for more than two hours or intermittent pain associated with fever or other signs of illness
- Mouth sores with drooling unless child's physician provides written statement that child is noninfectious
- Rash or behavioral changes until the child's physician provides written statement that child is noninfectious
- Impetigo until treatment has been started
- Hand, Foot, and Mouth Disease until unless child's physician provides written statement that child is noninfectious and cleared for care
- Streptococcal infection until 24 hours after treatment has been started
- Head lice until after the first treatment and all nits are removed
- Scabies until after treatment has been given
- Chicken Pox until all lesions have dried or crusted (usually 6 days after rash appears)
- Rubella until 6 days after rash appears

- Pertussis until 5 days of treatment
- Mumps until 5 days after onset of gland swelling
- Measles until 4 days after onset of rash
- Hepatitis A infection requires written statement from physician upon return
- E. coli, Salmonella, or Shigella infection requires written statement from physician upon return
- COVID-19- until child is testing negative or has isolated for 10 days.

Note: If a child is sent home due to illness they must be symptom and fever free for 24 hours (a full day) unless the illness requires a written statement by physician to return

Children should be kept at home when ill. If a child becomes sick during the day, we'll contact you to arrange pick-up. Group settings mean lots of frequent colds, especially in the first year of attendance, mild symptoms (no fever, no significant respiratory issues) are usually fine, but anything more requires staying home.

THE GENERAL RULE

Children with a fever of 100°F or higher must stay home and must be fever-free without fever-reducing medication for a full 24 hours before returning.

When children may return after a contagious illness

Illness	Return When...
Fever (100°F+)	Fever-free without medication for at least 24 hours
Vomiting or diarrhea	Symptom-free for at least 24 hours
Eye infection / conjunctivitis	On medication for 24 hours
Strep throat	On medication for at least 24 hours and fever-free
Scarlet fever	On medication for at least 24 hours and fever-free
Hand, foot & mouth disease	Fever-free 24 hours and all blisters crusted over
Chickenpox	All blisters crusted over
Fifth disease (slap face)	Fever-free for at least 24 hours
Ringworm	On medication and the affected area is well covered
Head lice	Hair is nit-free

Illness	Return When...
Unidentified rash	Diagnosed by a healthcare professional and no longer contagious
Measles, mumps, whooping cough, COVID-19, RSV, influenza	Cleared by healthcare provider; minimum 24 hours symptom-free
Earache or other significant pain	Pain is gone without over-the-counter pain medication

PARTICIPATING IN THE PROGRAM

Children who are well enough to attend are well enough to participate in all Center activities, including outdoor play.

If your child needs to stay inside or skip activities, they're likely not yet well enough to be at the Center.

Prevention of Illness

Young children in group settings tend to be exposed to colds and other contagious illnesses, especially in their first months of attendance, their immune systems are still developing, and they're still learning the habits that keep germs at bay.

The single most effective prevention tool is hand washing. We help children practice good hygiene throughout the day: washing hands at key times, using and disposing of tissues properly, covering coughs and sneezes, and gentle reminders to keep hands away from faces.

Families can support this at home by reinforcing the same habits and, most importantly, by keeping children home when they show symptoms of illness.

Medications

Prescription Medications

We will administer orally and topically prescribed medication to your child only if all of the following are in place:

- The original prescription bottle is provided, with directions about dosage and timing OR a note from the pediatrician with directions if you wish to bring single doses each day

- A Medication Authorization Form and other consent forms as needed (Epi-pen,nebulizer, etc.) must be filled out and signed in the front office. (a separate form per medication)

MORNING CHECK-IN

If your child has had any recent injections or medications, even those given only at home, please tell the teaching staff at drop-off. Medications can affect a child's mood, energy, or behavior, and our staff need to know what to watch for during the day.

Sunscreen and Diaper Cream

With written permission from a parent or guardian, sunscreen and diaper creams may be applied without a separate medication authorization.

Over-the-Counter (OTC) Medications

Occasionally it's helpful for staff to be authorized to administer OTC medications such as fever reducers for teething, after immunizations, or in the case of a sudden fever rising before you can pick up your child. Prior written authorization from a parent is required.

OTC medications administered by staff include:

- Infants, Toddlers, and Twos: fever reducers only
- Preschool and School-Age: fever reducers, certain cold medications, and prescribed eye drops

Allergies & Nut-Free Facility

Please make sure both your classroom teachers and the office are fully informed about any allergies your child has. An accurate list will be posted in the classroom and lunch areas.

For children with severe allergies to common foods, we may ask families to provide suitable alternatives for their child's snacks.

WE ARE A NUT-FREE FACILITY

Because of severe allergies in our community, please do not send food in your child's lunch or snacks that contains nuts (including peanut butter, tree nuts, and products processed in facilities with nuts).

Read labels carefully. We appreciate your help keeping every child safe.

Mandated Reporting

Our staff are required by law to report any unusual marks or injuries on a child, as well as any statements or behaviors from a child that may indicate abuse or neglect. This is not optional, it is our legal obligation as mandated reporters under California Penal Code Section 11166. Every staff member signs documentation acknowledging this responsibility.

We take this duty seriously and respond responsibly and professionally when reporting is required. Our priority is always the safety and well-being of every child in our care.

Holiday Schedule

LLESA Children's Center generally follows the LLNL holiday schedule, with one exception: a Teacher Work Day usually scheduled on the Friday before Labor Day weekend. We are typically closed on the following days:

Holiday	Closure
New Year's Day (plus one day)	Closed
Martin Luther King Jr. Day	Closed
Presidents' Day	Closed
Spring Holiday (Monday after Easter)	Closed
Memorial Day	Closed
Independence Day	Closed
Labor Day	Closed
Teacher Work Day (Friday before Labor Day)	Closed
Thanksgiving and the day after	Closed
Christmas Day (plus one day)	Closed

A complete annual calendar with exact dates is posted on the website.

> *"Studies of Germany's experiment with academic kindergartens showed that play-based early education produced better results in reading and math, social and emotional adjustment, creativity, intelligence, oral expression, and "industry.""*
>
> — Joan Almon & Edward Miller — The Wisdom of Play

Thank you for being part of our community.

This concludes the LLESA Children's Center Parent Handbook.

Additional information specific to your child's classroom is included in your Classroom Introduction Packet. Please reach out anytime if questions come up, we're here, and we're glad you're here too.

> *"Many of our greatest thinkers locate their capacity for original and profound thought in their imaginative abilities — first developed through creative play in early childhood."*
>
> — Sharna Olfman — The Wisdom of Play