

EARLY HEAD START

Staff will follow the Head Start Regulations, Delaware Stars Guidelines and Child Care Licensing for the Early Head Start classrooms. Staff will describe and implement specific activities and experiences for the infants and toddlers that include appropriate age and individual goals. Staff shall record these and note developmental milestones, accomplishments, and concerns. Plans shall be reviewed and shared with the infant's parent(s)/guardian(s) at least three (3) times over a one (1) year period. Staff shall complete daily records of an infant's feeding, sleeping, and other routine activities and share these with the infant's parent(s)/guardians(s) at the end of each day. Lesson Plans will be submitted to the Curriculum Coordinator a minimum of two weeks in advance for approval. Lesson Plans must be posted by Friday afternoon for the upcoming week.

Staff will interact with the infants providing the following opportunities throughout the day:

- ❖ Offering frequent face to face interaction with infants and toddlers when they are awake;
- ❖ The infants being held and carried;
- ❖ Limiting time spent while awake in any confining equipment such as a crib, infant seat, swing, high chair or play pen to less than one- half (1/2) hour immediately after which opportunities for freedom of movement in a sanitary area protected from foot traffic are provided;
- ❖ Talking to infants and toddlers during play, feeding and routine care;
- ❖ Reading to and looking at books with infants and toddlers while holding and/or sitting close to them
- ❖ Providing varied materials, sights, sounds and other experiences for infants and toddlers to explore with their senses;
- ❖ Responding to infants' actions sounds and beginning languages;
- ❖ Giving names to objects and experiences in infants' and toddlers environment;
- ❖ Providing opportunities for infants and toddlers to improve their gross and fine motor skills.
- ❖ Responding to toddlers' words and actions with interest and encouragement;
- ❖ Supporting toddler's development of independence and mastery of feeding, dressing and other skills;
- ❖ Providing materials and encouragement for pretend play alone, with other children and staff