

Alex Furst, Chair  
Keith Benner, Vice-Chair  
Teresa Alabi  
Amy Barnhart  
Norman Brusk  
Toni Kleckley  
Anita Ward

## Planning & Zoning Board

7232 East Main Street  
Reynoldsburg, OH 43068  
[www.reynoldsburg.gov](http://www.reynoldsburg.gov)

Eric Meyer, Development Director  
Melissa Butler, Administrative  
Assistant

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**Thursday, September 5, 2024**

**6:00 PM**

**Council Chambers**

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### **A. CALL TO ORDER**

1. ROLL CALL
2. APPROVAL OF MINUTES
  1. Planning & Zoning Board - Regular Meeting - July 18, 2024
  2. Planning & Zoning Board - Regular Meeting - August 1, 2024
  3. Planning & Zoning Board - Regular Meeting - August 15, 2024
3. APPROVAL OF AGENDA
4. SWEARING IN OF SPEAKERS

### **B. PUBLIC COMMENT**

### **C. UNFINISHED BUSINESS**

1. App# 2024-0462; 1371 Brice Road; Rynya Carey and Sarita Penn of Pathways II Destiny Childcare Center, LLC; Conditional Use Application

### **D. NEW BUSINESS**

1. App# 2024-0514; 976 Waggoner Rd; Abigail Curtis; Variance
2. App# 2024-0540; 7365-7369 Livingston Ave; Jonathan Goldrath; Variance
3. App# 2024-0517; 7365-7369 Livingston Ave; Jonathan Goldrath; Conditional Use

### **E. OTHER BUSINESS**

1. 2025 Planning and Zoning Board Meetings

### **F. ADJOURNMENT**

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## ADJOURNMENT





**MINUTES REGULAR MEETING  
REYNOLDSBURG PLANNING & ZONING BOARD  
July 18, 2024**

**CALL TO ORDER**

**ROLL CALL**

PRESENT: Ward, Furst, Barnhart, Benner, Kleckley, Brusk  
ABSENT: Alabi

**APPROVAL OF MINUTES**

**Planning & Zoning Board - Regular Meeting - 6/6/2024**

Minutes Stand Approved

**Planning & Zoning Board - Regular Meeting - 6/20/2024**

Minutes Stand Approved

**APPROVAL OF AGENDA**

Agenda Stands Approved

**SWEARING IN OF SPEAKERS**

Speakers for the evening sworn in by Mr. Furst.

**PUBLIC COMMENT**

None

**UNFINISHED BUSINESS**

**App# 2024-0305; 2686 Taylor Road; Shelby Nelson of SignAffects for Bobs Discount Furniture; Variance Application**

Mr. Meyer read the staff report into the record.

Mr. Lyda representing Sign Affects spoke on behalf of the application. He confirmed the "mattress" sign variance and the "loading dock" sign variance was withdrawn. Based upon the upcoming change to the code, he would like to table this application. If the zoning code changes pass, chances are they will withdraw the application.

Mr. Furst: I move that we table this application at the applicant's request until our regularly scheduled meeting on September 5th, 2024.

Ms. Barnhart: I'll second.

|                  |                                                |
|------------------|------------------------------------------------|
| <b>RESULT:</b>   | Tabled until September 5th, 2024               |
| <b>MOVER:</b>    | Furst                                          |
| <b>SECONDER:</b> | Barnhart                                       |
| <b>AYES:</b>     | Barnhart, Benner, Brusk, Kleckley, Ward, Furst |

**App# 2024-0309; 2686 Taylor Road; Shelby Nelson of SignAffects for Bobs Discount Furniture; Variance Application**

Mr. Meyer read the staff report into the record.

Mr. Lyda agreed with the staff's summary. They worked with staff to come up with a design that removed the logo because the primary purpose of the design is to direct customers.

Mr. Benner: I don't see that this needs to have a lot of discussion. We've approved signs, the precedent has been set. I move that we approve this variance for the customer pick up sign as requested.

Mr. Brusk: I second.

|                  |                                                |
|------------------|------------------------------------------------|
| <b>RESULT:</b>   | Approved                                       |
| <b>MOVER:</b>    | Benner                                         |
| <b>SECONDER:</b> | Brusk                                          |
| <b>AYES:</b>     | Barnhart, Benner, Brusk, Kleckley, Ward, Furst |

**NEW BUSINESS**

**App# 2024-0381; 1239 Fletcher Drive; Tyra Martin of Foundation of Love for**

**Youth, LLC; Conditional Use Application**

Mr. Meyer read the staff report into the record and showed the board pictures of the property.

Mr. Shook explained that he submitted a public records request to the Columbus Police Department regarding the current location, and they indicated they were several months behind. The Columbus City Attorney's office was able to run the report that was included in the packet. Based on what was seen on the run report and what they have seen with a similar house that previously existed on Baldwin Road, he recommended some conditions to be attached, if the conditional use was approved.

If the Board does grant the conditional use application, this office recommends strict conditions associated with such approval as follows:

1. The applicant should be limited to 1-5 unrelated persons residing in the home, which shall include a properly trained house manager who serves in loco parentis for the residents and who also resides in the home at all times to provide stability of supervision.
2. The applicant shall not have residents, other than the house manager, who have differences in ages ranging more than two (2) years maximum.
3. The applicant shall not have residents who have been adjudicated or convicted as sex offenders.
4. The applicant shall have written policies and procedures in place setting forth proper rules for residents and removal of residents who are unable to comply with these written rules. The City shall have the opportunity to review and approve any such rules, as well as the applicable discipline for violating these rules, which shall include timely removal from the home for any act of physical or sexual violence by a resident against any person, regardless whether the victim resides in the home.
5. There shall be no drugs of abuse of any kind on the premises, nor any guns or other dangerous ordinance. This property owner shall be strictly liable for this provision and any violation thereof will result in immediate revocation of the conditional use permit.

These recommendations are more or less to fill in the gaps where the state has not filled in those gaps. The state is currently considering House Bill 583 that is proposed to place additional conditions, strict rules, and regulations associated with these homes.

Mr. Meyer read the staff recommendations to the board.

a. Staff recommends denial of the proposed conditional use for a Dwelling – Group based on the following reasons:

i. The requested conditional use, based on the reasons provided by the City Attorney's memorandum, and the Project Review (#i-iii, v, and vii) of the general

standards found in Section 1109.13.D. i-iii, v, and vii, the requested conditional use does not meet the general standards of a Conditional Use. Staff is of the opinion that unique characteristics associated with the application would affect the character of the zone. That permitting a Dwelling – Group at this location would affect the use of adjacent properties, and could affect the health, safety and welfare of persons within the neighborhood. Based on these reasons, staff recommends denial of the requested Conditional Use of a Dwelling – Group.

b. If the Planning and Zoning Board does recommend approval of the Conditional Use Application for a Dwelling – Group, the following conditions are recommended by staff to be placed on the approval:

- i. That the applicant submit a site plan that shows how they meet the parking requirements set forth in Table 1105.01A, or that a parking variance is obtained for the site.
- ii. The applicant should be limited to 1-5 unrelated persons residing in the home, which shall include a properly trained house manager who serves in loco parentis for the residents and who also resides in the home at all times to provide stability of supervision.
- iii. The applicant shall not have residents, other than the house manager, who have differences in ages ranging more than two (2) years maximum.
- iv. The applicant shall not have residents who have been adjudicated or convicted as sex offenders.
- v. The applicant shall have written policies and procedures in place setting forth proper rules for residents and removal of residents who are unable to comply with these written rules. The City shall have the opportunity to review and approve any such rules, as well as the applicable discipline for violating these rules, which shall include timely removal from the home for any act of physical or sexual violence by a resident against any person, regardless of whether or not the victim resides in the home.
- vi. There shall be no drugs of abuse of any kind on the premises, nor any guns or other dangerous ordnance. This property owner shall be strictly liable for this provision and any violation thereof will result in immediate revocation of the conditional use permit.

Ms. Martin: Hello, my name is Tyra Martin and my address is 7583 Aston Court, Reynoldsburg, Ohio 43068. We were on the same page because I also pulled the police runs and in 2021, when we first opened, we actually had two police runs. The majority of those police runs were in 2022, where we had 157. Of those, 157, 90% were AWOL's. When a youth AWOL, even if they tell us, hey, we're going to the store, we'll be back. If it's not in their case plan, we have to contact the police. That's one run, they have to come out, they do to report, and when the youth returns, which 99% of the time they do, the police have to return with another run. What we did to kind of combat that is, we created a program with Columbus City Police where we just fill out the information at the top of the Columbus City Police

Department form. We fill out the information at the top, and then we fax it to them. Then we call 15 minutes later to ensure that they received it. Write the report number down. When the youth returns, we just complete the bottom half and fax that. That reduced our calls from 157 in one year to seven. The seven calls; we have never had a call for a knife, and we've never had a call for a gun. Never once. I'm not sure where that information derived. We have had calls for a mental health crisis. Where the youth is transported to Nationwide Children's Hospital. We've had a total in the four years of 11 calls for fighting, never with a weapon. We had over 200 calls of AWOL's. We've reduced those calls to seven. Not just by creating the fax document system, but also by learning and understanding how a group home works and how a group home operates. I was asked a question not too long ago from my state licensing specialist. She says, by now, because we've been open about four years, she says, by now I usually see four or five houses because the hard part is done, the policies, the procedures that's done. Why hasn't Fly House expanded? And this is my response. To open a group home for youth one must endure many sleepless nights and several years of revising policies, procedures and plans for licensing and accreditation. You must overcome many obstacles and do your due diligence. So opening another is just a matter of getting another house, rent or purchase, furnishing and securing it, and then accepting kiddos. Well, not for me. For the past three, almost four years, I have spent countless hours at the Fly House learning, growing, interacting, and genuinely discovering what our youth need to succeed. The goal was never to open multiple homes as quickly as possible. My goal has always been for the Foundation of Love for Youth to become a leading provider of life-changing resources and methods for youth and families, with a proven track record of reformed youth. Becoming one of the most trusted places for youth in our service area. I say that because I do want to read this. It was an email that I received today from my licensing specialist through the Ohio Department of Jobs and Family Services, who just completed her onsite visit this week. And the email stated: Tyra, I was talking to my bureau chief and supervisor yesterday in a meeting about all the good work your agency is doing with the youth you serve. They would like to do a write-up on your agency and all the things that are working well with your agency. The write-up may be used in compliance checks with other agencies meeting with new agencies, and published in our newsletter. I know we talked about the system you have created with the Columbus Police Department. Could you please send me the system you worked out with the CPD and all the family engagement tools? The visits with siblings, inviting families to events, etc. I think it is a good opportunity to demonstrate that group homes have the capacity to do good work with youth and families and get some positive recognition instead of negative. Let me know if you have any questions, Amber. Additionally, when pulling the reports, there was not one report from any of the neighbors about 850 Oak Street. All the reports came from us, and I will say that all the reports came from us, from a lack of knowledge, being new, not completely understanding our jobs, and just making sure that we were just

crossing all T's and dotting all our I's. So anything that happened, 911. We don't do that anymore because now we have put things in place, people in place. We have our psychiatric nurse practitioner, we use Nationwide Children's Services, MRSA line, and there are a lot of resources provided for us that we do not have to call the police. During the time that our youth have been at the Fly House, not one youth has been charged with any criminal act. Not one. I'm not sure where the knives and the guns, or what happened there. Or it was mixed up with someone else's group home or, I don't know, because that would have been a charge. None of our youth have ever received a charge since being at the fly house. What they received, just this past May. We had three youth graduates, one who graduated early. We had all of our youth advanced to the next grade level, and we had two who had perfect attendance.

Good evening, members of the community board. My name is Tyra Martin again, and I stand before you today passionately advocating for the establishment of a group home for foster youth in our neighborhood. This is not a plea for conditional use of the building, but a call to action for our collective responsibility towards our youth and their future, and ultimately, our future. I understand that there are fears and misconceptions about group homes and the young people who reside in them. Let me address this head on. These boys are not dangerous. They are not to be feared or shunned. There are young souls who have faced extraordinary challenges and desperately need love, guidance, opportunity and respect. And I don't know about the group home on Baldwin, and I can't speak about any other group home. But that's what we do, because that's my passion. I seek those who were born with that passion in their soul, to be a part of my staff, and give these kids the love that they deserve. Because any day, any situation, we are one experience away from anybody else's situation. As a community, we have a moral and social responsibility to care for all of our youth. Imagine if this was your grandchild, your niece, your nephew. Wouldn't you want them to have a safe place to live, grow and thrive? These boys are no different. They are someone's family and deserve the same opportunities and care we would want for our loved ones. We are one experience away from walking in anyone's shoes. And heaven forbid if something would have happened to me growing up. I would have wanted my child and Fly House because I treat them how I would want my child to be treated. Research and experience show that by supporting our youth, we see lower rates of juvenile delinquency, higher education achievements, and stronger community bonds. This is evidenced by, like I said, our recent celebration of three graduates, one early graduate, two perfect and awards, and all of our youth advancing to the next great level. By providing a stable and nurturing environment, we are helping these boys and investing in the safety and prosperity of the entire community. Foster youth need more than just a roof over their heads. They need love, guidance and respect. They need to be shown that they are valued and that their dreams are achievable. With the proper support, they can become productive contributing members of society. By denying them, we deny them their

fundamental human rights of safety, civility, and the chance to build a better future. Our youth have the same hopes and dreams as any other young person. They want to be successful. We must expand their perspectives. Help them discover their dreams. Embrace their values and support their journeys so they achieve their full potential and become their best selves. So, in closing, I urge you to look beyond the unfounded fears and stereotypes. Recognize these youth as our children, because they are part of our community and deserve the same opportunities and support we would want for our own. Let us rise to the occasion and open our hearts and neighborhoods to them. Let us show that we are a community that cares, who believes in every child's potential in the foster care system, and take seriously our responsibility to nurture and protect their future. Thank you for your time and your consideration. We are here to embrace, empower and love our youth today for a better tomorrow. Nothing more and nothing less.

Mr. Long, Tyra's husband explained how he was a truck driver and started working in the Fly House part-time. Through his time at the Fly House he realized how much mental health was being ignored. Before he was introduced to the youth, he had misconceptions about the youth that would be in these types of homes. He has since become a full-time employee and considers himself to have about 40 step-children. These kids are like his sons. He respects them, their parents, and their situations. He tries to be a gift to the youth because they are human.

Cindy Martino is a nearby resident on Bunyan Drive. Ms. Martino agrees that there needs to be support and someone to care enough to let these kids live out their dreams, but she doesn't feel that the property in question is able to provide these services. She feels as if the square footage of the home would be a violation of space. She hasn't seen any programming set and what the kids would be doing after school. Ms. Martino asked if the staff would be trained in conflict resolution, boundaries, and providing support these kids need. The applicant stated there would be group counseling and Ms. Martino once again asked about the square footage and if there was space to provide it. She would like somebody to check out the house to see if the things that are promised can actually be fulfilled. These kids deserve a good chance in life, but she doesn't feel that this home can provide everything they need. She feels these kids need one on one counseling and not group counseling.

Mary Tisdale is a resident of Fletcher Drive, and she agrees with the City Attorney's report regarding the proposed business use of this residence. She is concerned with the parking at this home as the previous resident had multiple cars on a repeated basis, creating limited access to her driveway. The adjacent corner is used for two pickups and drop-offs for Reynoldsburg City School students. This stop had 12 to 18 students and in inclement weather anywhere from 2 to 4 cars



along with other adults monitoring. The public right of way, congestion, and the safety and welfare of this number of children in the neighborhood needs to be considered. She questioned how long temporary housing would be for these children and if they would be attending different schools, what their mode of transportation would be. Ms. Tisdale asked if these foster residents were employed within Reynoldsburg, if they participate in sports, or if they volunteer within the Reynoldsburg community. She is wondering how the kids are members of the community. The frequency of police calls has her worried that the qualifications of the staff versus the needs and behaviors of the residents are not equally balanced and will put a strain on our community resources.

Ms. Rachel Shirey is a Psychiatric Nurse Practitioner employed by the Ohio Department of Rehabilitation and Corrections. From her perspective, group homes are a necessity. Many of her patients come from disadvantaged backgrounds, abusive situations, and they have been neglected. Generally, in these situations, they tend to use illicit substances to cope. In Ohio there are 16,000 children in foster care with only 7,200 licensed foster families. Of those 16,000 children, approximately 50% are placed in the foster care system because one or more of their parents has a substance-use disorder, and approximately 35% of those children are placed in the foster care system due to abuse or neglect. Because of the enduring trauma that they experience, they do tend to have behavioral and psychological issues, and a lot of foster families are not well-equipped to deal with these issues. However, group homes have trained professionals onsite 24/7. These children have similar ages and have similar backgrounds. They are provided transportation to school and appointments and are given extracurricular activities and things beyond basic essentials they may not have gotten at home. They are provided with consistent meals and a safe and stable environment. Because of that, they're able to develop and grow psychologically and mentally into well-rounded, responsible and respectful adults, decreasing their chance of developing a substance-use disorder or committing a crime and being incarcerated. And something specifically about Fly House in Ohio. There are 28 prisons. Of those prisons, 26 house males. So a group home that is specifically for young men is an asset to the community because it fosters a safe, consistent environment. She commented that shift workers are not stable caregivers. However, she has seen where these caregivers end up being mentors and adults the kids can count on.

Mr. Scott Booker is the Father of Practitioner for Columbus Public Health as well as a residential specialist at Fly House. He addressed the concerns about the staff's training that they are all trained on My Learning Point. They go through Trauma Cares, mental health services and many other services and training to help the kids



get better. Mr. Booker judged these kids originally, just like many of the residents at the meeting. After spending time with these kids, he has realized that most of these kids are thrown into places they don't know and have to relearn a whole process and family again. These kids want hope and a chance for themselves and for their communities. When the kids arrive, they find hope in Ms. Tyra, meeting Mr. B, and other staff. He agrees that there were multiple calls to the home, but he agrees they were mainly AWOL's for kids that wanted a break, and they were back within a few minutes. He asked the board to please take in everything before making their decision.

Mr. Paul Stein is a child from the foster system and a former resident of Fly House. He was also at the New Life Group home formerly in Reynoldsburg on Baldwin Road. He compared the two group homes and how Fly House improved his daily life and can show the board that other group homes throughout the system don't care. He explained that Ms. Martin cares for the children, and she wants to put her dreamland vision in motion. Ms. Martin helped him stay in school and work. If he was late, Ms. Martin addressed him right away and guided him back on track. He worked every day while at the Fly House and had scheduled activities lined up throughout the group home to do every day.

Ms. Melissa Ross is a neighbor to the proposed group home. Ms. Ross doesn't know if this house is the best place for this opportunity right now. She expressed that the kids could have come to the neighborhood to introduce themselves and gauge the community's reaction. She agrees with the City Attorney's recommendations.

Ms. Briana Stein is a parent of Paul Stein and Aiden Stein, who were former residents of Fly House. When her son Aiden was at the Baldwin house she described it as terrible. The staff at Baldwin wouldn't talk to her, contact her, keep her in the loop, introduce themselves, or let her visit. She said they were starving her son and the other children there. She believed they were locking the children out and abusing them. The Fly House is completely different. Her son had not previously received the therapy he needed for his mental health, but Fly House did this and turned his life around. Her son Aiden was the one that graduated early this year. Both kids have great mentors from the Fly House.

Mr. Aiden Stein is a former Fly House resident who graduated early. He explained how Ms. Martin helped him get out of a residential home and into the Fly House. She took them on trips and did a lot for him while he was at the Fly House. The staff would talk to them and help them along the way. They had food, and as a team, worked through any problems. Ms. Martin pushed him to go to school and helped him get into different schools to help him graduate. He is going to pursue college next year because of Ms. Martin's guidance.

Ms. Linda Johnson is Tyra Martin's mother. Ms. Johnson talked about Tyra and how her passion to help people started very young. She told her that starting a group home would be hard, but Tyra wanted to share her love and passion with those children. Ms. Johnson went with the kids to an event and the kids had a great time in the community and being out with Ms. Martin. She asked the board to take into consideration that these are not bad kids and to give them a chance.

Ms. Betty Crafter is the homeowner of 850 Oak Street where the Fly House is located. She previously ran a foster home in the Oak Street home. When she started fostering, she took the children around the neighborhood to introduce themselves to the neighbors. These children stayed at the Oak Street home until they were 18, emancipated, or reunited with their families. The neighborhood is up and coming where some homes are becoming \$850,000. She explained that any neighborhood can accept a group home and provide a safe environment for the children. The house on Fletcher is set for one to five children, and she believes the house is suitable for those children. She talked about how Tyra and her husband continue to grow, but they are not new to this. There may be additional vehicles at the Fletcher house, but this is to get the children to the extracurricular activities they already have planned.

Mr. Paul Weaver is a current resident at Fly House. He explained how previously he was in a residential home that was a very stressful situation with fights every day and lack of support. When he was able to go into the group home, Ms. Martin was there to accept him and help him with his mental health and anxiety disorder. He will be 16 and Ms. Martin is helping him get his temps and start driver's ed. She is keeping him stable along with the rest of the youth at Fly House. Ms. Martin is the best parental figure he has ever had and hopes this application is accepted to help more young people become great.

Ms. Ricca Martin: Communities often express support for helping vulnerable populations, but may still resist the establishment of teen group homes in their neighborhoods due to a variety of complex and sometimes contradictory reasons. Here are some key factors that contribute to this discrepancy. Misconceptions and stigma. Fear of the unknown. People often fear what they do not understand. Misconceptions about mental health conditions and behaviors of troubled teens can lead to unfounded fears about safety and security. Mental health issues are still stigmatized in many societies. The stigma can lead to negative stereotypes about teens living in group homes. Such as assumptions that they are dangerous or unmanageable. Perceived impacts on property values. There is a widespread belief that the presence of a group home can decrease property values in the surrounding area. This economic concern can motivate resistance from homeowners and real estate stakeholders. NIMBY, not in my backyard attitude.

NIMBY syndrome. Many people support social services in principle, but prefer them to be located somewhere else. This is not in my backyard mentality that reflects the desire to avoid perceived inconvenience or risk. Lack of information and misinformation. Communities may lack accurate information about what a group home entails and the benefits it can bring to the residents and the neighborhood. Misinformation can fuel fear and opposition concerns about community resources or resource strain. Residents might worry that a group home will strain local resources such as schools, health care services or law enforcement, believing the community is not equipped to handle additional demands. Safety concerns. Safety and crime. There are often unfounded fears that group homes will increase crime rates or bring undesirable elements into the neighborhood. Despite evidence to the contrary. Lack of personal connection. Personal detachment. People may find it easier to express generalized support for vulnerable populations without having a personal connection to those individuals. Direct interaction and relationships often change perceptions and increase empathy. How to address these concerns? Education and awareness. Providing accurate information about the purpose and function of the group home can dispel myths and alleviate fears. Community engagement involving the community and the planning and operation of the group home can foster a sense of ownership and responsibility, reducing opposition. Success stories. Sharing positive outcomes from other community members. Our communities with group homes can illustrate the benefits and counteract negative stereotypes. Partnerships with local organizations who are collaborating with local businesses, schools and community groups can help integrate the group home into the neighborhood.

Mr. Kaleb Totten is a current resident at Fly House. He came to the meeting tonight because he doesn't feel like they are being given the same opportunities to live in a residential neighborhood and that they are being judged for their background. He wants the board to know they aren't criminals, they just weren't raised right. Ms. Martin is creating a safe place for the youth to live their lives worry-free. He is 17 years old and has been in at least two dozen homes. The Fly House is the best home he has been in. Ms. Martin gives him everything he needs and shows love for all the residents.

Mr. Orlando Wright is a current resident at Fly House. He has only been at the Fly House for two months. He wasn't expecting anything going into a group home, but since entering, his life has changed. He has been locked up and in and out of jail since he was young. Being at the Fly House helped him with everything. The first week Ms. Martin got him glasses that he didn't know he needed. He went to the dentist and finished the last four weeks of school. The other residents all treat everyone like brothers and sisters, and include everyone. He has food to eat, and he is not used to that. He wished his friends from home had these opportunities. If he had been at the Fly House earlier, he believes he would be different because he

would have been working on himself. Since being at the Fly House, he feels better.

Mr. Aaron Gordon is a current resident at Fly House. Mr. Gordon has been at Fly House since April or May and was given so many opportunities within the first day. He only had his grandmother growing up and Ms. Martin is exactly like his grandmother. Without Ms. Martin, he would feel a lot worse. He has anger issues, mental health issues, and ADHD that Ms. Martin is helping him through. He has made so many friends being in this home and these friends help him cope and hang out like family. Mr. Gordon thinks that people judge them, think that they are incapable, and don't have the right mindset, and he believes they are wrong. Mr. Gordon graduated at 17 and is working. The staff has done everything they can to support him and give positive affirmations, more than he has ever had in his life. He wants the board to give them a chance because they are not all the same.

Mr. James Shaffer is a former resident of Fly House. He was in the system his whole life and got adopted at 17. Fly House helped him graduate with a 3.5 GPA. The Fly House really cares. They offer church services and great counseling. They helped him figure out what he wanted to do with his life and made him think about helping others.

Mr. Zephaniah Bush is a current resident at Fly House. He has been there for two months and the Fly House has helped him with his anger and how to deal with it. The housemates treat him like family. Mr. Bush talked about a time when he was missing his mom and Ms. Martin called her right away to make a visit. It made him smile to know that there are people that care about his feelings and want to make sure he can see his family. He believes this home will have a positive impact on the neighborhood, and he deserves to live in a safe and calm neighborhood.

Ms. Anna Hong Sham is a Family Nurse Practitioner and a Psychiatric Nurse Practitioner that has been working at the Fly House since the beginning. She firmly believes that if you want to take care of someone, you need to do it when they are young and still moldable. She has worked inpatient before and with youth that have substance-abuse disorders. The kids at the Fly House are happy and that's proof that this is a good place. She hopes they will be given a chance to allow the adolescents to stay at the Reynoldsburg location.

Ms. Zhanee Blevins is here to support Ms. Martin. Ms. Blevins had a child come to her summer camp from the Fly House. The youth from the Fly house call Ms. Martin every chance they get. This shows that they miss her, and she has a great impact on the kids. She doesn't know what the kids in Reynoldsburg look like or have gone through, but these kids should have the same opportunity. It is a group home, but they have the love and support they need. She asked the board to

please give these children an opportunity in Reynoldsburg to have a better life.

Mr. Furst invited the applicant to come back to the podium and provide additional commentary.

Ms. Martin: I did kind of want to address some of the concerns. As far as the square footage in the home. Your licensing is based on the square footage. Our licensing and accreditation bodies actually tell us how many are allowed in the home based on the square footage and the bedroom sizes and things of that nature. So with this particular home, we more than likely will not have more than four youth in the home at a time. I say that to say we lived in that home for years. We lived in that home for over a decade, myself, my husband and our four kids, and we didn't have any issues. We were not crowded. It provided the space that we needed. Group therapy is provided outside the home. I'm not exactly sure where some of the information is derived from. Group therapy is provided outside the home. One on one counseling is provided outside the home. However. Crisis de-escalation or crisis management will and can be provided inside the home. Additionally, I am a licensed independent social worker, certified clinical trauma professional, certified professional life coach, chemical dependency counselor, and I am just about finished with my dissertation for my doctorate in social work. Our staff are trained. We are a trauma informed care agency, and like Mr. Scott said, the question is never what is wrong with you? It is what has happened to you. We meet these kids where they're at, and I understand that group homes have a negative connotation. I get it, and that's why I went into this field. I've worked for the juvenile courts. I've worked as a social worker for high schools. I worked at the juvenile detention center. And those places were not places for kids. So I get it. I get the whole stereotype and not in my neighborhood. Not in my backyard. I get it, but it's not these kids who we should be afraid of. It's who they grow up to be if we do nothing now. That's who we should be afraid of. For our kids. For our grandkids. These young men have so much potential. So much potential. As far as inviting everyone out, to meet the kids, I'm glad that that was said, because, that is actually something that we want to do. Kind of like a backyard, front yard cookout where we invite everyone to meet the few kids who will be there. Also, within this home, I think someone mentioned uneven. Like having a kid that's 12 and a kid that's 18. This is part of why we have decided to expand our services. This house will have younger kiddos, not the older ones, who are housed at the Oak Street. Because like the one who said driver's ed, at certain stages and ages in their development, I can offer them certain things that I can't necessarily offer, the 12 and 13-year-olds and sometimes as a trigger, or sometimes it's just hard to explain. So it's easier, and it's going to be more structured by separating them. We also teach empathy and what he was saying, like, these are my brothers. That's what we teach in the home. I had a neighbor in the area reach out to me about this because there's been talk, and I invited her to 850 Oak Street. Come sit at the Oak Street, and you

don't even have to call me or tell me when you're coming. Just come. And that's exactly what she did. And she sat there, and she sat there for hours. And when she left she put in her application for Fletcher. She was like, I want to be a part of this. Nothing is as imagined, it's only like an experience. I can honestly say that walking into 850 Oak Street is my happy place. It used to be Easton, and Easton is still out there, but it doesn't have anything on 850 Oak Street. So, while the house is not massive. That's okay. It doesn't have to be massive. There is plenty of room. You know, the downstairs lower finished area has a nice orange couch. It is colorful. They have their gaming system. They have their tables in the back where they can do their homework. They have a table where they can sit and eat dinner together. They have a big sectional couch in the living room. We completely remodeled it. They have their TV on the wall. There's plenty of space for them. Plenty of space for them and for a staff member. And if the parking is an issue, we can always pour concrete on the side where we can add an extra car. It's not a home that can't accommodate them. It accommodated us and we did fine. It will accommodate them as well, because they're no different from my kids. I'm going to say this, we don't have a website for Fletcher, so I'm not exactly sure where some of the information is coming from. We evaluate when I tell you we cross all our T's and dot all of our I's, we evaluate everything. So, if we feel that a kiddo is not a good fit for Reynoldsburg School, they're not going to go to a Reynoldsburg school. They'll go Scioto. They'll go to a behavioral school because of the No Child Left Behind Act and because they are foster kids. They have to be provided with that through the McKinney-Vento act. And we stand on it, the schools will see us. We are in those IEP meetings. As a matter of fact, Miss Rica, actually started and completed an IEP meeting for a seventh grader. Starting an IEP meeting at that age is unheard of. But that's the above and beyond that we go through because it's not on our watch. The buck stops here. So if God places a kid with us. It's for a reason. Changed the environment, change the kid. So you have the kid they talk about. I was at Baldwin when it was this. It was that. But then I went to the Fly House, it was completely different. Change the environment, you change the kid. And I'm just going to end with this unless I have questions. The Foundation of Love for Youth opened its doors in 2021. Since then, we have made remarkable strides in positively impacting the youth in our care and changing how society thinks of and deals with youth. The success stories we have witnessed during these years are truly inspiring. I wish I could share them with you all. Our youth are always our top priority. We care for them like our own. A deep understanding of our youth and how trauma affects the way they think, act, feel and behave. Compassion for our youth and a dedication to making a meaningful impact drive our work at the Fly House. County agencies, caseworkers, families and youth can confidently affirm that Fly House stands out and embodies the essential components of transformative change. Lighthouse is committed to equipping our youth with the essential tools for success. We take this responsibility seriously. We have been praised for going above and beyond to ensure all our youth are equipped with the tools they need to



succeed. Our efforts are not always typical of a group home, but they are typical of what we should do as a community, as a parent, as their village. We're continuing to foster relationships with family members, actively working towards restoring bonds to support reunification whenever possible, and consistently exceeding expectations to the fullest extent possible. That is what we're doing for these kids. I'm just going to say one other thing. I know that we've never had a neighbor call the police on our kids, press charges, or even feel threatened or have been a victim of a crime by one of our kids. We have had plenty of neighbors wake up to their snow being shoveled. We have had plenty of kids beg me to buy them a lawnmower so they can just go around mowing people's grass. We have had plenty of kids stop and say, excuse me, ma'am, I'll get those for you and grab the groceries. Even the person I've seen, they were kind of hesitant, thinking that they were going to steal them, but no, they just walked them up to the porch. These are some of the kindest, most respectful, loving young men that I have ever met in my life. And whether it's in Reynoldsburg. Or wherever we are not going to stop loving you all. Does anyone have any questions for me?

Mr. Furst: It's clear you have a profound impact on their lives. That being said, our decision-making is bound by the conditional use factors in section 1109.15 D of our code. I take it that you've seen the city staff report, and the city attorney's memorandum? I think if the board had concerns it would be along those lines. We can perhaps address those during questions. But if the board was inclined to grant this application, would you be amenable to accepting staff's recommended conditions?

Ms. Martin said absolutely and why she doesn't take that offensive or as an insult is because she understands that everyone is trying to do their part to make it safe for everyone.

Mr. Brusk thanked her for the presentation. Mr. Brusk would like the facts behind the police reports. He confirmed the current Fly House will continue as is. Mr. Brusk also asked if the trained personnel for Reynoldsburg had already been trained. Ms. Martin explained they are in the process, but will be trained before they open the doors. Some of the staff will be shared with the Oak Street location.

Mr. Brusk asked if there was a waiting list to get into this group home. Ms. Martin explained that they are licensed through Ohio, so many kids are placed in surrounding counties, not Franklin. The caseworkers must see their kids every 30 days, so they want the kids in Fly House to reduce their driving. Many caseworkers ask to be in the Fly House due to poor living conditions elsewhere or simply the location.

Mr. Brusk asked how many buses or vehicles would be coming through per day

with school transportation and other activities. Ms. Martin said a Ford Explorer with a third row would be used. They will evaluate each child to see if Reynoldsburg could accommodate the child and that would determine what transportation would be used.

Ms. Meeks reminded the board and applicant that the Planning and Zoning Administrator intended to do a site visit six months after the conditional use is approved to verify they are compliant with the conditional use.

Ms. Ward asked if this was a foster home or if these children were placed due to discipline issues. Ms. Martin explained they are placed through county agencies.

Ms. Kleckley asked about the conditions and how the board could amend or approve them, whether as a whole or individually. Ms. Kleckley then asked the applicant what her plans were if this wasn't approved. Ms. Martin would not have it as a group home, she would make it a foster home with up to five children.

Mr. Benner asked the applicant to explain the discrepancy between the police reports. Ms. Martin is not able to explain and is especially concerned because some of the reports concerning a knife or gun would also have a corresponding hospital or arrest record, and she doesn't have any of those.

Mr. Benner confirmed with Ms. Martin that these are not juvenile delinquents, they are in the custody of Children's Services.

Mr. Benner went through some of the calls and asked Ms. Martin about them. Ms. Martin shared a story about an incident that could have been considered a sex crime with narcotics, but she was not aware of any crimes that were documented as such.

Mr. Benner pointed out that the application said between one and six kids, but her testimony said four. Ms. Martin said they would be licensed for six, but with younger kids between the ages of nine and ten it is harder to find cohesive groups, therefore four is a more manageable number. Ms. Martin explained they don't like to max out so they wouldn't go over five.

Mr. Benner asked about Ms. Martin's relationship with the Columbus Police Department. Ms. Martin explained that they have been asked to provide information about how well their group home works, based on the relationship. Mr. Shook did say that they are required by ODJFS to report all AWOL's. When the city was dealing with the previous New Life facility in Reynoldsburg they did ask Reynoldsburg to allow them to report AWOL's by fax. Mr. Shook explained that this created a challenge because these needed to be followed up on. His concern was that if something happened to a child that was reported by fax as missing, it would



then fall back on Reynoldsburg. He has more of a concern with fax reporting with the nine and ten-year-old age group. Mr. Shook would lean on the Chief for guidance on that, but he doesn't want Reynoldsburg to ever fall short an investigation on a missing child.

Ms. Martin explained it is not just a fax, but a complete process they have worked out.

Mr. Benner thanked all the speakers tonight. He wanted to point out that this is not to decide whether this is a good foster home or not. Or whether these are good or bad kids. The board is here to decide whether this applies to our code or not.

Ms. Barnhart asked if they provide respite care. They do not provide respite care. Ms. Barnhart asked if they would be contracting with all three counties Reynoldsburg has. Ms. Martin explained that they are contracted with many of the 88 Ohio counties.

Ms. Barnhart asked when they are given a referral, what they look at to consider whether that child is a fit for their home. Ms. Martin said they would go as far as interviewing the child. Ms. Barnhart wanted the board to be aware that these children come from all different agencies that are pulled from different situations. They are not delinquents, but are foster kids.

Ms. Barnhart asked what the expected payroll was for this location. Ms. Martin said it would be \$60,000 to \$70,000 monthly when you factor in benefits.

Ms. Martin owns the Fletcher house and Mr. Benner asked what she had been doing with the house since living in it. The house has been vacant for two years and since then Ms. Martin has been renovating the space to make it a group home. They confirmed it was not rented out and nobody is currently living there.

Mr. Benner confirmed this is a for-profit LLC.

Mr. Furst read the conditional use factors into the record.

Mr. Furst believes that the challenges to granting this conditional use relate to the CPD call log along with the concerns about parking and traffic. He asked if the applicant had reached out to the city in regard to adding concrete or widening the driveway. Ms. Martin did not reach out, but when she lived there she thought it was approved at that time.

Mr. Meyer explained that the parking requirements would be determined by how many staff members would be there at the same time, on the same shift. Ms. Martin said they will use the garage for parking and not storage. Mr. Meyer explained between the garage and the driveway that there would be two off-street parking spaces. The lot is fairly large and would likely accommodate additional parking, but that would be determined in the review process during the Zoning

Certificate application.

Ms. Martin explained when they lived there they had up to five vehicles and asked if they were out of compliance. Mr. Meyer explained that these are standards based on the conditional use for a group home, and not on a residential home. The conditional use has off street parking requirements, so street parking can't be considered.

Mr. Furst understands that the police logs can be mis-coded, but asked the applicant if they would be amenable to tabling the application to allow the comparison between the applicants' calls and the calls from CPD. Mr. Furst's concern is that if the same number of calls were to happen at Fletcher, this would significantly increase the calls to this area. Ms. Martin offered to address each call at the meeting. She did say the assaults were fights that did happen at the home. She denies knowing about any cutting/ stabbing incident. They have never had a person with a knife or gun. Ms. Martin explained that anything with a weapon would be a citation against her license and the facility. She does not have any weapon citations against her. She had one citation from a hospital due to constraints of a youth. A staff member did not use the proper restraints. The staff member was trained and eventually terminated.

Mr. Furst pointed out that due to the policies and procedures in place, the number of calls has decreased. Ms. Martin said they have decreased by 75.8%. Attorney Shook offered the call codes to the board and confirmed he does see a reduction in calls from 2023 to 2024.

Mr. Furst asked if the application was granted if Ms. Martin thought the number of calls would be typical for calls in a typical suburban area. Ms. Martin wants to be transparent and can't guarantee that. Sometimes a child is placed with them that is not a good fit. One example was a child making 911 calls for turning off the TV and asking 911 to turn the TV back on. Once a child is identified as not a good fit, they aren't removed immediately. It takes time to get the child placed elsewhere, but it would be no more than 30 days. She doesn't see more than 7–10 calls a month.

Mr. Benner asked what age groups Ms. Martin was proposing for Fletcher Drive. Ms. Martin wants to continue to house 16 and 17-year-olds on Oak Street. The older kids that are working towards independent living. For Fletcher, she is looking at children aged 8–11.

Mr. Benner asked if she was willing to accept the attorney's stipulation regarding a properly trained house manager who lives or who serves in loco parentis for the residents, and who resides in the home at all times to provide stability of

supervision. Ms. Martin agrees with the 24-hour supervision, but to have someone live in the home is against ODJFS's rules and policies. Someone will be staffed there 24/7, but to have someone living there would put them out of compliance.

Ms. Martin said one to three staff members would be on location at a time. Mr. Benner asked how they determine how much staff is needed and when. ODJFS required ratio is one staff per ten children. Ms. Martin's ratio is one staff per five children. If a child is AWOL all the time, they may have to put them on a one to one so that the child has their own personal staff watching them. That is when you would have an increase in staff.

Ms. Martin said that the Fletcher house will have nine staff members, once fully staffed.

Ms. Martin explained that they now create an individualized service plan for each child. This plan tells whether the child can have a phone, can go on walks, or go to the gas station, without always being considered AWOL.

Mr. Furst asked about the conflict with a house manager and ODJFS regulations. Ms. Martin said she would double-check with her license specialist, but she doesn't believe her license would allow a live in person. Mr. Furst asked if a trained house manager accomplishes a similar intent as the loco apprentice. Mr. Shook doesn't believe that accomplishes what they are trying to do. Mr. Shook would like clarification by ODJFS. Ms. Martin is worried that a live-in mom figure would affect her insurance as well.

Mr. Furst explained that there are a couple of unresolved matters that he would like clarification in order to place his vote. He asked if the applicant would be amenable to tabling the application to a future date. Mr. Furst asked for additional documentation regarding the call log, and clarification on the regulations from ODJFS regarding a house manager living on premises. Attorney Shook explained the house manager would live there, and it would be more of a family atmosphere. Ms. Martin was trying to understand how this person would fit into a group home. Mr. Shook explained it is a parental figure that could have a job outside the home, but is typically there when the children are not in school. A stable and consistent parental figure.

Ms. Martin asked if ODJFS does not allow the live in person if the application would be denied. Mr. Furst explained it is not necessarily no, but he would like all the facts.

Ms. Martin is worried that financially she will be not able to pay a person 24 hours a day. Ms. Barnhart asked if a group home is not approved, what Ms. Martin would do with the property. A group home has trained staff that will work with the children.

If a group home can't be done, she will use this home as a foster home where it is a family raising kids without trained professionals. A foster home. She plans to rent it out to a foster family since it is already setup for this use.

Ms. Kleckley asked what safety guards and policies they have around prescription drugs.

Ms. Martin has partnered with CDI, which does blister packs for the residents. The staff is trained, and the medicine is locked in a container and the container is locked in a closet. When it is time for the medication they have logs, the staff has to fill them out, and they are distributed one by one.

Mr. Benner: I make a motion that we table this until the regularly scheduled meeting on the Planning and Zoning Board on August 15th.

Mr. Furst: I second.

|                  |                                                |
|------------------|------------------------------------------------|
| <b>RESULT:</b>   | TABLED                                         |
| <b>MOVER:</b>    | BENNER                                         |
| <b>SECONDER:</b> | FURST                                          |
| <b>AYES:</b>     | BARNHART, BENNER, BRUSK, KLECKLEY, WARD, FURST |

## **OTHER BUSINESS**

## **ADJOURNMENT**

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Planning and Zoning Administrator

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Chairman



**MINUTES REGULAR MEETING  
REYNOLDSBURG PLANNING & ZONING BOARD  
August 1, 2024**

**CALL TO ORDER**

**ROLL CALL**

PRESENT: Furst, Barnhart, Benner, Alabi, Kleckley, Ward, Brusk  
ABSENT:

**APPROVAL OF AGENDA**

Agenda stands approved.

**SWEARING IN OF SPEAKERS**

Speakers for the evening sworn in by Mr. Furst.

**PUBLIC COMMENT**

**UNFINISHED BUSINESS**

**NEW BUSINESS**

**App# 2024-0462; 1371 Brice Road; Rynya Carey and Sarita Penn of Pathways II Destiny Childcare Center, LLC; Conditional Use Application**

Mr. Meyer read the staff report into the record.

Ms. Rynya Carey and Ms. Sarita Penn presented their proposal for establishing a childcare center at 1371 Brice Road. They believe this is a thriving and growing community with many families who require safe, reliable and quality childcare services. They have been operating a childcare facility out of their home for three years. They have reached their capacity and are looking to expand their services. They currently have several families on the wait list that reside in Reynoldsburg, and this center will help address the critical need by providing a nurturing and

educational environment for the children of working parents. The proposed location is strategically chosen to be accessible and convenient for families in Reynoldsburg. They have decided to implement an auto share policy, as well as a designated area for bike parking, which will include a bike rack. The building is equipped with a shower and storage for staff who plan on cycling to and from work. There is also public transportation available very close to the building. They have implemented a traffic system to ensure smooth and safe traffic flow during peak hours. Their childcare facility will comply with all state and local regulations, including health and safety standards. The staff will undergo rigorous background checks and receive continuous training in childcare safety and protocols. The curriculum will be designed to foster the physical, emotional, spiritual and intellectual development of children, providing them with a solid foundation for their future education. They are committed to creating a sustainable and environmentally friendly facility. They will be installing a new playground next to the building that will be large enough to allow up to ten children at a time. Approving their childcare facility will address a pressing need for quality childcare services in Reynoldsburg.

Mr. Furst asked if they were able to review the staff's recommendations, including the list of conditions. Ms. Penn confirmed they did not have any concerns, and they felt that they could meet everything.

Mr. Furst's major concern is in regard to the parking. They have ten spaces, but are required to have 14. He asked if they had plans to expand the parking. They do not have any plans to expand, but hope to utilize ride-share, public transportation, and bike racks. They also have a plan to schedule drop off at tiered times to eliminate congestion. Mr. Furst has concerns that the applicant would not meet the requirements for a variance if they went that route.

Mr. Brusk's concern is what the qualifications for being a school versus a daycare center are. Mr. Meyer explained there is no definition of a school child daycare center in our zoning code. The board is to determine if this is considered a school child care daycare center. Mr. Brusk asked if there is a state requirement to be called a school or certain qualifications by staff. Mr. Shook told the board that without a definition being provided, the board should apply common sense, to determine if it fits the definition of a school child daycare center. We do define child daycare centers in the code and schools in the code, so school child care daycare centers has to be differentiated from both of those. Which means it can't be your standard child daycare center. For it to meet a common sense definition of school, there has to be a clear, articulate educational component to the services they provide. Mr. Shook suggested the board inquire more into the education component to see if their answer satisfies the board. One general rule is that if there's any ambiguity in the code, ambiguities are legally required to be interpreted

in favor of the property owner or proposed use.

Ms. Penn explained that this is set up for a daycare center. It was a daycare center for many years. The previous owners moved next door. She understands parking is an issue, but there are places up front they plan to use and, with the auto share, they have a total of 12 spaces.

Mr. Furst asked the applicant to go into further detail regarding the instructional component to their programming.

Ms. Penn explained they do have a curriculum and they have a Pre-K classroom. They have milestones for the kids to achieve, and they will go over areas of improvement and areas of advancement with the parents. Ms. Penn says they work with them a lot when it comes to their educational development. Ms. Carey explained that by being licensed they have a lot of resources at their disposal. They have been sent teaching strategies from ODJFS to make sure the children are hitting their milestones.

Mr. Benner asked if either of the applicants had teaching credentials.

Ms. Penn said they do not have teaching credentials. They both have business degrees and are in classes now to become certified teachers. They do plan to hire a teacher for the Pre-K classroom, or someone with teaching experience.

Mr. Benner asked about the closing they mentioned. Ms. Penn confirmed they would be signing a lease.

Mr. Benner believes that school and teacher go hand in hand and the applicants don't have that.

Mr. Benner asked about the adjoining parking lot and how close it is to the play area. Ms. Penn explained they are relocating the play area to the side. If zoning was not OK with the play area on the side, they would put it in the backyard. It will be fenced in. The children would come out the back door where there would be a barrier, and then they would go inside the fenced area. Mr. Benner confirmed they were talking about the side next to the strip mall. They were doing this to make the play area closer to the building.

Mr. Meyer explained that staff took a deeper look into the playground and thought that the rear would be the safest. They could create a dedicated walking area in the grass or the zone markings across the parking lot.

Mr. Benner asked how many children they had right now. They have six full-time children and two before and after school children. They range from 14 months to eleven.

Ms. Alabi asked when they planned to open. The applicants are ready to open as



soon as possible. They have already had contractors at the site and ordered tables and chairs.

Ms. Alabi asked how long it was until they completed their certifications for teaching. Ms. Penn said they both have degrees and she runs another business. Ms. Penn said this is a childcare center, but Reynoldsburg wants a school and a teacher, so they can speed up and take more classes. They weren't in a rush because they were focused on children under four, so it wasn't a priority.

Ms. Alabi asked if they were in compliance with the rules regarding daycare workers. The applicant said they are in compliance.

Ms. Kleckley asked how long it would take them to get the certifications and if they had started. Ms. Penn stated they have already started, so they are hopeful that it will be within six months. Ms. Kleckley asked what that entailed. Ms. Penn, it is just a teaching certificate to just learn the best strategies and increase their skill set. Ms. Penn has substituted in the past, and they take education seriously.

Mr. Brusk asked if they would have any children that would need extra care or have challenges. They explained they had a child with a speech delay, and they helped by meeting with the speech therapist. Mr. Brusk asked if they were prepared to handle ADA children with challenges. They have taken many classes and training to make sure they feel comfortable and ready to handle ADA and children with disabilities.

Mr. Brusk asked if the state has a requirement or definition of a school. He is worried we may not be meeting that requirement. Mr. Meyer said that we are not the organization that applies state law. The definition that this board gives, and you would be providing somewhat of a definition today if you approve the application as a conditional use, is the definition that our zoning code will have. We are not limited to whatever the Ohio Revised Code might define as a public, private or online type of school. And there's going to be different definitions for those kinds of schools. Mr. Shook told the board they will have to make the determination whether you think this fits within what you believe to be the proper definition for a school daycare center. Mr. Furst believes that defining a school would include a facility that primarily employs certified teachers to instruct a curriculum. This is a child daycare center that seems to be intended primarily to serve pre-school aged children or school aged children before or after attending regular schooling. That is what he would use to interpret the definition of a school child care daycare center.

Ms. Barnhart explained she is looking at it as not necessarily a grade school, but a preschool. She is not sure if those are certified teachers. They tend to have a degree, but not always in child development or education. They do have a

curriculum, they are teaching and preparing those preschoolers to go to school. She thinks a preschool is considered a school. She also believes a school has different rules, like fire suppression, but she isn't sure.

Ms. Meyer explained that the zoning code doesn't have a school definition. It defines school-primary, school-secondary, but it is not broken down by age, or singularly as a school.

The examples Ms. Barnhart was thinking of their use is not specifically preschool. They have preschools, but that's not their primary use.

Ms. Kleckley asked the applicant for a definition of their after-school care. The applicant mentioned 11-year-olds, which is outside the range of pre-K.

Ms. Penn explained in the morning that they are not there very long, that it is generally just to eat breakfast and go out the door. In the evenings, they get a snack and read or do homework. They help them with homework or whatever the parents need them to help with.

Ms. Kleckley stated there is no educational piece.

Ms. Penn said they do work with the kids a lot. She gave an example of a child that had made great strides that was struggling for a while.

Ms. Kleckley asked if these were certified teachers.

They are not certified teachers, but they spend a lot of one on one time with them in the afternoons.

Ms. Barnhart believes this is more along the lines of educational support or tutoring, which does not have to be done by a certified teacher. Ms. Penn agreed.

Mr. Furst confirmed with Ms. Penn that they are pursuing certification as a teacher. If the board were to require that there be a certified teacher employed at the facility, Mr. Furst could be persuaded that it would meet the definition. The two main issues would be to better understand the parking and the play area. Along with the aspect of curriculum. He asked for more details about the parking plan, how they plan to adjust the play area, and the details of the curriculum. He offered them more time to prepare the documentation to present at a later date, if they wished.

Ms. Carey explained they are licensed through the Department of State through a program called Teaching Strategies. The program lays out milestones of where children should be for their age. They recently reached out to them about expanding to get more information on the curriculum. Mr. Furst asked if they identify where the children are in the curriculum and place them at the appropriate level to reach their milestones. Ms. Penn said that is exactly what they do. They also meet with the parents to identify challenges they are having. These milestones are skill and knowledge-based.

Ms. Penn explained they planned to put up a four-foot lumber fence around a ten-foot by ten-foot area next to the building for the play area. The second option was

to make a designated route to the play area in the back.

The auto share would be for staff members. They plan to have one space for now, since they only have two staff members. They would support the use of shared vehicles among staff, reducing the need for personal vehicles and separate parking spaces. They plan to make this spot convenient and thought to use the front parking space.

The bike rack will be along the back of the building.

Ms. Penn asked about other daycare centers that had been approved and if they were in different districts. Her concern is that they weren't prepared to provide curriculum based on previous applications that she reviewed. Ms. Barnhart confirmed it was on Livingston and is in a different district.

Ms. Ward asked what their maximum occupancy they expected was. They were expecting 50 to 60, but are waiting for the building department to give them the occupancy standards. The max would be 60, but they want to stay between 45 and 50. Ms. Ward asked how many staff members. The applicant said four staff members. They also said staff and enrollment depend on state requirements. They prefer to keep the class sized to about ten with three in the infant room.

Mr. Benner: There are entirely too many unanswered questions. I think, for this to even be presented to us. And just in the testimony tonight, we've talked about moving the play area, but we don't know exactly where. We've talked about making a designated area for them to walk across the parking lot that's already too small and doesn't have enough parking spaces. The chairman offered you an opportunity to table this and maybe answer some of those questions that would certainly would make me feel better if it was. I guess if there were that many questions on your lease, would you sign it?

Ms. Penn explained that they were trying to satisfy zoning with the playground. They really don't want to move it, but would if zoning required it. Mr. Meyer explained that, in retrospect, moving the playground to the front is not a great idea. Leaving the playground in the back does bring up other questions regarding parking and other items that would have to be further reviewed.

Mr. Benner expressed again that there were too many unanswered questions in order for him to approve the application.

Ms. Penn started to talk about the auto share policy. Mr. Furst explained that limiting the use of spaces does not remove the requirement to have a certain amount. If the code says you need 14, and you don't have 14, they would need a variance. Based on the testimony tonight, Mr. Furst does not believe they would be granted a variance. Mr. Furst explained that if this was denied, the applicant would

have to wait one year to reapply. He suggested that the applicant table, and come back with additional information.

Ms. Barnhart's concern is the limited parking. She also shares the concern that the board would not approve a variance.

Mr. Meyer explained our code does allow discounts on parking due to certain provisions, but staff does not have enough information to determine that. Ms. Penn read some of those provisions to the board. Mr. Meyer said they would be happy to review that information, but a determination would not be made at the meeting.

Mr. Meyer reviewed what the board was looking for; confirming the number of employees and students, confirming the provisions regarding parking and determining if that needs a variance, showing materials and site plan of the proposed fencing, including dumpster enclosures and screening.

Mr. Furst asked if they would like to table the application.

Mr. Brusk expressed his concern for the teacher certification and explained he would be more comfortable knowing timelines for certifications and what the curriculum is. At this point, he can't call this a school.

Ms. Penn asked us to table the application until the September 5th meeting.

Mr. Furst: I move that we table this application at the applicant's request until our regularly scheduled meeting on September 5th, 2024.

Ms. Barnhart: I'll second.

|                  |                                                       |
|------------------|-------------------------------------------------------|
| <b>RESULT:</b>   | Tabled until September 5th                            |
| <b>MOVER:</b>    | Furst                                                 |
| <b>SECONDER:</b> | Barnhart                                              |
| <b>AYES:</b>     | Alabi, Barnhart, Benner, Brusk, Kleckley, Ward, Furst |

**App# 2024-0467; 2353 Taylor Park Drive; Arsalaan Abdul-Malik of No Zero Corp for Unique Gahana Ghar; Variance Application**

Mr. Meyer read the staff report into the record.

Mr. Abdul-Malik, the applicant and contractor, told the board this used to be a nail

salon that they are converting to a small jewelry store. This is in a strip center with Ashley Furniture and the fire department. At the busiest time, he saw about 20 cars there. The business owner doesn't expect more than three customers at a time. They don't think they will be bringing as much traffic as the previous nail salon brought. The current code says they need 40 more spaces, but their operation won't affect what is currently happening at the facility. The parking lot is usually empty.

Mr. Furst asked the applicant to confirm the square footage listed on the application was correct. He did confirm it was correct. He didn't measure it himself, but he got the measurement from the lease.

Mr. Furst confirmed with the applicant that the building was originally compliant with the zoning code. The code changed, therefore the building became non-compliant, and that is why he is asking for the variance.

Ms. Barnhart asked about the difference in the square footage depicted. The applicant said even at the smallest measurement they still need more parking. Ms. Barnhart said even at the busiest times there are 20-30 cars max, but mostly empty.

Mr. Meyer did the calculation and the code that City Council passed, but it hasn't gone into effect yet. They would meet the parking with that code.

Ms. Barnhart asked why they didn't wait the referendum period out versus asking for a variance. The applicant has already signed a lease, and they are eager to get started on their business. Ms. Barnhart asked about the process and this application is holding up the building permit, which would allow them to start renovations to open the business.

Mr. Benner asked Attorney Shook about a hardship and whether we can look past this due to the code changing. Mr. Shook asked if staff looked at this as prior nonconforming, because they were in compliance with the code at the time they constructed the parking lot. Mr. Meyer confirmed they did not consider this a prior non-conforming because the space has been vacant for over three months. Mr. Shook then said he then looked at the space and there's something unique that we allowed the building to be built with these tenant spaces because there's not enough parking. To him, that's a hardship because they can't put any more parking. We would then leave this space vacant, and that would be a problem defending in court.

Mr. Benner: I move that we approve this variance.

Mr. Brusk: I second.

|                  |                                                       |
|------------------|-------------------------------------------------------|
| <b>RESULT:</b>   | APPROVED                                              |
| <b>MOVER:</b>    | Benner                                                |
| <b>SECONDER:</b> | Brusk                                                 |
| <b>AYES:</b>     | Alabi, Barnhart, Benner, Brusk, Kleckley, Ward, Furst |

## OTHER BUSINESS

## ADJOURNMENT

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Planning and Zoning Administrator

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Chairman



**MINUTES REGULAR MEETING  
REYNOLDSBURG PLANNING & ZONING BOARD  
August 15, 2024**

**CALL TO ORDER**

**ROLL CALL**

PRESENT: Furst, Barnhart, Benner, Alabi, Kleckley, Ward, Brusk  
ABSENT:

**APPROVAL OF AGENDA**

Agenda stand approved

**SWEARING IN OF SPEAKERS**

Speakers sworn in by Mr. Furst.

**PUBLIC COMMENT**

**UNFINISHED BUSINESS**

**App# 2024-0381; 1239 Fletcher Drive; Tyra Martin of Foundation of Love for Youth, LLC; Conditional Use Application**

Mr. Meyer read the staff report and the new conditions set by Attorney Shook.

Ms. Martin did some research on the previous group home in Reynoldsburg. She doesn't want to speak about them, but she does want the board to know that this is something she is passionate about. This is not a money grab for her, and she is on call 24/7. In 2013 Ms. Martin decided to do what her heart had wanted to do for so long. She figured out that it was a group home. ODJFS requires a bachelors degree to be an administrator of a group home. She looked at it as a journey, but in 8 to 12 years she would be doing her dream. She went back to school while being a mom and wife. She then got her license to be a social worker. She was a social worker at Pickerington High School and then went to Marion Franklin and Groveport. She then went back to school to get her masters and doctorate. She believes her group home is different because she has devoted her life to this, and it



is not something she pushes off onto staff. They don't have the same kids they had in the beginning. They have learned to go through the kids' files and look for keywords that lead them to not accept kids because they are not a good fit. They are setting them up for life at the Fly House and some kids are not fit for that environment. She showed the board a folder they call the bank where kids can earn money for doing what they are supposed to do.

Ms. Tisdale is a neighbor on Fletcher Drive. She is happy they alleviated the parking concerns. She has two questions for the applicant. She wants to know about staff turnover and what in months the two-year age range means.

Ms. Martin answered that two years would be 24 months. They do not have a lot of staff turnover. They have had to terminate staff, but most of the staff are nighttime and have been there for years.

Mr. Meyer explained that Ms. Alabi was not at the last meeting and would be abstaining from any discussion or votes.

Ms. Kleckley asked about the attorney's recommendation ii.

ii. The applicant should be limited to four (4) juveniles residing in the home, who shall not have differences in ages ranging more than two (2) years maximum with limited exceptions subject to administrative approval by the City.

Ms. Martin told the board she agreed to not allow more than four residents in the home.

It was determined that the word should be changed to shall.

Mr. Brusk asked about the two-year age difference and being approved by the city. Ms. Martin's understanding is that they could possibly approve a 15 year-old if their cognitive age is 11. The city would not be approving an adjustment to the number of youth in the home.

Mr. Furst asked the applicant to speak about the parking. They showed adding two additional spots, but questioned the number of staff members and if this would be enough. Ms. Martin said they will keep the number of staff to the allowed amount based on parking. If they need additional staff, they will add parking before adding staff. This may mean they have fewer youth, but they will not go over the parking requirements.

Mr. Benner confirmed the plan was still to have the Fletcher address house younger youth. Ms. Martin said, historically, you had to be 12 to be in a group home, but they are receiving referrals from four years old and up to 10 years old. They plan for this house to be the 10-12 year old age group.

Mr. Furst asked Ms. Martin if they agreed to all five items previously agreed on. She agrees with all of them.

Mr. Benner: I'm going to make a motion that we approve this with the conditions that the city attorney has put, A-i through V. And that, in number two, should be changed to shall.

Ms. Kleckley: Second.

|                  |                                                |
|------------------|------------------------------------------------|
| <b>RESULT:</b>   | Approved                                       |
| <b>MOVER:</b>    | Benner                                         |
| <b>SECONDER:</b> | Kleckley                                       |
| <b>AYES:</b>     | Barnhart, Benner, Brusk, Kleckley, Ward, Furst |
| <b>ABSTAIN:</b>  | Alabi                                          |

## **NEW BUSINESS**

### **App# 2024-0471; 523 Hunt Valley Drive; Netsanet Gmichael of Mommy Home Daycare; Conditional Use Application**

Mr. Meyer read the staff report into the record.

Ms. Gmichael has been operating a Type B childcare since 2022. She has kids from six weeks to 12 years old. She hasn't had any problems with traffic. She received a lot of calls for the night shift, so she has been working nights. They arrive at about six or seven and a couple of hours later they go to bed. They don't go outside, they prepare dinner, and they go to bed. She also has the morning shift. Her problem is if the morning shift parents are 10 or 20 minutes late and the night shift kids come, they overlap. ODJFS does not allow for more than six children in the home at a time, even if it is for one minute. Safety is their first priority, and they do their part to prepare them for preschool. She is not asking to take on more children, she is asking for approval for the overlapping time. When she applied for Type A last year she wasn't aware of the requirements. She dropped off the application and didn't come back. She thought she could hire an additional employee to help her with the kids. She was not aware that hiring someone outside the home was not allowed. She has four children of her own and this is how she is able to support her family. She helps families out because if they are late, it is OK. If they get stuck in traffic, it is OK. They are not penalized. Her husband is living back in the home and has taken all the required classes to take

care of the children as well. She has two parking spaces in the garage and has never had any parking issues. With her four children, she was only allowed to have two additional children, which wasn't generating enough money. This is why she decided to do the night shift.

Mr. Furst invited public speaker, Ann Price to the stand.

Ms. Price was not aware a daycare was being run there. She lives directly behind this property and sees everything that goes on in the backyard. Ms. Price has been a licensed real estate agent in Ohio for over 24 years. She feels like she has a good understanding of Reynoldsburg and the diverse generational community. This subdivision is zoned residential, not commercial, which she considers a business like this as commercial. On the auditors' site, Ms. Price saw the applicant received a non-business tax reduction of \$500 in the previous tax year. If a business is being run, why are they receiving a tax reduction? They did not know a childcare center was being run, they thought they had a lot of kids. Ms. Price's time expired and Mr. Furst offered for her to submit her statement in writing.

The email below was read into the record.

My name is Charles Price, and my wife, Ann, and I reside at 6618 Fusilier Ave., Reynoldsburg, OH 43068. I am writing about my concerns about the daycare application at 523 Hunt Valley Dr. Reynoldsburg, OH 43068.

Our north property line abuts with the southern property line at 523 Hunt Valley for approximately 102.6 feet. (see attachment 20240812\_100140.JPG)

Our neighbors at 523 Hunt Valley have been raising their children there for the past 5 years. When my wife works in the backyard on every non-rainy days from early spring to late fall, she has heard the children at 523 Hunt Valley bullying, screaming and crying in their backyard. There has been no outside adult supervision or intervention for the past five years and has tolerated it because she knew the children would grow older and out of that behavior. She would tell me about the children and how the mother would never come out to break up any fights or quarrels or even check on the children. This same mother wants to have a childcare and will have children from other families and those children should not be subjected to that kind of unsupervision.

We have had problems with our neighbors at 523 Hunt Valley in the past. Several years ago, they had a deck put on the back of their house. The workers played music so loud that we had to ask them to turn it down. They got hostile toward us and we called the police.

Last Saturday, August 10, my wife and I were on our back patio and a worker was

building a tree house in the backyard at 523 Hunt Valley. He was playing music very loud, and so I asked him if he could turn it down. He got hostile toward me and would not turn the music down. I walked around the corner, knocked on the door at 523 Hunt Valley and asked to speak with the owner. A man said he was the owner. I explained the situation and I asked him if he could have his worker turn down the music. A woman came to the door and said that she told her worker he could play his music as loud as he wanted. I left and returned home, called the Reynoldsburg Police at 6:11 P.M. and reported the disturbance. The next day, Sunday, August 11, the worker had not finished his work and was expected to return, and we felt we needed to stay away from our own home so we could have a peaceful day.

We have spent considerable money making sure our fence provided privacy for us and their small children. This tree house they are building next to our property would give small children access and the opportunity to view people in the swimming pool and on our deck, nullifying the privacy we had obtained. {see attachment 20240812\_130640.JPG)

My concerns are that the children will be mostly unsupervised and very noisy, and if there should be any problems, the owner/residents at 523 Hunt Valley will not deal with issues that arise. I don't think a childcare in a quiet, residential neighborhood would be in the best interest of the residents in this community. There are many childcare facilities in commercially zoned areas in Reynoldsburg as well as non-profit churches. Our community is not lacking places available for such use. I respectfully request the conditional use of this property as a childcare be denied.

Sincerely,  
Charles Price  
6618 Fusilier Ave.  
Reynoldsburg, OH

Ms. Gmichael bought her house six years ago. She understands the neighbor has a pool and needs her privacy. The neighbor is frequently outside and asks them to quiet down. Ms. Gmichael explained that they are kids, and they have to be outside to explore. They can't be locked up all the time. They are enjoying their backyard just like they are enjoying their pool. Her husband had told Ms. Gmichael that the neighbor may need a break and to take the kids inside. They do take the kids inside when asked, but they also need to play and be outside. They do not take children outside at night, only during the day and under her supervision. She described a contractor that was recently there installing a slide and was listening to music that disrupted the neighbor. Ms. Gmichael explained that every time they ask them to do something, they do it. They do not want any problems with their

neighbors. They are constantly asked to put the children inside, and they do it, and do not argue.

Mr. Furst explained it is beyond the scope of this board to adjudicate disagreements between neighbors.

Mr. Furst shares some of the concerns as staff and tells the applicant if they are not prepared to speak to each of these, she can table the application to allow time to gather these items.

He would like to better understand the staffing component, and if they will be hiring outside staff. The staff noted this is not allowable under the home occupation guidelines.

The staff does affect how many parking spaces would be needed for this occupation.

They would like confirmation of the maximum number of children and the hours of operation.

Ms. Gmichael explained that many families have multiple children; some have four or five. She does not think parking is an issue because they come together. When they arrive, they park in the driveway.

Mr. Furst explained that, regardless of the logistics, there are legal requirements for a certain number of spaces.

Ms. Gmichael confirmed the only staff would be her and her husband. They will not hire outside staff.

Ms. Gmichael is only allowed to have six children per adult. When the kids are in school she will still have one of her own at home, so she will have five from the outside for a total of six. When her husband is there, they can have up to 12. Ms. Alabi asked to confirm where her children were in the count. Ms. Gmichael explained that's excluding her three when they are in school.

Mr. Furst didn't get into the parking requirements, but noted that the applicant did address the parking to some extent.

Mr. Furst asked about the compliance violations from ODJFS. He is worried the board would be approving additional noncompliance by allowing this home occupation. He asked what steps the applicant has taken to remediate these violations.

When ODJFS came in for the inspection it was lunchtime. Ms. Gmichael explained there were dishes in the sink because the older kids had finished eating, and she was feeding the baby. She was going to do the dishes after the baby was fed, but that's when they walked in for the inspection. She submitted all 11 complaints to ODJFS and they were all approved.

Mr. Furst asked about the allowed 250 square feet, and if that was accurate. Ms. Gmichael confirmed it was accurate, and it was on the second level.

Mr. Furst asked the applicant to state the hours of operation for the record.

Ms. Gmichael does the morning and the night shift. If she gets approved, she can have up to 12 children.

Ms. Barnhart asked how many children were on the night shift. Ms. Gmichael explained no more than six, but usually under four. Ms. Gmichael confirmed her children would be there during the night and could take up to eight additional children if her husband was there.

Ms. Barnhart explained that the City of Reynoldsburg doesn't allow for overnight childcare. Ms. Gmichael wasn't aware of that when she submitted the application. Ms. Gmichael confirmed she is currently running both shifts out of her home. She does the day shift and her husband does the night shift.

Mr. Furst explained that this is not a law making body and can't allow overnight in-home childcare. The applicant would have to stay within what the city allows. They also would not be authorized to be outside the ratio. From the testimony, if the applicant and her husband were to switch off sleep cycles, they could come to an agreement with six children, but no more than six.

Ms. Gmichael explained she would only have one or two overnight, not 12. Mr. Furst explained that the board can not allow any hours of operation outside 6 A.M. to 7 P.M., and they couldn't allow more than six children.

Mr. Furst understands the applicant is trying to serve the community, but is not satisfied that the care she is giving meets the minimum requirements for a home occupation. Specifically, he is concerned that the applicant doesn't meet the conditional use factors listed in 1109.13D of the code. Mr. Furst doesn't think the applicant meets the following:

- The proposed use shall not adversely affect the use of the adjacent property, and that the proposed use shall not adversely affect the health, safety, morals, welfare of the persons residing or working in the neighborhood.
- That the proposed use will impose a traffic impact upon the public right away, significantly different from the anticipated permitted uses of the zone or district.
- That the proposed use will be in accord with the general and specific objectives of the Suburban Residential Zoning Code in which the property is located.

Mr. Brusk agrees that this would not be a great fit.

Mr. Furst: Based on the rationale that I previously stated. I move that we deny this application for a conditional use based on the applicant not meeting these stated conditional use factors found in 1109.13D.

Mr. Benner: I second.

|                  |                                                          |
|------------------|----------------------------------------------------------|
| <b>RESULT:</b>   | DENIED                                                   |
| <b>MOVER:</b>    | FURST                                                    |
| <b>SECONDER:</b> | BENNER                                                   |
| <b>AYES:</b>     | ALABI, BARNHART, BENNER, BRUSK, KLECKLEY, WARD,<br>FURST |

**App# 2024-0509; 7305 E Main Street; Richard Holmes for Styling & Profiling Men's Grooming Lounge; CoA Application**

Mr. Meyer read the staff report into the record.

Mr. Furst asked the applicant if they wanted to add anything. The applicant declined.

Mr. Furst: I'm supportive of this staff's recommendation. I believe the new black shingles are certainly appropriate and fitting for the structure, and I'm glad to see that it's getting a new roof. I do move that we accept this application as submitted.

Ms. Kleckley: I second.

|                  |                                                          |
|------------------|----------------------------------------------------------|
| <b>RESULT:</b>   | APPROVED                                                 |
| <b>MOVER:</b>    | FURST                                                    |
| <b>SECONDER:</b> | KLECKLEY                                                 |
| <b>AYES:</b>     | ALABI, BARNHART, BENNER, BRUSK, KLECKLEY, WARD,<br>FURST |

**OTHER BUSINESS**

**ADJOURNMENT**

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Planning and Zoning Administrator





Chairman

August 13, 2024

Planning and Zoning Board  
City of Reynoldsburg  
7232 E. Main Street  
Reynoldsburg, OH 43068

RE: Rynya Carey and Sarita Penn of Pathways II Destiny Childcare Center, LLC; 1371 Brice Road: Conditional Use Application – School – Child Day Care Center

Planning and Zoning Board:

Below is the staff review of the above referenced Conditional Use Application.

### 1. Project Summary

- a. **Site Summary:** The subject site is located at 1371 Brice Road, parcel ID number 060-001122. The 0.93-acre site contains an existing building that is 1,653 square feet according to the Franklin County Auditor's website. The parcel is zoned BMD, Brice and Main District.
- b. **Surrounding Zoning:** The surrounding zoning consists of BMD, Brice and Main District to the north, east, and south of the subject site. The site borders the City of Columbus on the west. The surrounding land uses consist of Personal Care and Beauty Services to the south, Financial Services and Banking – with Drive Thru to the east, and Retail – Shopping Center – Outdoor to the north.
- c. **Applicant's Request:** The applicant is requesting a Conditional Use for a School – Child Day Care Center in the BMD, Brice and Main District, since it is a Conditional Land Use. A School – Child Day Care Center is not defined in the Zoning Code. The applicant is proposing to implement a childcare center that provides early childhood education that is instilled with Christian values. Activities for the proposed new business include: morning welcome and prayer, bible stories, memory verses, arts and crafts, dramatic plays, construction and blocks, science and discovery, free play, organized games, meals, rest time, hymns and worship songs, and special programming and holiday activities. The applicant states that the proposed business will operate Monday-Friday, 6:30am to 6pm and will have a maximum of 4 teachers (employees). The applicant states that there will be a maximum of 13 children for the morning session and 13 children for the afternoon session and that after-school care will not be provided at the 1371 Brice Rd location. The applicant states that there will be 1 teacher for the infant age group, 2 teachers for the toddler age group, and 1 teacher for the Pre-K age group.
- d. **Comprehensive Plan:** The 2018 Comprehensive Plan, upon which the current zoning code is based, recommends for Brice and Main District “Attractive streetscapes and walkability should be emphasized to encourage pedestrian and transit activity along the corridors, and to create cohesive character amongst neighboring development. Sidewalk cafes, awnings, and landscaping are encouraged to help define the character of the development.”

## 2. Project Review

- a. **Conditional Use Standards (i-viii):** Conditional Uses are required to meet the general standards found in Section 1109.13.D:
  - i. The proposed use shall be in harmony with the existing or intended character of the zone or district and nearby affected zones and districts and shall not change the essential character of the zones and districts;
    1. Staff finds that the proposed use is in harmony with the existing character of the zone and will not change the essential character of the zone/district.
  - ii. The proposed use shall not adversely affect the use of adjacent property;
    1. Staff finds that the proposed use will not adversely affect the use of adjacent properties.
  - iii. The proposed use shall not adversely affect the health, safety, morals, or welfare of persons residing or working in the neighborhood;
    1. Staff finds that the proposed use will not adversely affect the health, safety, morals, or welfare of persons residing or working in the neighborhood.
  - iv. The proposed use shall be served adequately by public facilities and services such as, but not limited to, roads, police and fire protection, storm water facilities, water, sanitary sewer, and schools;
    1. The applicant states that the proposed new business/use is in an area that has already been and will continue to be adequately served by existing public facilities and services. The fire and public service departments had no issues with this application.
  - v. The proposed use shall not impose a traffic impact upon the public right-of-way significantly different from that anticipated from permitted uses of the zone or district;
    1. The applicant states there would not be a traffic impact upon the public right-of-way significantly different from the anticipated permitted uses of the zone.
  - vi. The proposed use shall be in accord with the general and specific objectives, and the purpose and intent of this Zoning Code and the Land Use Plan and any other plans and ordinances of the City;
    1. The proposed use is in general accordance with the objective of the Zoning Code since School – Child Day Care is listed as a Conditional Use in the BMD, Brice and Main Street district. However, staff has concerns that the proposed new business/use could fit into the use Child Day Care – Center, which is a use that is not permitted in the zoning district.
  - vii. The proposed use complies with the applicable specific provisions and standards of this Code;
    1. **Off-Street Parking Requirements (Section 1105.01):** There are no off-street parking requirements listed for the use School – Child

Day Care Center, so the off-street parking requirements for a Child Day Care – Center were used since the traffic and parking impacts are the most similar. The required off-street parking spaces for a Child Day Care – Center is detailed in Table 1105.01A and the requirement is 1 parking space per employee based on the largest staff shift plus 10 for visitors.

- i. The applicant states that there will be a maximum of 4 teachers (employees) working on site. Based on the application, the required number of off-street parking spaces for the applicant would be 14 total.
- ii. The applicant has submitted a site plan that shows 11 total parking spaces, including 10 regular parking spaces and 1 parking space dedicated to auto-share vehicles. The applicant has also provided an auto-share parking plan. The provided auto-share parking space can reduce the off-street parking spaces required by up to 10%, or 1.4 parking spaces.
- iii. Additionally, the applicant has shown that more than 50% of the subject property is located within 1,200 feet of a public transit stop, which allows for a 10% reduction, or a 1.4 parking space reduction to the parking requirement.
- iv. The applicant indicated on their site plan that a bike locker and a shower in one of the bathrooms would be provided, which would meet the requirement for the Bike Locker and Shower Facility off-street parking reduction of 5%, or 0.7 parking spaces.
- v. With a total off-street parking requirement reduction of 25%, the applicant would need a total of 10.5 parking spaces, which would be rounded up to 11 parking spaces. Staff finds that based on the application, the applicant would meet the off-street parking requirement with the proposed 11 parking spaces.
  - a. The existing parking stripes on-site appear to be faded. Staff would recommend that the existing parking lot be restriped.

2. **Ohio Revised Code Day Care Center Requirements for an Outdoor Play Area (Section 5104.032):**

- i. The space must have at least 60 square feet of usable space per child using the area at any one time.
  - a. The applicant states that the play area will be 30' x 30' and that a maximum of 15 children will be in the play area at any given time. Staff finds that the applicant has met this requirement.
- ii. The space must be enclosed by a fence or protected from traffic or other hazards. The fence or natural barrier must ensure that children can't leave the play area unsupervised

and that hazards can't enter without staff being aware.

- a. The applicant states that the outdoor play area will be enclosed by a fence. Staff requires that the applicant submit and obtain an approved Zoning Certificate application for the proposed fence around the outdoor play area in order to be compliant with this requirement.
- b. The applicant has delineated a safe passageway for children to reach the outdoor play area by providing a barrier walk through the parking lot on their site plan.
- iii. The space must provide an opportunity for supervised outdoor play each day in suitable weather, which is defined as a minimum of 25-90 degrees Fahrenheit. If children use an area outside of the center, such as a park or a playground, they must be closely supervised while playing and traveling to and from the area.
  - a. The applicant states that there will be supervised outdoor play from 11am-12pm every day. Staff finds that the applicant has met this requirement.

3. **Childcare Center Supplementary Use Conditions (1105.13.H):**

The following regulations shall apply to conditional use permits for childcare centers:

- i. No zoning permit or conditional use permit for a childcare center shall be issued for a lot that is within one hundred fifty feet (150FT) of any lot or parcel with an approved gasoline station use, or which is likely to generate noxious fumes or vapor.
  - a. The site does not appear to be within 150 feet of an approved gasoline station use.
- ii. All outdoor play areas shall meet the minimum requirements outlined by the State agency with oversight of childcare centers. No play area shall be located adjacent to a loading space, loading dock or other area where vehicles are likely to idle. No play area shall be constructed in a manner that allows children access to any electrical or telecommunications box/vault.
  - a. The outdoor play area does not appear to allow children to have access to a loading space or electrical box.
- iii. No childcare center shall be permitted to operate between the hours of 7:00 p.m. and 6:00 a.m. the following morning unless specifically approved by the Planning and Zoning Administrator or the Planning and Zoning Board.
  - a. The proposed hours of operation for the business are 6:30am-6pm, which is in compliance with this

requirement.

- b. The applicant meets all Supplementary Use Conditions for a childcare center based on their application.

4. **Dumpster Screening (Section 1105.07.K.2):** Service structures in commercial/mixed-use districts are subject to the following screening requirements:

- i. Location of screening. Either a solid, opaque fence or wall or earth berm, with a continuous planting of evergreen plant material shall enclose any service structure on all sides, unless such structure must be frequently accessed, in which case screening on all but one (1) side is required. The average height of the screening fence or wall shall be one foot (1') more than the height of the enclosed structure but shall not exceed the maximum permitted height of fences and walls of the District.
  - a. The existing dumpster on-site appears to be unscreened. The applicant will need to obtain an approved Zoning Certificate for dumpster screening in order to meet this requirement.
- viii. The proposed use shall be found to meet the definition and intent of a use specifically listed as a conditional use in the zone or district in which the subject property is situated.
  - 1. A School – Child Day Care Center is not defined in the Zoning Code, and is listed as a Conditional Use in the BMD, Brice and Main Street District.
  - 2. A Child Day Care – Center is defined in the code as: “Any place operated by a person, society, agency, corporation, institution, or any other group that is licensed by the state of Ohio wherein twelve (12) or more children under 17 years of age who are not related to the facility operator and whose parents or guardians are not residents in the same house and with such person, society, agency, corporation, or institution responsible for the control and care of children enrolled therein” and is NOT permitted in the BMD, Brice and Main Street District.
  - 3. Staff asks the Planning and Zoning Board to consider whether the use is best classified as a School – Child Day Care Center or as a Child Day Care – Center.

### 3. Recommendation

- a. If the Planning and Zoning Board determines the use to be Child Day Care – Center rather than a School – Child Day Care Center, staff recommends denial of the Conditional Use application based on the fact that Child Day Care – Center is not permitted in the BMD Zoning District.

- b. Staff recommends that the conditional use application for a School – Child Day Care Center is approved with the following conditions if the Planning and Zoning Board determines that the business use is a School – Child Day Care Center rather than a Child Day Care – Center:
  - i. That the applicant submit and receive approval for a Zoning Certificate application for the proposed screening of the dumpster on site;
  - ii. That a Zoning Certificate application is submitted and approved by staff for the proposed fence around the play area;
  - iii. That the applicant restripe the parking lot;
  - iv. That the site is compliant with applicable staff-to-child ratios required by the Ohio Revised Code.





## Section 1109.13 CONDITIONAL USES

### Initiating a Conditional Use

A conditional use application shall be submitted to the Planning & Zoning Administrator at least twenty-one (21) days prior to the regularly scheduled meeting of the Planning and Zoning Board. The Board meets on the first and third Thursday of each month (except December).

The Board may determine that additional studies or expert advice are necessary to evaluate a proposed Special Exception relative to the requirements of the Code. *See next page for more details.*

Along with a completed application form, please submit eleven (11) hardcopy packets of all required items. Please also submit one (1) electronic copy, a PDF or similar scan of the completed application and packet.

What information must be provided with a Conditional Use ?

An application for a Conditional Use shall be submitted using the attached form and shall include the following:

- ☒ Description of the existing use of the lot and of adjacent lots
- ☒ A statement of the conditional use for which the application is submitted.
- ☒ The application shall also include a description of the activities proposed on the site, including the goods and services, hours of operation, anticipated number of employees, nature and volume of delivery activity, and other information which will enable the Board to understand the nature of the proposed use and its potential impacts;
- ☒ A plan of the proposed site and improvements showing the proposed location of all structures, parking and loading areas, streets and traffic accesses, open spaces, refuse and service areas, utilities, signs, yards, landscaping, and other relevant features;
- ☒ A narrative statement discussing the compatibility of the proposed use with the existing uses of adjacent lots including an evaluation of the effects on adjoining lots of such elements as traffic circulation, noise, glare, odor, fumes, vibration, and storm water, and any measures proposed to mitigate such effects;

- ☒ A narrative addressing each of the applicable criteria set forth in section 1109.13.D

Such other information as the Board deems necessary to make a determination of the compliance of the proposed use with the applicable standards and regulations may be required. Such additional information may include, but shall not be limited to:

- Traffic impact analysis;
- Storm water impact analysis;
- Utility impact analysis.

How much will a Conditional Use cost?

The fee for a Conditional Use is two hundred dollars (\$200) for a residential conditional use, and four hundred and fifty dollars (\$450) for all other conditional requests.

What is the time frame for review of a Conditional Use Permit?

An application for a Conditional Use Permit will take approximately one to two months. The Planning and Zoning Administrator will review the application and determine if it warrants public review. If it is determined it needs public review, the application will then be placed on the next Planning and Board Meeting.

Who may I call if I have questions?

Contact the Planning & Zoning Administrator at 614-322-6829.

OR Visit our website at:

<http://www.reynoldsburg.gov>



## Section 1109.13.D

### STANDARDS FOR ALL CONDITIONAL USES

In review of a Conditional Use application, the Board shall consider whether the application is complete and whether it provides adequate evidence that the proposed special exception is consistent with the following standards:

- ☒ The proposed use shall be in harmony with the existing or intended character of the district and nearby affected districts and shall not change the essential character of the districts;
- ☒ The proposed use shall not adversely affect the use of adjacent property;
- ☒ The proposed use shall not adversely affect the health, safety, morals, or welfare of persons residing or working in the neighborhood;
- ☒ The proposed use shall be served adequately by public facilities and services such as, but not limited to, roads, police and fire protection, storm water facilities, water, sanitary sewer, and schools;
- ☒ The proposed use shall not impose a traffic impact upon the public right-of-way significantly different from that anticipated from permitted uses of the district;
- ☒ The proposed use shall be in accord with the general and specific objectives, and the purpose and intent of this Zoning Code and the Land Use Plan and any other plans and ordinances of the City;
- ☒ The proposed use complies with the applicable specific provisions and standards of this Code;
- ☒ The proposed use shall be found to meet the definition and intent of a use specifically listed as a special exception in the district in which it is proposed to be located, except as otherwise provided by this Zoning Code.

In approving a Conditional Use, the Planning and Zoning Administrator or the PZB may impose such conditions as deemed necessary to protect the public welfare, preserve the purpose and intent of the Code. Such conditions may include:

- Locations, setbacks, and configurations of structures and of uses of interior and exterior spaces;
- Screening comprised of landscaping, walls, fencing or other materials or construction;
- Access points and traffic management provisions, including those impacting vehicular and pedestrian access and the locations and design of parking facilities;
- Noise control measures, including those regulating loudspeakers or irregular vehicular or equipment noise;
- Other features of construction, including but not limited to paving and parking, signs, and landscaping;
- Hours and method of operation
- Maintenance of the site, structures, landscaping;
- Means of controlling glare, vibration, odors, dust, smoke, hazardous materials, refuse matter, water-carried waste, and storm water; and
- A time limit for operation of the use.



JUL - 9 2024

PATHWAYS II DESTINY  
Childcare



07/09/2024

Reynoldsburg Department of Development  
Planning and Zoning Division  
7232 E. Main St.  
Reynoldsburg, OH 43068

Subject: Conditional Use Application

### **Conditional Use Application**

We are writing to apply for the Conditional Use of the lot located at 1371 Brice Rd.  
Reynoldsburg, OH 43068.

#### **Description of the existing use of lot and adjacent lots**

The lot located at 1371 Brice Rd. Reynoldsburg, OH 43068 previously operated as a childcare center. The previous childcare center moved to another location and Pathways II Destiny Childcare has now leased the lot to be used as a childcare center.

1371 Brice Rd operated as a childcare center prior to Pathways II Destiny Childcare leasing the lot. Therefore, we believe that the lot meets all the conditions required by zoning and the area is safe for a childcare business.

The lot located to the right side of the property is a hair salon with a large parking area with several parking spaces. **\*See attached Exhibit A**

The lot located on the left side of the property is occupied by several business included: El Burrito Loco restaurant, Liberty Tax Service, Jacob Christian Salon, Romake Bilingual Preschool. This lot has two main entrances and exits and plenty of parking available. **\*See attached Exhibit B and Exhibit C**

The lot at 1371 Brice Rd. is still equipped and configured as a childcare center. Except for new interior paint, installing a fence (exterior) and updating interior light fixtures, the existing set up will remain the same. The existing setup includes:  
Exhibit

- **Indoor Facilities:** \*Exhibit E
  - Multiple classrooms designed for different age groups.
  - Meal preparation area
  - Child-friendly restrooms
  - Secure entry and exit points for child safety
- **Outdoor Facilities:**
  - A large grassy play area in the back. We will be installing a fence Aug. 5<sup>th</sup> \*Exhibit F
  - Shaded areas to protect children from sun exposure
  - Parking area in the front and rear of the building \* Exhibit H
  - Large Sign in front of the building \*Exhibit G
- **Safety and Compliance**
  - Fire and safety systems including alarms and extinguishers
  - Emergency exit plans and routes clearly marked

*Statement of the Conditional Use for which the application is submitted*

The purpose of this Conditional Use application is to obtain the permit necessary to operate Pathways II Destiny Childcare Center. We are excited about offering a program where we aim to foster spiritual growth alongside physical, emotional, social, cognitive development and age-appropriate educational activities.

*Description of the activities proposed on the site, including the goods and services, hours of operation, anticipated number of employees and other relevant information to assist Board to understand the nature of the proposed use and its potential impacts.*

At Pathways II Destiny Childcare Center, we offer a nurturing environment where children can grow spiritually, academically, and socially. Daily activities include Bible stories and prayer time to instill Christian values, as well as singing hymns and worship songs. We provide engaging educational activities such as reading, arts and crafts, and age-appropriate math and science exploration.

Outdoor play and physical activities are also implemented to promote health and teamwork, while group play, and socialization foster strong friendships. Nutritious snacks and meals, along with rest periods, ensure children are well-cared for. Special themed activities and celebrations rooted in Christian traditions create a joyful and faith-centered experience for all children.

Pathways II Destiny Childcare will operate Monday – Friday from 6:30am – 6pm with a maximum of four teachers (employees)

## Daily Schedule and Routine

- ◇ Morning Welcome and Prayer 6:30 am – 9:00am
  - As children arrive and engage in supervised free play, we start the day with a brief, inclusive welcome prayer at 8:30am, asking for blessing and guidance for the day ahead. This time allows for socialization and transition from home to the childcare setting
- ◇ Morning Circle Time 9:00 am – 9:30am
  - Group gathering for songs, stories, and discussions about the week's theme. This session includes:
    - Bible Story: A simple, age-appropriate Bible story is read aloud, followed by a discussion to ensure understanding and engagement.
    - Memory Verse: Introduction of weekly memory verse for children to learn and recite. This activity promotes language development, listening skills and community building.
- ◇ Learning Centers and Structured Play 9:30am – 11:00am
  - Rotating activities in different learning centers including:
    - Art and Crafts: Activities may include creating crafts related to the Bible story of the week.
    - Dramatic Play: Role-playing scenes from Bible Stories to enhance understanding and empathy.
    - Construction and Blocks: Building activities to develop spatial awareness and problem-solving abilities.
    - Science and Discovery: Simple experiments and nature exploration to foster curiosity and critical thinking.
- ◇ Outdoor Play 11:00am – 12:00pm
  - Supervised play in outdoor or indoor playground, which provides a break and helps with physical development.
    - Free Play: Use of playground equipment like slides swings and climbing structures.
    - Organized Games: Group games such as tag, relay races, and ball games to promote physical fitness and teamwork.
- ◇ Lunch and Rest Time 12:00 pm – 2:00 pm
  - Lunch includes a prayer of thanks before meals, encouraging gratitude and mindfulness
    - Nutritious meals and snacks provided in a family-style setting to encourage healthy eating habits and social interactions.
    - Rest Time: Quiet time for napping or resting, creating a calm and peaceful environment.
- ◇ Afternoon Learning and Activities 2:00pm – 3:30pm

- Healthy afternoon snack followed by supervised free play, starting with a short prayer of gratitude.
- ◇ Closing Circle and Prayer 4:00pm- 5:00pm
  - End of the day circle time for reflection on the day's activities, including:
    - A brief recap of the day's activities and learning points helps reinforce new concepts and skills.
    - Singing cheerful goodbye songs creates a joyful atmosphere and signals the end of the day in a fun and engaging way.
    - A closing prayer to help end the day on a spiritually uplifting note.
- ◇ Independent Play 5:00pm – 6:00pm
  - Independent play is a vital part of the childcare center's program, designed to nurture children's creativity, self-confidence, and decision-making skills. In this safe and stimulating environment, children are provided with a variety of age-appropriate toys, books, and materials that cater to their interests and developmental stages. They have the freedom to explore and engage in activities at their own pace, encouraging autonomy and self-directed learning. Staff offer gentle guidance when needed, but children lead their play, fostering cognitive, emotional, and physical development. Independent play helps children build problem-solving skills, creativity, and self-confidence, laying a strong foundation for their future educational and social experiences.
- ◇ In the future Pathways II Destiny will provide transportation for before and after care students to local schools; There will be a designated parking space on the lot for the bus.

*We will be providing parents with regular updates and photos throughout the day along with a detailed daily report at the end of the day.*

*At Pathways II Destiny safety is our top priority. We implement rigorous safety measures to ensure a secure environment for all children. These include secure entry systems with controlled access, cameras in the classrooms and play areas, regular emergency drills, and thorough background checks for all staff members. Our facilities are childproofed with safety gates, outlet covers, and non-toxic materials. We maintain a low child-to-staff ratio to ensure constant supervision and personalized attention. Additionally, staff are trained in first aid and CPR, and we have clear protocols for handling illnesses and injuries. Cleanliness and hygiene are strictly upheld, with regular sanitization of toys and surfaces to prevent the spread of germs.*

#### Special Programs and Activities

- ◇ Weekly Chapel Time
  - Every Wednesday 10:00am – 10:30am  
A special chapel session featuring more in-depth Bible teaching, singing hymns, and a short sermon or message tailed to young children
- ◇ Monthly Family Prayer Night
  - First Friday of every month, 6:00pm – 6:45pm



Families are invited to join a special prayer night, including Bible readings, prayers, and fellowship to strengthen community bonds.

◇ Holiday and Seasonal Events

- Christmas Program: Nativity Play and Christmas Carol Singing
- Easter Celebration: Activities related to the resurrection story, including an Easter egg hunt with biblical themes.

*All Special Program activities will be conducted Monday – Friday between the hours of 6:30am – 6:45pm*

*A plan of the proposed site and improvements showing the proposed location of all structures; parking and loading areas, street traffic accesses, open spaces, refuse and service area, utilities, signs, yards, landscaping and other relevant features.*

The lot located at 1371 Brice Rd previously operated as a childcare center, therefore there will be minimal site improvements that will need to be made to the existing lot; however, we will be adding a fence August 5<sup>th</sup>

The attached exhibits provide a visual of the parking and loading area, open spaces, refuse and service area, signs and yard. **\*\* Exhibit D**

1371 Brice Rd. is an ideal location for a daycare center, it has a large grassy lot, quiet neighborhood, plenty of parking, assessable entry and exits and with the new library directly adjacent to the lot makes it ideal for taking kids on day trips to the library.

The owners of Pathways II Destiny Childcare Center have visited the property in the past while it was being utilized by another daycare, we were able to observe the traffic pattern and there was no disruption in the flow of traffic in the area.

The property also has a very convenient entrance with parking in the front and several parking spaces in the rear.

The trash receptacle will be in the rear of the building in a designated area, it will be covered and locked. All trash will be disposed of daily to avoid odors \*see exhibit

The kitchen will include a commercial sink, refrigerator, electric cooktop and a convection oven to prepare meals for the children, the kitchen is in the lower level of the building and has a locked door, children will not have access to this area.

*A narrative statement discussing the compatibility of the proposed use with the existing uses of adjacent lots including an evaluation of the effects on adjoining lots of such elements as traffic circulation, noise, glare, odor, fumes, vibration and storm water*

Pathways II Destiny Childcare center aims to provide high-quality childcare services to the community while ensuring minimal disruption to the adjacent lots:

#### Traffic Circulation

The proposed childcare center is expected to generate moderate traffic, primarily during drop-off and pick-up times. To mitigate potential traffic congestion:

- A designated drop-off and pick-up area will be established to streamline the process.
- Traffic flow will be managed with clear signage and the assistance of staff during peak hours.

#### Noise

The primary sources of noise will be children playing outdoors and the arrival and departure of vehicles.

With the play area and parking located at the rear of the lot we do not believe the children playing or pick-ups and drop offs will have a negative effect on the adjoining lots.

#### Glare

- Outdoor lighting will be designed to minimize light spillover, using downward-facing fixtures and shielding to direct light away from neighboring lots.

#### Odor

Childcare centers typically do not generate significant odors. However, to ensure a pleasant environment:

- Regular sanitation and maintenance of the facility will be conducted to prevent any potential odor issues.
- Waste disposal areas will be enclosed and located away from neighboring properties to minimize any impact.

#### Fumes

The childcare center will not involve activities that produce significant fumes. The facility will:

- Ensure proper ventilation systems are in place to maintain indoor air quality.
- Use low-emission cleaning products and materials to prevent the release of harmful fumes.

#### Vibration

The operations of the childcare center are not expected to generate noticeable vibrations.

#### Stormwater Management

- Regular maintenance of drainage systems to ensure proper function and prevent blockages.

The proposed childcare center is designed to be compatible with the existing uses of adjacent lots. Through careful planning and implementation of mitigation measures, the center aims to minimize any negative impact on traffic circulation, noise, glare, odor, fumes, vibration, and stormwater. By addressing these factors, the childcare center will provide a valuable service to the community while maintaining a harmonious relationship with neighboring properties.

*Narrative addressing each of the applicable criteria set forth in section 1109.13.D*

- I. The proposed shall be in harmony with the existing or intended character of the district and nearby affected districts and shall not change the essential character of the districts.
  - The proposed childcare center will harmonize with the existing and intended character of the district and nearby areas by complementing the community. Since the lot has operated as a childcare center in the past, its design and operations will align with local character and zoning requirements, ensuring a seamless aesthetic fit. The center's focus is on providing safe, nurturing, and value-driven childcare services that will support the neighborhood's values and community spirit by enhancing local amenities without altering the district's fundamental character, the childcare center will blend into the neighborhood, maintaining its essential charm and integrity.
- II. The proposed use shall not adversely affect the use of the adjacent property.
  - The proposed childcare center will not adversely affect the use of the adjacent properties. Through strategic design and thoughtful planning measures such as, appropriate fencing and a designated play area will minimize noise and ensure privacy. Traffic management strategies will be implemented to prevent congestion, and the center will maintain high standards of cleanliness and safety. By integrating seamlessly with the surrounding environment and operating considerately, the childcare center will coexist harmoniously with neighboring properties, preserving their utility and enjoyment.
- III. The proposed use shall not adversely affect the health, safety, morals, or welfare of the persons residing or working in the neighborhood.
  - Pathways II Destiny childcare center will not adversely affect the community but will have positive impact on the neighborhood by fostering a healthy, safe, and morally uplifting environment. The center will maintain high standards of cleanliness and provide nutritious meals, ensuring the well-being of children and staff. Enhanced security measures and trained personnel will guarantee a safe environment. Additionally, by incorporating Christian values into its curriculum, the center will promote respect, kindness, and integrity, reinforcing the community's moral standards. Overall, the childcare center will support and enhance the neighborhood's health, safety, and moral fabric.
- IV. The proposed use shall be served adequately by public facilities and services such as, but not limited to roads, police and fire protection, storm water facilities, water, sanitary sewer, and schools.
  - The proposed childcare center is in an area that has been and will continue to be adequately served by existing public facilities and services, ensuring seamless integration into the community. The location benefits from well-maintained roads, entry and exit points providing easy access for families and staff, while police and fire protection services are readily available to ensure safety and security. Overall, the

childcare center will be well-supported by the neighborhood's public facilities and services.

- V. The proposed use shall not impose traffic impact upon the public right-of-way significantly different from that anticipated from permitted uses of the district.
  - Pathways II Destiny childcare will not impose a significant traffic impact on the public right-of-way beyond what is anticipated from permitted uses in the district. The center will implement effective traffic management strategies, including designated drop-off and pick-up zones. These measures, along with the existing road infrastructure, will ensure that traffic flow remains smooth and consistent with other permitted uses in the area, maintaining the expected level of service and accessibility for the neighborhood.
- VI. The proposed use shall be in accord with the general and specific objectives, and the purpose and intent of this zoning code and the Land use plan and any other plans and ordinances of the City.
  - The proposed childcare center aligns with the general and specific objectives, purpose, and intent of the zoning code and the City's Land Use Plan. By providing a vital community service. The design and operation of the center adheres to zoning regulations, ensuring compatibility with the surrounding area's character and land use policies. Furthermore, the center promotes safe, educational, and nurturing environments for children, which aligns with broader city ordinances focused on community welfare and development.
- VII. The proposed use complies with the applicable specific provisions and standards of this code:
  - The proposed childcare center complies with the applicable specific provisions and standards of the zoning code based on the fact the property was previously a childcare center. The center meets all zoning requirements regarding location, building design and safety standard. It adheres to regulations concerning noise control, traffic management, and environmental impact, ensuring minimal disruption to the surrounding area. Additionally, the center's operations align with city standards for health and safety, confirming its suitability and compliance with the established codes and standards.
- VIII. The proposed use shall be found to meet the definition and intent of a use specifically listed as a special exception in the district in which it is proposed to be located, except as otherwise provided by this Zoning code.
  - The property and lot were previously used as a childcare center. The proposed childcare center meets the definition and intent of a use specifically listed as a special exception in the district where it is planned. The childcare centers' operation follows these requirements, ensuring it fulfills the purpose of a special exception use by offering valuable childcare services without compromising the character or functionality of the district.

### Supplementary Use Conditions

- i. *No Zoning permit or conditional use permit for a childcare center shall be issued for a lot that is within one hundred fifty feet (150ft) of any lot or parcel with an approved gasoline station use, or which is likely to generate noxious fumes or vapor*
  - o The lot located at 1371 Brice Rd. Reynoldsburg, OH 43068 does not have a gas station within 150 ft.
- ii. *All outdoor play areas shall meet the minimum requirements outlined by the State agency with oversight of childcare centers. No play area shall be located adjacent to a loading space, loading dock or other area where vehicles are likely to idle. No play area shall be constructed in a manner that allows children access to any electrical or telecommunications box/vault*
  - o The proposed childcare center's outdoor play areas meet all minimum requirements outlined by the State agency overseeing childcare centers. The play area is not located near loading docks, or any other areas where vehicles might idle, ensuring children's safety from vehicular hazards. Additionally, the play areas do not have access to any electrical or telecommunications boxes or vaults, maintaining a secure and child-friendly environment that adheres to all relevant safety regulations.
- iii. *No childcare center shall be permitted to operate between the hours of 7:00pm and 6:00am the following morning unless specifically approved by the Planning and Zoning Administrator or the Planning and Zoning Board*
  - o Pathways II Destiny Childcare Center hours are 6:30am – 6:00pm so we in compliance with the supplementary use condition.





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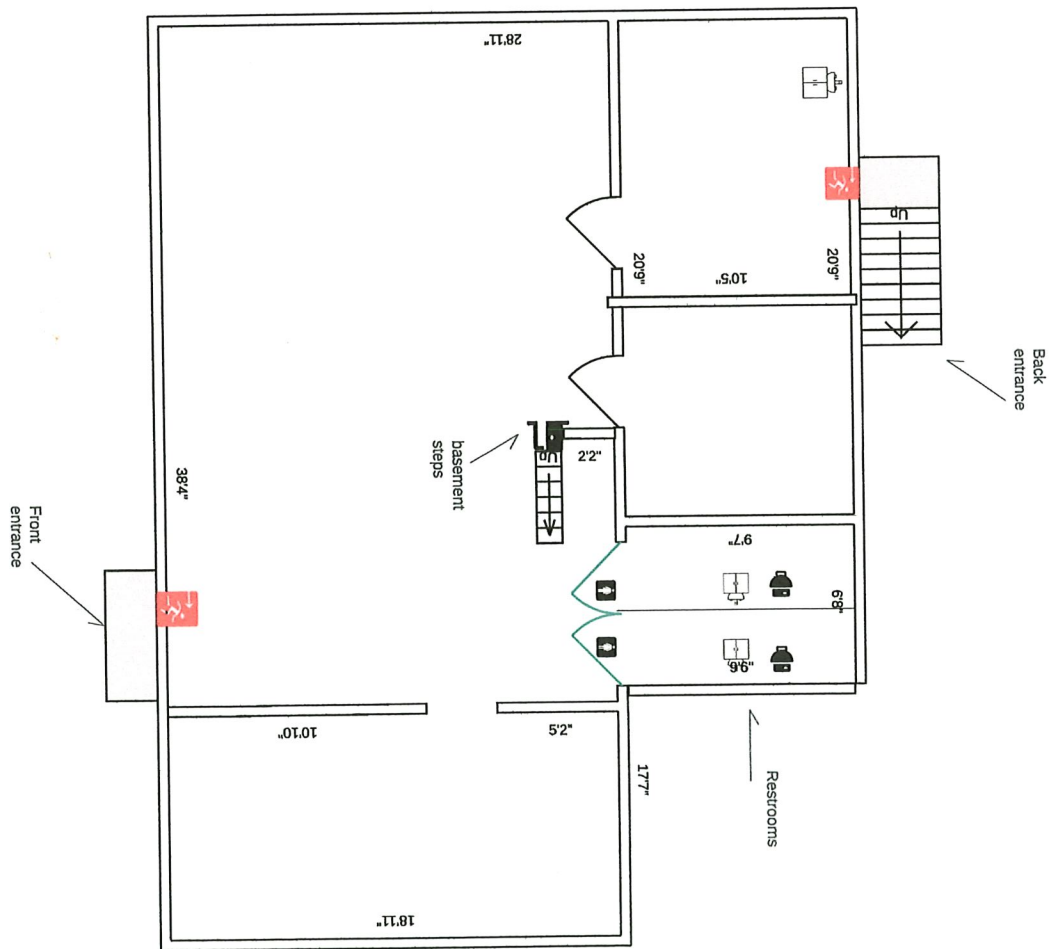














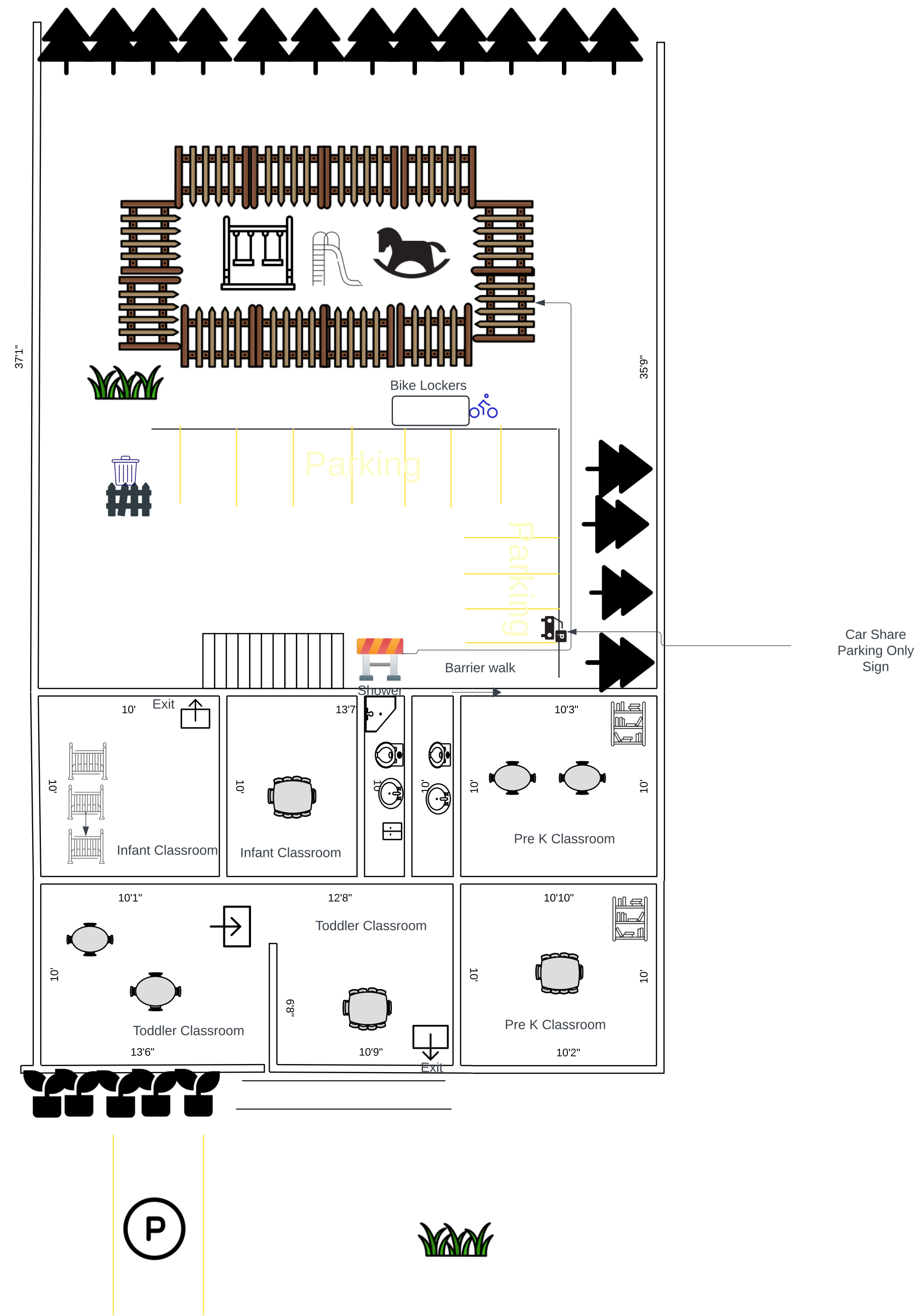


Exhibit H









public transportation





# PATHWAYS II DESTINY

Childcare



- Parking Provisions
  - Bike storage locker \*see attached
  - Auto Share Parking Space \* see attached policy and diagram
  - Parking Area Map \* see attached
- Staff qualification
  - Pre-K (Licensed teacher required)
    - Owners Licensing Information and Status
      - **Sarita – Alternative Educator License**  
Ohio Revised Code Section 3319.26 Alternative educator licenses \*see attached
        - Bachelor's degree (completed)
        - Request an ARE license evaluation (completed)
        - Complete content area exam (pending)**Primary Education (PK-5)**  
Field 057: Assessment of Professional Knowledge: Primary Education (PK-5) \*see attached
        - Download Confirmation Registration Letter
        - Enroll in an approved alternative licensure institute (Teachers of Tomorrow) \* can be completed in less than 30 days, max 6 months \*see exhibit TOT
        - Obtain the statement of eligibility
        - Apply online for the ARE License
    - **Rynya – Alternative Educator License**  
Ohio Revised Code Section 3319.26 Alternative educator licenses \*see attached
      - Bachelor's degree (completed)
      - Request an ARE license evaluation (completed)
      - Complete content area exam requirements (pending)**Primary Education (PK-5)**  
Field 057: Assessment of Professional Knowledge: Primary Education (PK-5) \*see attached
      - Download Confirmation Registration Letter
      - Enroll in an approved alternative licensure institute (Teachers of Tomorrow) \*can be completed in less than 30 days, max 6 months
      - Obtain the statement of eligibility
      - Apply online for the ARE License
      - \* Will obtain Advance to professional license

- PIID will have 2 pre k classrooms there will be a licensed teachers \*if owners are unable to obtain teaching license prior to opening childcare/ school, we will hire a licensed teacher.
- Infant and toddler classrooms will be staffed with employees who have completed the following trainings: \*Must be completed within 30 days of employment \* See attached (Exhibit 01training) (Exhibit 02 training)
  - Early Childhood Professional (16 hours)
  - Pediatric First Aid and CPR
  - Early Learning and Development Standards (2hrs)
  - Emergency Preparedness and Response Planning (2hours)
- PIID School Curriculum:
  - The curriculum we will be using is approved by the State Board of Ohio. We will be using The Creative Curriculum for Preschool, 2016 \*please see attached
- Board of Education Licensing:
  - Steps to be a licensed Chartered non-public school \*see attached



## Ohio Revised Code Section 3319.26 Alternative educator licenses.

Effective: December 29, 2023

Legislation: House Bill 33

(A) Except as provided in division (H) of this section, the state board of education shall adopt rules establishing the standards and requirements for obtaining an alternative resident educator license or an alternative educator license for teaching in grades kindergarten to twelve, or the equivalent, in a designated subject area or in the area of intervention specialist, as defined by rule of the state board.

(B) The superintendent of public instruction and the chancellor of higher education jointly shall develop an intensive pedagogical training institute to provide instruction in the principles and practices of teaching for individuals seeking an alternative resident educator license. The instruction shall cover such topics as student development and learning, pupil assessment procedures, curriculum development, classroom management, and teaching methodology.

(C) Except as provided in division (H) of this section, the rules adopted under this section shall require applicants for the alternative resident educator license to satisfy the following conditions prior to issuance of the license, but they shall not require applicants to have completed a major or coursework in the subject area for which application is being made:

- (1) Hold a minimum of a baccalaureate degree;
- (2) Successfully complete the pedagogical training institute described in division (B) of this section or the preservice training provided to participants of a teacher preparation program that has been approved by the chancellor. The chancellor may approve any such program that requires participants to hold a bachelor's degree; have either a cumulative undergraduate grade point average of at least 2.5 out of 4.0, or its equivalent or a cumulative graduate school grade point average of at least 3.0 out of 4.0; and successfully complete the program's preservice training.
- (3) Pass an examination in the subject area for which application is being made.

(D) An alternative resident educator license shall be valid for two years and shall be renewable.



(E) The rules shall require the holder of an alternative resident educator license, as a condition of continuing to hold the license, to do all of the following:

(1) Show satisfactory progress in taking and successfully completing professional development provided by a teacher preparation program that has been approved by the chancellor under division (C)(2) of this section;

(2) Take an assessment of professional knowledge in the second year of teaching under the license.

The holder of an alternative resident educator license may obtain a professional educator license upon completion of the requirements contained in division (F) of this section or may renew the alternative resident educator license issued under this section, at which point the renewed license shall become an alternative educator license.

(F) The rules shall provide for the granting of an optional professional educator license to a holder of an alternative resident educator license upon successfully completing all of the following:

(1) Two years of teaching under the alternative license;

(2) The additional professional development described in division (E)(1) of this section or at least twelve additional semester hours, or the equivalent, of college coursework in the principles and practices of teaching in such topics as student development and learning, pupil assessment procedures, curriculum development, classroom management, and teaching methodology;

(3) The assessment of professional knowledge described in division (E)(2) of this section. The standards for successfully completing this assessment and the manner of conducting the assessment shall be the same as for any other individual who is required to take the assessment pursuant to rules adopted by the state board under section 3319.22 of the Revised Code.

(4) The Ohio teacher residency program;

(5) All other requirements for a professional educator license adopted by the state board under





section 3319.22 of the Revised Code.

(G) A person who is assigned to teach in this state as a participant in the teach for America program or who has completed two years of teaching in another state as a participant in that program shall be eligible for a license only under section 3319.227 of the Revised Code and shall not be eligible for a license under this section.

(H) The board shall issue an alternative resident educator license in accordance with Chapter 4796. of the Revised Code to an applicant if either of the following applies:

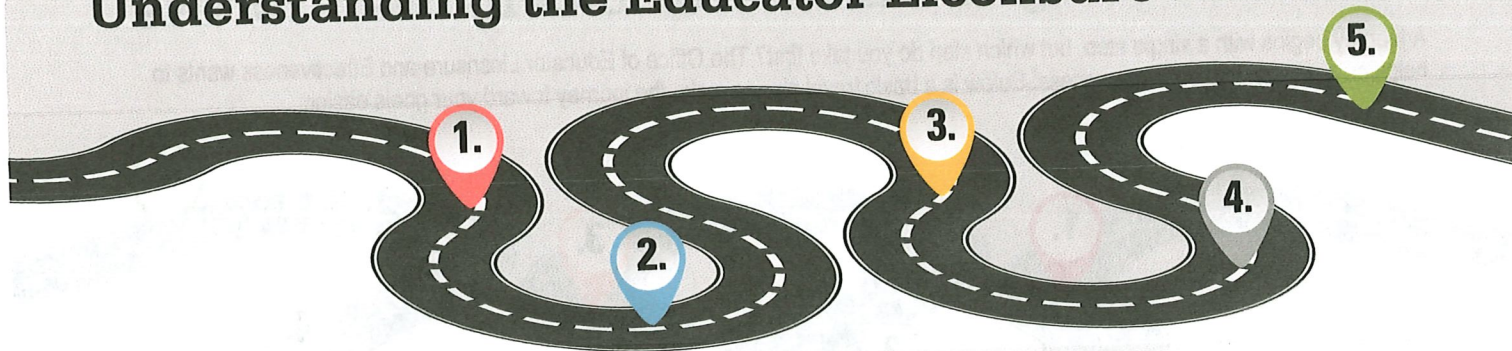
(1) The applicant holds a license in another state.

(2) The applicant has satisfactory work experience, a government certification, or a private certification as described in that chapter as an educator for grades kindergarten through twelve in a state that does not issue that license.

(I) The holder of an alternative resident educator license may teach preschool students under that license.



# Understanding the Educator Licensure Process



## 4 Determination Regarding Eligibility

The Office of Educator Licensure and Effectiveness will review your application and related documents to determine if you have met all state requirements for licensure, in accordance with current Ohio law. This processing time may vary depending on when you apply. During the off-peak season (Oct. to April), the application processing time is typically 5-7 business days. During the peak season (May to Sept.), the processing time is closer to 10-12 business days.

If you need to provide additional documents for review or you have not met licensure requirements, your application will be put on hold. You will be notified via email of what you need to submit to continue the process. You will then have 60 days to provide what is needed. After that time, the system will automatically decline your application and charge you a nonrefundable processing fee. You will receive an email notification if this occurs. If at some point in this process you have questions about your requirements, please contact the Office of Educator Licensure and Effectiveness.

Your application will be declined if it is determined that you are not eligible for the Ohio license or permit you requested. You will receive an email notification if your license or permit is declined. You may then request a refund of your remaining funds. You may either log in to your OHID account and request a refund from your CORE Dashboard under **My Account**, or you may contact the Office of Educator Licensure and Effectiveness to request your refund. You also have the option to leave your funds in your OHID account as a positive balance and apply them to your next application.

## 5 Issuance of the License

If your **BCI and FBI background checks** are clear, your license or permit may be issued as soon as the Office of Educator Licensure and Effectiveness approves your application. If an application must go through the Office of Professional Conduct for further review, it will take longer to process. If you have never had a license or permit issued by the Ohio State Board of Education before, or if it has been a few years since your license or permit expired, the State Board will need to enroll you in **Rapback**. The Rapback enrollment process is typically completed within one business day.

Finally, you will receive an email notification when your license or permit is issued.

## Information Available Through Your CORE Dashboard

Curious about the status of your application? Log in to your OHID account any time and check the status from your CORE Dashboard under **My Application Status**.

Need a copy of your license or permit? Download and print a copy of your active license or permit as soon as it has been issued. Log in to your OHID account to view, download and print your active license or permit from your CORE Dashboard under **My Credentials**.

For more information about how to use your CORE Dashboard, you can always access the CORE User Manual by logging in to your OHID account. Click the Educator Licensure and Records (CORE) tile. Then click **My Profile** in the red ribbon and select **Help**. Select **User Manual** from the drop-down window.

## Contact Information

Ohio State Board of Education  
Office of Educator Licensure and Effectiveness  
25 South Front Street  
Mail Stop 504  
Columbus, OH 43215  
(Toll free) 855-983-4868  
Educator.licensure@sboe.ohio.gov

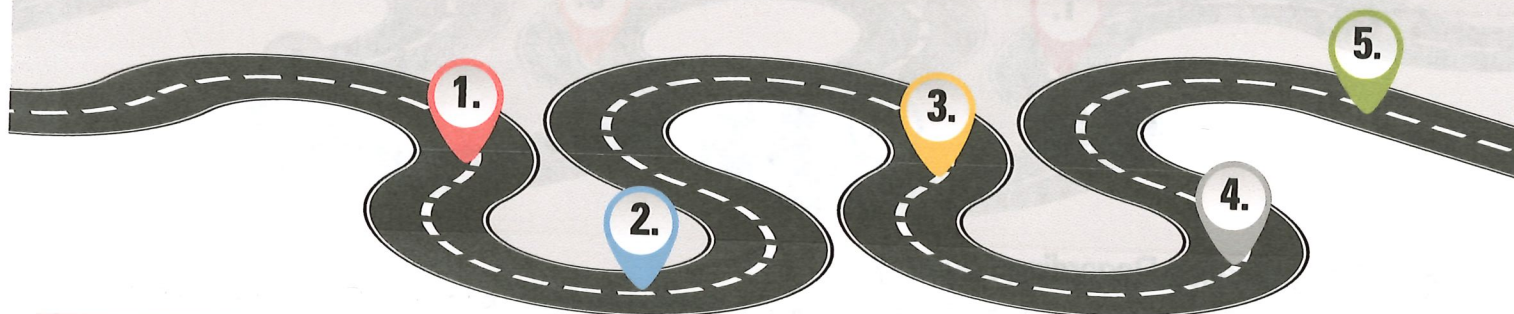


State Board of  
Education



# Understanding the Educator Licensure Process

A journey begins with a single step, but which step do you take first? The Office of Educator Licensure and Effectiveness wants to help you navigate the licensure process. Below is a basic travel plan to make the journey toward your goals easier.



## 1 Find the Right Licensure Fit

Perhaps you are still considering your options in the field of education. Whether you are still a student, hold an advanced degree or are considering a second career, there are many opportunities for those interested in serving P-12 students. Check out the [Exploring Careers in Education](#) section of the Human Capital Resource Center for career opportunities and pathways to licensure.

## 2 Create and Submit an Application

If you do not have an OHID account, you will need to create one before you can access the online application to request the license or permit. Instructions are available on the [OHID login](#) page.

The online application is user-friendly, but we all need a little help now and then. To access the CORE User Manual, log in to your OHID account and click the Educator Licensure and Records (CORE) tile. Click **My Profile** in the red ribbon and select **Help**. Then select the **User Manual** from the drop-down window. A handy manual filled with instructions and screen shots will appear for you to use as you complete the application.

To make filling out the application a little easier, take a few minutes to gather your documents, such as official transcripts, exam score reports and other documents, and be ready to answer a few questions. The questions in the application will be relevant to the license or permit you request. For example, you may need to provide basic information about your work history and educator preparation pathway, or indicate your employing Ohio school, district or educational service center (ESC). There will also be questions about criminal history, prior licensure discipline and military history. If you do not have all your documents at the time you submit your application, no worries. You can save your application and upload them later (or even after you submit your application).

Once you have finished, pay and submit your application to move it on to the next step in the process.

## 3 Review of the Application

Your application may need to take a quick pit stop before coming to the Office of Educator Licensure and Effectiveness. For example, if the approval of your employing school, district or ESC is required, the system will send your application there first for review.

Likewise, if your application must be approved by the Ohio college or university at which you completed your preparation program, it will be sent to that institution first. The system will use the information you provided in the application to electronically send it to the appropriate destination.

Once the school, district, ESC or university approves your application, the system will automatically forward it to the Ohio State Board of Education (State Board). If your application does not need the approval of your university or employing school, it will go straight to the State Board.

Please note that if the school, district, ESC or university declines your application for any reason, it will not come to the State Board. You will receive an email regarding the decline of your application. If this happens, contact the institution that declined your application for more information. Do not worry about being charged for an application declined by one of these institutions. The funds you paid will stay in your OHID account as a positive balance for you to apply to your next application.



State Board of  
Education

## Assessment Design and Framework

### Field 057: Assessment of Professional Knowledge: Primary Education (PK–5)

The assessment design below describes general assessment information. The framework that follows is a detailed outline that explains the knowledge and skills that this assessment measures.

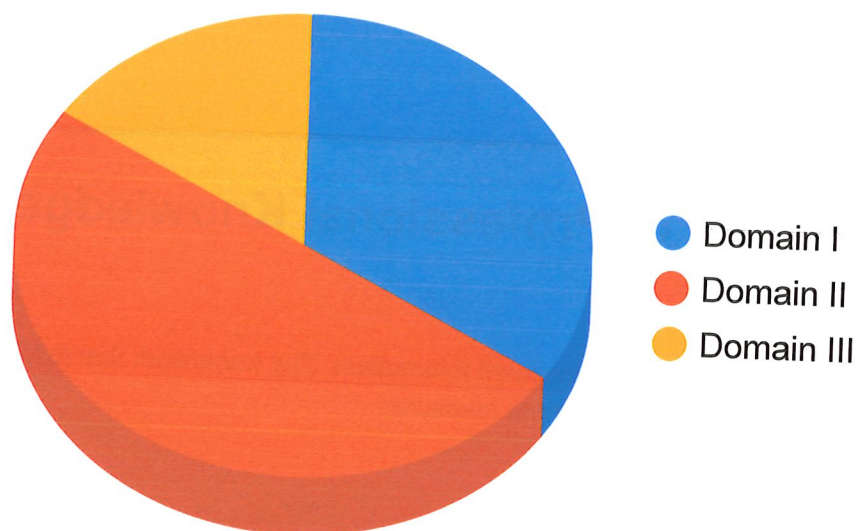
#### Assessment Design

|                     |                                                                                                                                                 |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Format              | Computer-based test (CBT)                                                                                                                       |
| Number of Questions | 100 multiple-choice questions (80% of score)<br>2 constructed-response assignments:<br>Work Product (10% of score)<br>Case Study (10% of score) |
| Time*               | 180 minutes                                                                                                                                     |
| Passing Score       | 220                                                                                                                                             |

\*Does not include 15-minute tutorial

#### Framework





| Domain |                                                                      | Range of Competencies | Approximate Percentage of Assessment Score |
|--------|----------------------------------------------------------------------|-----------------------|--------------------------------------------|
| I      | Child Development, Diversity, and Learning<br>•Work Product          | 0001–0003             | 24%                                        |
| II     | Assessment, Instruction, and the Learning Environment<br>•Case Study | 0004–0008             | 40%                                        |
| III    | The Professional Environment                                         | 0009–0010             | 16%                                        |

### Domain I—Child Development, Diversity, and Learning

**0001 Understand how students grow and develop, and variations in patterns of the stages of child development and learning, and how to apply this knowledge to promote student achievement.**

Includes:

1. Demonstrate knowledge of developmental milestones and developmental variation in the physical, adaptive (e.g., self-help), cognitive, linguistic, and social-emotional domains and their significance for early learning and instructional decision making.
2. Demonstrate knowledge of the ways in which a student's development and learning in one domain may affect the student's development and performance in other domains.
3. Apply knowledge of various instructional strategies, approaches, and learning goals in relation to the developmental characteristics and needs of students.
4. Demonstrate knowledge of the stages of cognitive development, including the concept of readiness for learning, and how to plan learning experiences that promote students' cognitive development and

acknowledge each student's strengths, interests, and needs.

5. Apply knowledge of the roles of play, social interaction, physical activity, and hands-on experiences in learning; and the ways to integrate opportunities of play, social interaction, physical activity, and hands-on experiences into instructional activities throughout the curriculum.

**0002 Understand learning processes and methods for providing instructional experiences that promote students' development, learning, and achievement.**

Includes:

1. Apply knowledge of processes by which students construct meaning and develop skills, including the use of different types of learning strategies and various types of play, and techniques for making knowledge accessible and meaningful for all students.
2. Demonstrate knowledge of strategies and methods to provide opportunities for all students to demonstrate their learning and understanding in different ways and to incorporate varying modalities and multiple pathways to achieve instructional goals (e.g., Universal Design for Learning [UDL]).
3. Identify strategies and resources, including technologies, for facilitating learning for all students in given instructional contexts.
4. Apply knowledge of strategies for promoting students' development of independent thinking and learning, reflection, and higher-order thinking skills; organizational and time-management skills; and sense of ownership and responsibility toward their own learning.
5. Demonstrate awareness of factors in the home, school, and community that can affect students' development and learning and the implications of these factors for teaching and learning.

**0003 Understand student diversity and how to provide learning opportunities and environments that are responsive to student differences and diverse families, promote all students' learning, and foster students' appreciation of and respect for diversity.**

Includes:

1. Demonstrate knowledge of ways to work respectfully and reciprocally with families to gain a holistic knowledge of students to facilitate and promote development, learning, and motivation.
2. Apply knowledge of strategies for creating a positive, supportive environment for all students while promoting students' understanding of, and appreciation and respect for, diversity within the classroom, school, and community.
3. Demonstrate knowledge of strategies for enhancing one's own awareness of students' diverse backgrounds and needs; resources in the classroom, school, and community for meeting individual students' needs; and strategies for connecting students and their families to these resources.
4. Identify strategies for working and interacting effectively in various classroom contexts with all students, including students with diverse characteristics, needs, and assets.
5. Apply knowledge of strategies for planning and adapting instruction that is responsive to the characteristics, skills, strengths, and needs of all students and for ensuring that all students have access to, and participate fully in, classroom life and activities.

**Domain II—Assessment, Instruction, and the Learning Environment**



**0004 Understand formal and informal assessment instruments and practices, the relationship between assessment and instruction, and how to use assessment to guide instruction and monitor and communicate students' learning progress.**

Includes:

1. Demonstrate knowledge of measurement principles to support the development, administration, and analysis of formative and summative assessments, such as reliability, validity, and bias; and the characteristics, uses, advantages, and limitations of various types of assessments (e.g., formal, informal, formative, summative).
2. Demonstrate knowledge of appropriate assessment instruments and practices for given instructional situations or needs, including advantages and limitations of various types of assessments, and how to select or construct assessment instruments for various purposes.
3. Apply knowledge of strategies for integrating assessment and instruction, aligning assessment with instructional goals, and using assessment to monitor student understanding and to guide instruction.
4. Analyze formative and summative data to plan, differentiate, and adjust targeted instruction and interventions and monitor student progress.
5. Demonstrate knowledge of the benefits of using multiple assessment methods to support instruction and appropriate strategies for adapting classroom assessments for students with various characteristics and needs, including English learners and students with exceptionalities.
6. Apply knowledge of strategies for providing students with timely, accurate, and effective feedback and for helping students use teacher assessment, peer assessment, and self-assessment to guide their own learning.
7. Demonstrate knowledge of how to interpret assessment results and how to communicate assessment results to students and their families.

**0005 Understand principles and methods of curricular and instructional planning and how to design and implement instruction that promotes all students' development, learning, and achievement.**

Includes:

1. Identify procedures used in curricular planning and decision making, such as defining scope and sequence, determining prerequisite knowledge and skills, developing a coherent sequence of lessons, and aligning the curriculum with content standards.
2. Demonstrate knowledge of key factors to consider in instructional planning, including Ohio's Early Learning & Development Standards: Birth to Kindergarten Entry and Ohio's Learning Standards (kindergarten through grade 5); and ways to align instruction to include students' characteristics, development, prior experiences, current knowledge and skills, and readiness to learn.
3. Demonstrate knowledge of how to define developmentally appropriate learning goals, select effective instructional approaches, and explicitly link learning activities to those defined goals.
4. Demonstrate knowledge of strategies and methods to adjust curriculum goals and lesson objectives; align instruction; and identify learning targets, progressions, and entry points to plan and deliver explicit instruction to students with significant learning needs using the Ohio Learning Standards–Extended (OLS-E), as stated in an Individualized Education Program (IEP).
5. Demonstrate knowledge of the benefits of and strategies for integrating curricula, creating interdisciplinary units of study, and planning inquiry-based learning experiences that provide students with opportunities to explore content from integrated and varied perspectives.
6. Apply knowledge of effective lesson and unit plans and their characteristics, such as logical sequence,

completeness, and feasibility.

7. Apply knowledge of strategies for integrating accommodations to curriculum and instruction based on students' learning characteristics and needs and for adapting lessons to ensure the success of all students.

**0006 Understand principles and methods associated with various instructional approaches and how to apply these principles and methods to promote all students' development and their achievement of instructional goals.**

Includes:

1. Identify the characteristics, uses, benefits, and limitations of various instructional approaches, such as direct instruction, cooperative learning, inquiry, and class discussion, including the use of a variety of grouping practices.
2. Apply knowledge of how to organize, differentiate, and implement instruction that promotes the ability of all students to achieve learning goals; and how to continuously monitor instructional effectiveness and respond flexibly to students' understanding, engagement, and feedback.
3. Apply knowledge of strategies, methods, and activities to differentiate instruction and engagement supports to promote learning and achievement for students who are at risk.
4. Demonstrate knowledge of how to provide instruction that promotes higher-order thinking and creativity; encourages independent thinking and learning; enhances students' ability to synthesize knowledge, solve problems, and acquire, analyze, and organize information; and helps students work cooperatively and productively.
5. Demonstrate knowledge of the ways to effectively integrate technology, including digital applications and activities, to meet instructional goals and differentiate instruction to engage and support student learning.
6. Apply knowledge of how to use appropriate criteria to evaluate instructional resources and materials, including digital and technological resources, and how to select resources and materials to meet various instructional needs.

**0007 Understand principles and practices of motivation and communication and how to apply these principles and practices effectively to promote students' active engagement and learning.**

Includes:

1. Demonstrate knowledge of intrinsic and extrinsic motivation; strategies for gaining students' attention and promoting their motivation to learn; and effective ways to use constructive feedback to guide learning, increase motivation, and improve engagement.
2. Apply knowledge of the relationship between direct engagement in learning and students' interest in lessons and of procedures for enhancing relevance and promoting intrinsic motivation to learn.
3. Recognize factors and situations that tend to promote or diminish student motivation, appropriate ways to apply various motivational strategies, and the expected outcomes of different strategies in given situations.
4. Demonstrate knowledge of factors such as age, development, disability, gender, sexual orientation, race, nationality, ethnicity, and religion; and cultural, economic, geographic, and linguistic backgrounds that can affect classroom communication and methods for interacting effectively with all students to achieve specified communication goals, such as clarifying content, communicating high expectations for learning, building students' self-esteem, and promoting a climate of collaboration and support.
5. Apply knowledge of communication strategies for meeting specific instructional needs, including providing instructional supports and scaffolding opportunities, and for promoting understanding and engagement of all

students in learning.

6. Demonstrate knowledge of skilled questioning and how to use various questioning techniques and activities to achieve instructional goals, such as facilitating recall, stimulating curiosity, encouraging divergent thinking, and promoting higher-order thinking and creativity.

**0008 Understand how to structure and manage the classroom to establish a safe, inclusive, and positive learning environment; and strategies and methods for promoting all students' social-emotional competence and development of interpersonal skills.**

Includes:

1. Apply knowledge of strategies and procedures for creating a safe, supportive, and inclusive learning environment that encourages students' active engagement, risk taking, and collaboration in learning.
2. Demonstrate knowledge of strategies for promoting positive student interactions, facilitating conflict resolution, and promoting students' understanding and application of ethical principles such as honesty, courtesy and respect, academic and personal integrity, and civic responsibility.
3. Apply knowledge of strategies for developing and promoting students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills.
4. Apply knowledge of effective strategies for organizing the physical environment of the classroom to promote learning and communication, including ways to manage class schedules and transitions, and to address routine tasks and unanticipated situations.
5. Apply knowledge of strategies and activities for helping students acquire and apply efficient learning strategies, including developing goal-setting, problem-solving, and coping skills.
6. Demonstrate understanding of the importance of classroom social norms, expectations, and routines; and ways to effectively involve students in designing classroom procedures that ensure safety and develop positive interpersonal interactions and communication.

### **Domain III–The Professional Environment**

**0009 Understand how to establish partnerships and collaborate effectively with students' families, colleagues, and members of the community to enhance and support students' development and learning.**

Includes:

1. Apply knowledge of strategies for developing partnerships with students' families to support students' development and learning and for encouraging and facilitating the involvement of families in their children's education.
2. Demonstrate knowledge of the importance of developing positive and collaborative relationships with all students and their families, including facilitating effective school-home communication, and strategies for fostering and maintaining effective communication with all students' families.
3. Demonstrate knowledge of strategies for conducting effective conferences with students' families; addressing the concerns of families in various contexts; and interacting effectively and appropriately with all families, including those with diverse characteristics, needs, and assets.
4. Demonstrate knowledge of effective methods for establishing and maintaining supportive, collaborative relationships with professional colleagues as a member of the learning community.

5. Apply knowledge of how to collaborate effectively with others in the school community to meet students' and families' needs and enhance student achievement.
6. Demonstrate knowledge of ways to collaborate effectively with local community agencies, when and where appropriate, to promote a positive school environment.

**0010 Understand roles and expectations for professional educators, legal and ethical guidelines, and strategies for continuous professional growth and self-reflection.**

Includes:

1. Apply knowledge of the rights and responsibilities of teachers, students, and parents/guardians in various educational contexts.
2. Apply knowledge of the ethical principles and professional practices related to the educational setting, including ensuring educational equity for all students, maintaining the confidentiality of students' records and personal information, mandated reporting, and due process.
3. Demonstrate knowledge of various types of professional organizations and professional development opportunities and resources, including research; action research; interactions with mentors, supervisors, and colleagues; and their use in enhancing professional knowledge, skills, and expertise.
4. Demonstrate knowledge of important dispositions associated with effective teaching and strategies for using reflection and self-assessment to identify teaching strengths and challenges and to improve professional practice.

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Evaluation Systems, Pearson, 300 Venture Way, Hadley, MA 01035



# Eligible Certification Areas

**OHIO**  
**TEACHERS**  
*— of Tomorrow —*

|        |                                                                |
|--------|----------------------------------------------------------------|
| 20015  | <b>Visual Arts</b>                                             |
| 30000  | <b>Business Education</b>                                      |
| 50090  | <b>American Sign Language</b>                                  |
| 50145  | <b>Integrated Language Arts</b>                                |
| 50280  | <b>TESOL</b> (Teaching English to Speakers of Other Languages) |
| 50337  | <b>Drama/Theater</b>                                           |
| 60265  | <b>Spanish</b>                                                 |
| 80101  | <b>Health</b>                                                  |
| 80304  | <b>Dance</b>                                                   |
| 80310  | <b>Physical Education</b>                                      |
| 110094 | <b>Integrated Mathematics</b>                                  |
| 111700 | <b>Computer Science</b>                                        |
| 120010 | <b>Music</b>                                                   |
| 132010 | <b>Integrated Science</b>                                      |
| 132030 | <b>Life Sciences</b>                                           |
| 132040 | <b>Earth Sciences</b>                                          |
| 132150 | <b>Physical Science: Chemistry</b>                             |
| 132160 | <b>Physical Science: Physics</b>                               |
| 150004 | <b>Integrated Social Studies</b>                               |
| 196140 | <b>Mild/Moderate</b>                                           |
| 196142 | <b>Moderate/Intensive</b>                                      |
| 230000 | <b>Home Economics</b>                                          |



# Ohio's Early Learning and Development Standards

## New Training Series

### Early Learning and Development Standards Overview Training

- **Target Audience:** early childhood educators, administrators, higher education faculty, state support team early childhood specialists, resource and referral agencies, principals, early childhood intervention specialists, other agencies
- **Design:** asynchronous, on-demand, 2 hours
- **Registration:** Ohio Professional Registry, ST10129633
- **Ohio Approved, 2 hours**
- **Take this before the others in the series**
- [Overview Training Access Directions](#)



### Standards in the Context of Developmentally Appropriate Practice: Preschool

**Target Audience:** Early childhood educators and administrators, others

**Design:** Synchronous virtual or face-to-face

**Registration:** Ohio Professional Registry, free

**Length:** 3 hours

### Standards in the Context of Developmentally Appropriate Practice: Infant and Toddler

**Target Audience:** Infant and toddler educators, early intervention specialists, administrators, others

**Design:** Synchronous virtual or face-to-face

**Registration:** Ohio Professional Registry, free

**Length:** 3 hours

### Standards in the Context of Developmentally Appropriate Practice: Family Child Care and Mixed Age Groups

**Target Audience:** Family child care providers, directors and educators, others

**Design:** Synchronous virtual or face-to-face

**Registration:** Ohio Professional Registry, free

**Length:** 3 hours

### Selecting Curriculum and Assessment

**Target Audience:** Program administrators

**Design:** Face-to-face workshop; 3 hours

**Registration:** Ohio Professional Registry, free

**Ohio Approved**

**Length:** 3 hours



# The Early Childhood Professional (Care Courses)

AT136921 -- ST10128630

Cannot Register  
You are already  
registered for this event.

## Event Description

This course is written for all early childhood professionals, working in homes or centers. Become a more professional child care provider as you examine standards for high-quality child care in one of our most popular courses. Learn ways to show respect for diversity among children and families and develop congenial relationships with families and staff. Learn the signs and effects of stress as well as strategies to manage stress.

## Sessions / PD Event Location Info

Available Now Through Friday January 11th, 2030

Go to [www.CareCourses.com](http://www.CareCourses.com) and add the course to your cart. Login or create your Care Courses account and pay the course tuition. Instructions on how to start your course are located on our website. Prerequisite: must be able to fluently read and write in English.

## Event Information

|                       |                                                                |
|-----------------------|----------------------------------------------------------------|
| Instructor(s)         | Joanna Spilioti, Joanna Spilioti                               |
| Contact hours         | 16.00                                                          |
| Training approved for | OA-L2                                                          |
| Registration deadline | Jan 28, 2025                                                   |
| Number of open seats  | 999919                                                         |
| Event Contact         | Derek Newberry                                                 |
| Contact Email         | <a href="mailto:info@carecourses.com">info@carecourses.com</a> |
| Contact Phone         | 8006857610                                                     |

## Topic Areas

|                           |                                                                                                                            |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Target Audience           | Classroom Staff / Teacher, Family Child Care                                                                               |
| Groups related to content | Infants (birth to 18 months), Toddlers (18 months to 36 months), Preschoolers (3 years to 5 years), Program Administrators |
| Core Knowledge Area       | Child Growth and Development, Health, Safety and Nutrition, Learning Environments                                          |

# Pediatric First Aid and CPR

AT108443 -- ST10111316

## Event Description

This is a 3 hour training that follows an ODJFS-approved curriculum for individuals working with children. This class meets ODJFS revised code requirements [5101:2-14-13] and supplies the basics of Pediatric First Aid and CPR: injury prevention, emergency preparedness and response skills, as well as response to specific injuries and special health needs.

Cannot Register  
You are already  
registered for this event.  
The registration deadline  
has passed.

## Sessions / PD Event Location Info

Saturday November 6th, 2021 | 9:30am - 12:30pm

THIS IS AN IN-PERSON TRAINING. Pre-registration is required for all classes.

For classes being offered *In-Person*, masks are required, and free parking is available at meters on Jefferson Ave. (limit of 3 hrs.). For instruction on access to handicap parking spaces, email PD@actionforchildren.org (mailto:PD@actionforchildren.org).

Registration for any of our trainings is done through OCCRRRA (<http://www.occrra.org>), using the Ohio Professional Registry (././). Our monthly class lists along with additional information about the registration process can be found on our website: [www.actionforchildren.org](http://www.actionforchildren.org) (<http://www.actionforchildren.org>) in the Providers + Professionals section. If you need help finding the classes you are looking for, or have additional questions regarding Professional Development please contact: PD@actionforchildren.org (mailto:PD@actionforchildren.org). For technical assistance with your OCCRRRA Registry account, email support@occrra.org (mailto:support@occrra.org). The status of the current pandemic may cause changes to this training.

Session Being Hosted At: ON-LINE - Zoom.com via AFC Columbus 43215 Franklin  
(directions) ([https://maps.google.com?daddr=ON-LINE - Zoom.com via AFC Columbus 43215 Franklin Franklin](https://maps.google.com?daddr=ON-LINE-Zoom.com+via+AFC+Columbus+43215+Franklin+Franklin))

## Event Information

|                       |                |
|-----------------------|----------------|
| Instructor(s)         | Lori Bolen     |
| Contact hours         | 0.00           |
| Training approved for | No approvals   |
| Registration deadline | Nov 03, 2021   |
| Number of open seats  | -1             |
| Event Contact         | Karen Crockett |
| Contact Email         |                |



# Emergency Preparedness and Response Planning

AT128536 -- ST10094564

## Event Description

In this online course, you will learn about the necessary steps a program should take to ensure preparedness in the event of an emergency, as well as effective strategies to communicate your emergency plan to children, parents and staff.

## Sessions / PD Event Location Info

Available Now Through Monday June 30th, 2025 ^

Go to <https://www.prosolutionstraining.com> and choose Ohio as your state to search for course. Add course to your cart and pay online.

## Event Information

|                       |                                                                                        |
|-----------------------|----------------------------------------------------------------------------------------|
| Instructor(s)         | Erica Goldthorp, Erica Goldthorp                                                       |
| Contact hours         | 1.00                                                                                   |
| Training approved for | No approvals                                                                           |
| Registration deadline | Jun 30, 2025                                                                           |
| Number of open seats  | 9995                                                                                   |
| Event Contact         | Libby Glass                                                                            |
| Contact Email         | <a href="mailto:courses@prosolutionstraining.com">courses@prosolutionstraining.com</a> |
| Contact Phone         | 800-939-9694                                                                           |

## Topic Areas ^

|                           |                                                                                                                     |
|---------------------------|---------------------------------------------------------------------------------------------------------------------|
| Target Audience           | Classroom Staff / Teacher, Staff working with children with special needs, Program Administrator, Family Child Care |
| Groups related to content | Infants (birth to 18 months), Toddlers (18 months to 36 months), Preschoolers (3 years to 5 years)                  |
| Core Knowledge Area       | Health, Safety and Nutrition                                                                                        |

### Total Event Fees

**\$14**

### Non-Refundable

Payment for this event is through the training host, once you click "Add to Cart" you will be redirected to the training entity's payment processor

[Add to Cart](#)[View Cart \(/cart/view\\_cart?from=pwa\)](/cart/view_cart?from=pwa)

# High-Quality Instructional Materials in English Language Arts PreK-Grade 5 Core Curriculum and Instructional Materials Approved List

## Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating core curriculum and instructional materials before contacting vendors for local procurements.

## Approved Program and Vendor

### PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

The Creative Curriculum for Preschool, 2016

### VENDOR

Teaching Strategies

## Ohio Department of Education and Workforce Approval

| Grade Band Approval                                             | Grades of Instructional Programming | Professional Development in Materials Available |
|-----------------------------------------------------------------|-------------------------------------|-------------------------------------------------|
| <ul style="list-style-type: none"><li>Prekindergarten</li></ul> | Prekindergarten                     | Yes                                             |

## Vendor Information

### VENDOR WEBSITE

<https://teachingstrategies.com/>

### VENDOR CONTACT INFORMATION

#### CONTACT #1

Jennifer Kafati  
Early Learning Solutions Specialist  
[jennifer.k@teachingstrategies.com](mailto:jennifer.k@teachingstrategies.com)  
586-484-1463

#### CONTACT #2

Kelly Kincaid-Viox  
Early Learning Solutions Specialist  
[kelly.v@teachingstrategies.com](mailto:kelly.v@teachingstrategies.com)  
859-321-3339

## Program Specific Information

*The information below was supplied by the vendor.*

### PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

The Creative Curriculum for Preschool, 2016

### PROGRAM SPECIFIC WEBSITE

<https://teachingstrategies.com/product/the-creative-curriculum-for-preschool/>

### PROGRAM OVERVIEW

The Creative Curriculum for Preschool is a comprehensive, research-based curriculum that features hands-on exploration and discovery as a way of learning. The Foundation helps teachers create a high-quality learning environment and build a thorough understanding of best practices, and the Daily Resources help teachers plan and manage every moment of their day. Through studies—hands-on, project-based investigations—The Creative Curriculum for Preschool helps teachers engage children in meaningful learning experiences that follow their interests and build skills in every area critical to their development and learning, including explicit and immersive science of reading-based instruction focused on building pre-reading skills and focused math instruction. This child-led approach creates a community of active learners who think critically, ask questions, and make connections between what they already know and what they are learning.

Teachers have access to The Creative Curriculum Cloud which helps streamline planning, teaching, assessment, family engagement and professional learning all in one place. With full digital access to all English and Spanish curriculum resources, powerful planning tools, seamless communication and engagement with families, hundreds of embedded micro-learning videos, and a professional learning community - teachers are provided tools that work smarter, so they don't have to work harder.

### PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Early childhood educators who implement The Creative Curriculum can do so with the assurance that this research-backed, comprehensive approach to teaching and learning addresses reading as a complex set of skills that incorporate knowledge and abilities from the five pillars of literacy: phonemic awareness, phonics and word recognition, vocabulary, fluency, and comprehension. These pre-reading skills begin developing at birth, when an infant first learns to respond to the voice of a caregiver; and are best supported when the first five years of life are used to intentionally nurture the extensive root system necessary for later success in elementary school and beyond.

Embedded each day, throughout the days are experiences that build these foundational literacy skills and facilitation guidance for teachers about purposeful reading strategies—for example, the rhyming games teachers play with preschool-aged children while transitioning from indoor to outdoor time—building language and literacy into each day, throughout the day for all children.



Children who are attending preschool programs are typically ready for systematic, direct instruction in the components of literacy, which are prescribed by the science of reading.

The Creative Curriculum guides teachers to imbed this instruction in play-based, developmentally appropriate experiences and activities through daily resources such as Intentional Teaching Experiences, Mighty Minutes, and Book Discussion Cards.

The Teaching Strategies Position Statement on the Science of Reading can be reviewed here: <https://teachingstrategies.com/wp-content/uploads/2023/03/SOR-Position-Statement.pdf>.

### **PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM**

Included with any curriculum purchase is The Professional Development Teacher Membership. It combines the power of a professional learning community with an 8 week onboarding program, hundreds of embedded micro-learning videos, personalized learning journeys and year-round, unlimited access to experts and mentors; live and on-demand CEU-bearing classes and courses; and courses to meet CCDF and CDA training.

We support teachers to ensure they are prepared to be responsive to the needs of children. In addition, our blog posts and webinars share best practices, tips, and more; and foundation volumes explain how humans learn not just to read and write, but also to love language, books, and stories and embrace lifelong learning.

We have an extensive catalogue available of instructor-led professional learning sessions, able to be delivered in-person, or virtually: [https://teachingstrategies.com/professional-development-catalog/?sft\\_pd\\_solution=preschool&sft\\_pd\\_product=creative-curriculum](https://teachingstrategies.com/professional-development-catalog/?sft_pd_solution=preschool&sft_pd_product=creative-curriculum).

Teaching Strategies is accredited by the International Association for Continuing Education and Training (IACET) and complies with the ANSI/IACET Standard, which is recognized internationally as a standard of excellence in instructional practices. Teaching Strategies is accredited to issue the IACET CEU.



# The Creative Curriculum® for Preschool

## Scope and Sequence for 3- to 4-Year-Olds

This document shows the scope of the concepts and skills in *The Creative Curriculum® for Preschool* and the sequence in which they are introduced. When you use the complete curriculum (including *Intentional Teaching Cards*, *Mighty Minutes*, *Book Discussion Cards*, *Book Conversation Cards*, *LearningGames*, *Highlights High Five Bilingual*, and *Teaching Guides*), you can be sure that these concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order.

All of the resources in *The Creative Curriculum® for Preschool* are rooted in the 38 research-based objectives described in *Volume 6: Objectives for Development & Learning Birth Through Third Grade*. Most objectives include progressions that show the typical sequence of milestones that children will reach along the path to mastery. Although the path is predictable, we recognize that young children's development is uneven, that it changes rapidly, and that development and learning are interrelated and overlapping.

Within the progressions, colored bands indicate widely held expectations for development and learning at different ages and classes/grades. Understanding children's

unique strengths, needs, and interests makes it possible to individualize their learning to meet them where they are. You can use this chart as a starting point for most children in your class and then make adjustments according to the individual strengths and needs identified by your observations and assessment findings. This chart will help you plan experiences thoughtfully and intentionally on the basis of each child's current levels of development and learning.

Area of Development and Learning: Social-Emotional

| Head Start<br>Early Learning<br>Outcomes<br>Framework                                                                                  | Objective       | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                           | Sample Resources From<br><i>The Creative Curriculum® for Preschool</i>                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                        |                 | Beginning of the Year                                                                                                                                                                                                         | Middle of the Year                                                                                                                                                                                                                                                 | End of the Year                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>• Goal P-ATL 1, 2, 3, 4, 5</li> <li>• Goal P-SE 8, 10</li> <li>• Goal P-PMIP 4, 5, 6</li> </ul> | Self-regulation | <ul style="list-style-type: none"> <li>• Begins to comfort self by seeking out special object or person</li> <li>• Accepts redirection from adult</li> <li>• Begins to demonstrate confidence in meeting own needs</li> </ul> | <ul style="list-style-type: none"> <li>• Comforts self by seeking out special object or person</li> <li>• Begins to manage classroom rules, routines, and transitions with occasional reminders</li> <li>• Demonstrates confidence in meeting own needs</li> </ul> | <ul style="list-style-type: none"> <li>• Is able to look at a situation differently or delay gratification</li> <li>• Manages classroom rules, routines, and transitions with occasional reminders</li> <li>• Begins to take responsibility for own well-being</li> </ul> | <ul style="list-style-type: none"> <li>• Social-Emotional Intentional Teaching Cards™, SE01, SE03–SE07</li> <li>• <i>Mighty Minutes</i>™, 25</li> <li>• <i>LearningGames</i>™, 150</li> <li>• <i>Book Discussion Cards</i>™</li> <li>• <i>The Creative Curriculum® for Preschool: Beginning the Year</i></li> </ul> |

**Area of Development and Learning: Social-Emotional, continued**

| Head Start Early Learning Outcomes Framework | Objective              | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                        | Sample Resources From The Creative Curriculum® for Preschool                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              |                        | Beginning of the Year                                                                                                                                                                                                                                                                                                           | Middle of the Year                                                                                                                                                                                                                                                                                   | End of the Year                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| • Goal P-SE.1.2.3, 4, 6, 7                   | Positive relationships | <ul style="list-style-type: none"> <li>• Manages separations without distress and engages with trusted adults</li> <li>• Begins to demonstrate concern about the feelings of others</li> <li>• Begins to use successful strategies for entering groups</li> <li>• Begins to play with one or two preferred playmates</li> </ul> | <ul style="list-style-type: none"> <li>• Manages separations without distress and engages with trusted adults</li> <li>• Demonstrates concern about the feelings of others</li> <li>• Uses successful strategies for entering groups</li> <li>• Plays with one or two preferred playmates</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to engage with trusted adults as resources and to share mutual interests</li> <li>• Begins to identify basic emotional reactions of others and their causes accurately</li> <li>• Uses successful strategies for entering groups</li> <li>• Begins to establish a special friendship with one other child, but the friendship might only last a short while</li> </ul> | <ul style="list-style-type: none"> <li>• Social-Emotional <i>Intentional Teaching Cards</i>™, SE04–SE08, SE10–SE11, SE13–SE14</li> <li>• <i>Mighty Minutes</i>™, 78</li> <li>• <i>LearningGames</i>™, 110, 150</li> <li>• <i>Book Discussion Cards</i>™ Social-Emotional questions</li> <li>• <i>The Creative Curriculum</i>® for Preschool: <i>Beginning the Year, Volume 1: The Foundation</i>, Chapter 1; Chapter 4</li> </ul>            |
| • Goal P-SE.4.5                              | Group participation    | <ul style="list-style-type: none"> <li>• Begins to take turns</li> <li>• Seeks adult help to resolve social problems</li> </ul>                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Begins to suggest solutions to social problems</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Suggests solutions to social problems</li> </ul>                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Social-Emotional <i>Intentional Teaching Cards</i>™, SE02–SE03, SE07–SE09, SE21, SE24–SE25</li> <li>• <i>Mighty Minutes</i>™, 01–15, 20–25</li> <li>• <i>LearningGames</i>™, 150</li> <li>• <i>Book Discussion Cards</i>™ Social-Emotional questions</li> <li>• <i>The Creative Curriculum</i>® for Preschool: <i>Beginning the Year, Volume 1: The Foundation</i>, Chapter 1; Chapter 4</li> </ul> |

# Area of Development and Learning: Physical

| Head Start Early Learning Outcomes Framework | Objective                       | Progressions of Development and Learning—Sample Indicators                                                                                                     |                                                                                                                                              |                                                                                                                                                                                   | Sample Resources From The Creative Curriculum® for Preschool                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              |                                 | Beginning of the Year                                                                                                                                          | Middle of the Year                                                                                                                           | End of the Year                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                              |
| • Goal P-MMP 1, 2                            | Traveling skills                | • Begins to move purposefully from place to place with control                                                                                                 | • Moves purposefully from place to place with control                                                                                        | • Moves purposefully from place to place with control                                                                                                                             | • Physical Intentional Teaching Cards™: P12, P14, P22–P23, P33<br>• Mighty Minutes™: 05<br>• Learning Games™: 144<br>• Movement experiences in The Creative Curriculum® for Preschool Teaching Guides<br>• The Creative Curriculum® for Preschool: Beginning the Year, Volume 1: The Foundation, Chapter 1: Volume 2: Interest Areas                                         |
| • Goal P-MMP 1                               | Balancing skills                | • Begins to sustain balance during simple movement experiences                                                                                                 | • Sustains balance during simple movement experiences                                                                                        | • Begins to sustain balance during complex movement experiences                                                                                                                   | • Physical Intentional Teaching Cards™: P10–P11, P16–P17, P20–P21, P24, P33<br>• Mighty Minutes™: 09–10, 12–15, 17, 28, 30<br>• Learning Games™: 124, 144<br>• Movement experiences in The Creative Curriculum® for Preschool Teaching Guides<br>• The Creative Curriculum® for Preschool: Beginning the Year, Volume 1: The Foundation, Chapter 1: Volume 2: Interest Areas |
|                                              | Gross-motor manipulative skills | • Begins to manipulate balls or similar objects with flexible body movements                                                                                   | • Manipulates balls or similar objects with flexible body movements                                                                          | • Manipulates balls or similar objects with flexible body movements                                                                                                               | • Physical Intentional Teaching Cards™: P04–P07, P09, P15, P18–P19, P26, P28<br>• Mighty Minutes™: 05, 10, 20<br>• Learning Games™: 124, 138, 144, 183<br>• Movement experiences in The Creative Curriculum® for Preschool Teaching Guides<br>• The Creative Curriculum® for Preschool: Beginning the Year, Volume 1: The Foundation, Chapter 1: Volume 2: Interest Areas    |
| • Goal P-MMP 3                               | Fine-motor skills               | • Begins to use refined wrist and finger movements<br>• Begins to grip drawing and writing tools with whole hand but may use whole-arm movements to make marks | • Uses refined wrist and finger movements<br>• Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks | • Begins to use small, precise finger and hand movements<br>• Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end | • Physical Intentional Teaching Cards™: P01–P03, P08, P30–P32<br>• Mighty Minutes™: 44<br>• Learning Games™: 104, 144, 167, 187, 195<br>• Movement experiences in The Creative Curriculum® for Preschool Teaching Guides<br>• The Creative Curriculum® for Preschool: Beginning the Year, Volume 1: The Foundation, Chapter 1: Volume 2: Interest Areas                      |

# Area of Development and Learning: Language

| Head Start Early Learning Outcomes Framework | Objective                                     | Progressions of Development and Learning- Sample Indicators                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                  | Sample Resources From The Creative Curriculum for Preschool                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              |                                               | Beginning of the Year                                                                                                                                                                                                                                                                                                                                                                                                                     | Middle of the Year                                                                                                                                                                                                                                                                                                                                                        | End of the Year                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| • Goal P-LC 1, 2                             | Listening to and understanding language       | <ul style="list-style-type: none"> <li>• Begins to respond appropriately to specific vocabulary and simple statements, questions, and stories</li> <li>• Follows simple requests not accompanied by gestures</li> </ul>                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Responds appropriately to specific vocabulary and simple statements, questions, and stories</li> <li>• Follows directions of two or more steps that relate to familiar objects and experiences</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>• Responds appropriately to specific vocabulary and simple statements, questions, and stories</li> <li>• Begins to follow detailed, instructional, multistep directions</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>• Language and Literacy <i>Intentional Teaching Cards</i>™: LL55</li> <li>• <i>Mighty Minutes</i>™: 03, 13, 69, 73, 86</li> <li>• <i>LearningGames</i>™: 187</li> <li>• <i>Teaching Strategies</i>™ Children's Book Collection</li> <li>• <i>Book Discussion Cards</i>™</li> <li>• Discussions in <i>The Creative Curriculum</i>™ for Preschool Teaching Guides</li> <li>• <i>The Creative Curriculum</i>™ for Preschool, Volume 1: The Foundation, Chapter 1; Chapter 3; Chapter 4; Volume 2: Interest Areas; Volume 3: Literacy</li> </ul>                                                                   |
| • Goal P-LC 3, 5, 6, 7                       | Expressive language                           | <ul style="list-style-type: none"> <li>• Begins to describe and tell the use of many familiar items by most people; may mispronounce new, long, or unusual words</li> <li>• Begins to use three- or four-word sentences; may omit words or use some words incorrectly</li> <li>• Begins to tell simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</li> </ul> | <ul style="list-style-type: none"> <li>• Describes and tells the use of many familiar items</li> <li>• Is understood by most people; may mispronounce new, long, or unusual words</li> <li>• Begins to use complete four- to six-word sentences</li> <li>• Tells stories about other times and places that have a logical order and that include major details</li> </ul> | <ul style="list-style-type: none"> <li>• Describes and tells the use of many familiar items</li> <li>• Is understood by most people; may mispronounce new, long, or unusual words</li> <li>• Uses complete four- to six-word sentences</li> <li>• Tells stories about other times and places that have a logical order and that include major details</li> </ul> | <ul style="list-style-type: none"> <li>• Language and Literacy <i>Intentional Teaching Cards</i>™: LL08, LL18, LL27, LL43, LL45, LL53–LL54, LL61</li> <li>• <i>Mighty Minutes</i>™: 10, 19, 43, 49, 76</li> <li>• <i>LearningGames</i>™: 159, 194, 200</li> <li>• <i>Teaching Strategies</i>™ Children's Book Collection</li> <li>• <i>Book Discussion Cards</i>™</li> <li>• Discussions in <i>The Creative Curriculum</i>™ for Preschool Teaching Guides</li> <li>• <i>The Creative Curriculum</i>™ for Preschool, Volume 1: The Foundation, Chapter 1; Chapter 3; Chapter 4; Volume 2: Interest Areas; Volume 3: Literacy</li> </ul>                |
| • Goal P-LC 4                                | Conversational and other communication skills | <ul style="list-style-type: none"> <li>• Begins to engage in conversations of at least three exchanges</li> <li>• Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</li> </ul>                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Engages in conversations of at least three exchanges</li> <li>• Begins to use acceptable language and basic social rules while communicating with others; may need reminders</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>• Engages in conversations of at least three exchanges</li> <li>• Uses acceptable language and basic social rules while communicating with others; may need reminders</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>• Language and Literacy <i>Intentional Teaching Cards</i>™: LL06, LL43, LL46, LL47, LL53, LL54, LL62</li> <li>• <i>Mighty Minutes</i>™: 03, 11, 16, 18, 64</li> <li>• <i>LearningGames</i>™: 107, 115, 120, 149, 159, 175, 200</li> <li>• <i>Teaching Strategies</i>™ Children's Book Collection</li> <li>• <i>Book Discussion Cards</i>™</li> <li>• Discussions in <i>The Creative Curriculum</i>™ for Preschool Teaching Guides</li> <li>• <i>The Creative Curriculum</i>™ for Preschool, Volume 1: The Foundation, Chapter 1; Chapter 3; Chapter 4; Volume 2: Interest Areas; Volume 3: Literacy</li> </ul> |

## Teaching Strategies

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# Area of Development and Learning: Cognitive

| Head Start Early Learning Outcomes Framework                                                                  | Objective                              | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Sample Resources From The Creative Curriculum® for Preschool                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                               |                                        | Beginning of the Year                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Middle of the Year                                                                                                                                                                                                                                                                                                                                                                                                                                                   | End of the Year                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>• Goal P-ATL 6, 7, 9, 11, 12, 13</li> <li>• Goal P-SCI 5, 6</li> </ul> | Approaches to learning                 | <ul style="list-style-type: none"> <li>• Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</li> <li>• Practices an activity many times until successful</li> <li>• Observes and imitates how other people solve problems; asks for a solution and uses it</li> <li>• Explores and investigates ways to make something happen</li> <li>• Begins to use creativity and imagination during play and routine tasks</li> </ul> | <ul style="list-style-type: none"> <li>• Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</li> <li>• Practices an activity many times until successful</li> <li>• Begins to solve problems without having to try every possibility</li> <li>• Begins to show eagerness to learn about a variety of topics and ideas</li> <li>• Begins to change plans if a better idea is thought of or proposed</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to sustain work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</li> <li>• Begins to plan and pursue a variety of appropriately challenging tasks</li> <li>• Solves problems without having to try every possibility</li> <li>• Shows eagerness to learn about a variety of topics and ideas</li> <li>• Changes plans if a better idea is thought of or proposed</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Intentional Teaching Cards</i>®, LL01, LL61, M07, M44, SE05, SE14, P02, P33</li> <li>• <i>Mighty Minutes</i>®, 02, 31, 66, 68, 84, 88, 93</li> <li>• <i>LearningGames</i>®, 104, 110, 111, 144, 150, 152</li> <li>• <i>Teaching Strategies</i>® <i>Children's Book Collection</i></li> <li>• <i>Book Discussion Cards</i>®</li> <li>• <i>The Creative Curriculum</i>® for Preschool Teaching Guides</li> <li>• <i>The Creative Curriculum</i>® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul> |
| <ul style="list-style-type: none"> <li>• Goal P-ATL 8</li> </ul>                                              | Remembering and connecting experiences | <ul style="list-style-type: none"> <li>• Recalls familiar people, places, objects, and actions from the past; recalls one or two items removed from view</li> <li>• Remembers the sequence of personal routines and experiences with teacher support</li> </ul>                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Begins to tell about experiences in order, provides details and evaluates the experience; recalls three or four items removed from view</li> <li>• Begins to draw on everyday experiences and applies this knowledge to a similar situation</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Tells about experiences in order, provides details and evaluates the experience; recalls three or four items removed from view</li> <li>• Draws on everyday experiences and applies this knowledge to a similar situation</li> </ul>                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• <i>Intentional Teaching Cards</i>®, LL08, LL18, M60, SE02, SE18, P30–P31</li> <li>• <i>Mighty Minutes</i>®, 18, 23, 46, 61</li> <li>• <i>LearningGames</i>®, 167</li> <li>• <i>Teaching Strategies</i>® <i>Children's Book Collection</i></li> <li>• <i>Book Discussion Cards</i>®</li> <li>• <i>The Creative Curriculum</i>® for Preschool Teaching Guides</li> <li>• <i>The Creative Curriculum</i>® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul>                                            |

**Area of Development and Learning: Cognitive, continued**

| Head Start<br>Early Learning<br>Outcomes<br>Framework | Objective                            | Progressions of Development and Learning—Sample Indicators                                                                                                                                                          |                                                                                                                                                                                                    |                                                                                                                                                                                                    | Sample Resources From<br><i>The Creative Curriculum for Preschool</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       |                                      | Beginning of the Year                                                                                                                                                                                               | Middle of the Year                                                                                                                                                                                 | End of the Year                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| • Goal P-SCI.3                                        | Classification                       | <ul style="list-style-type: none"> <li>Begins to place objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</li> </ul>                                        | <ul style="list-style-type: none"> <li>Begins to place objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</li> </ul>                       | <ul style="list-style-type: none"> <li>Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</li> </ul>                                | <ul style="list-style-type: none"> <li><i>Intentional Teaching Cards</i>*, LL03, LL53, M03, M05, SE02, SE09, P32</li> <li><i>Mighty Minutes</i>*, 01, 06, 13, 18, 26, 78</li> <li><i>Learning Games</i>*, 149, 195</li> <li><i>Teaching Strategies</i>* Children's Book Collection</li> <li><i>Book Discussion Cards</i>*</li> <li><i>The Creative Curriculum</i>* for Preschool Teaching Guides</li> <li><i>The Creative Curriculum</i>* for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul>                     |
|                                                       | Symbolic thinking and representation | <ul style="list-style-type: none"> <li>Begins to draw or construct, and then identifies what it is</li> <li>Begins to act out familiar or imaginary scenarios; may use props to stand for something else</li> </ul> | <ul style="list-style-type: none"> <li>Draws or constructs, and then identifies what it is</li> <li>Acts out familiar or imaginary scenarios; may use props to stand for something else</li> </ul> | <ul style="list-style-type: none"> <li>Draws or constructs, and then identifies what it is</li> <li>Acts out familiar or imaginary scenarios; may use props to stand for something else</li> </ul> | <ul style="list-style-type: none"> <li><i>Intentional Teaching Cards</i>*, LL22, LL53, M06, M22, SE14, SE21, P11, P23</li> <li><i>Mighty Minutes</i>*, 01, 16, 34, 39, 66, 83</li> <li><i>Learning Games</i>*, 110, 115, 144, 149, 195</li> <li><i>Teaching Strategies</i>* Children's Book Collection</li> <li><i>Book Discussion Cards</i>*</li> <li><i>The Creative Curriculum</i>* for Preschool Teaching Guides</li> <li><i>The Creative Curriculum</i>* for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul> |

# Area of Development and Learning: Literacy

| Head Start Early Learning Outcomes Framework | Objective              | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                         | Sample Resources From The Creative Curriculum® for Preschool                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              |                        | Beginning of the Year                                                                                                                                                                                                                                  | Middle of the Year                                                                                                                                                                                                                                                                                                             | End of the Year                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| • Goal P-LIT 1.2                             | Phonological awareness | <ul style="list-style-type: none"> <li>• Fills in the missing rhyming word; generate spontaneously</li> <li>• Begins to show awareness that some words begin the same way</li> <li>• Shows awareness of separate words in sentences</li> </ul>         | <ul style="list-style-type: none"> <li>• Begins to decide whether two words rhyme</li> <li>• Begins to match beginning sounds of some words</li> <li>• Begins to show awareness of separate syllables in words</li> <li>• Begins to show understanding that a specific sequence of letters represents a spoken word</li> </ul> | <ul style="list-style-type: none"> <li>• Decides whether two words rhyme</li> <li>• Matches beginning sounds of some words</li> <li>• Begins to verbally blend and separate onset and rime in one-syllable words</li> <li>• Shows understanding that a specific sequence of letters represents a spoken word</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Intentional Teaching Cards</i>™: LL10–LL12, LL14, LL16, LL19, LL44, LL52</li> <li>• <i>Mighty Minutes</i>™: 17, 24, 29, 33, 40, 44, 58–60, 79–81, 84–85, 96, 100</li> <li>• <i>LearningGames</i>™: 194, 199</li> <li>• <i>Teaching Strategies</i>™ Children's Book Collection</li> <li>• <i>Book Discussion Cards</i>™</li> <li>• <i>The Creative Curriculum</i>™ for Preschool Teaching Guides</li> <li>• <i>The Creative Curriculum</i>™ for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology; Social Studies &amp; the Arts</li> </ul>     |
| • Goal P-LIT 3                               | Alphabet knowledge     | <ul style="list-style-type: none"> <li>• Recognizes and names a few letters in own name</li> <li>• Identifies the sounds of a few letters</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>• Begins to recognize and name as many as 10 letters, especially those in own name</li> <li>• Begins to produce the correct sounds for 10–20 letters</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>• Begins to identify and name 11–20 upper- and 11–20 lowercase letters when presented in random order</li> <li>• Begins to produce at least one correct sound for each letter in the alphabet</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• <i>Intentional Teaching Cards</i>™: LL01, LL02, LL22–LL25, LL30–LL31, LL49, LL50</li> <li>• <i>Mighty Minutes</i>™: 37, 47, 55, 69, 75, 87, 92</li> <li>• <i>LearningGames</i>™: 107, 120, 149, 152, 167, 187, 200</li> <li>• <i>Teaching Strategies</i>™ Children's Book Collection</li> <li>• <i>Book Discussion Cards</i>™</li> <li>• <i>The Creative Curriculum</i>™ for Preschool Teaching Guides</li> <li>• <i>The Creative Curriculum</i>™ for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology; Social Studies &amp; the Arts</li> </ul> |
| • Goal P-LIT 2                               | Print concepts         | <ul style="list-style-type: none"> <li>• Orients book correctly; turns pages from the front of book to the back; recognizes familiar books by their covers</li> <li>• Begins to indicate where to start reading and the direction to follow</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to know some features of a book; connects specific books to authors</li> <li>• Begins to show awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</li> </ul>                                                        | <ul style="list-style-type: none"> <li>• Begins to use various types of books for their intended purposes</li> <li>• Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>• <i>Intentional Teaching Cards</i>™: LL01, LL02, LL22–LL25, LL30–LL31, LL49, LL50</li> <li>• <i>Mighty Minutes</i>™: 37, 47, 55, 69, 75, 87, 92</li> <li>• <i>LearningGames</i>™: 107, 120, 149, 152, 167, 187, 200</li> <li>• <i>Teaching Strategies</i>™ Children's Book Collection</li> <li>• <i>Book Discussion Cards</i>™</li> <li>• <i>The Creative Curriculum</i>™ for Preschool Teaching Guides</li> <li>• <i>The Creative Curriculum</i>™ for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology; Social Studies &amp; the Arts</li> </ul> |

Area of Development and Learning: Literacy, continued

| Head Start Early Learning Outcomes Framework | Objective     | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                          | Sample Resources From The Creative Curriculum® for Preschool                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              |               | Beginning of the Year                                                                                                                                                                                                                                                                                                                                                                                                     | Middle of the Year                                                                                                                                                                                                                                                                                                                                                                                          | End of the Year                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| • Goal P-LIT 2, 4, 5                         | Comprehension | <ul style="list-style-type: none"> <li>Begins to ask and answer questions about the text; refer to the picture</li> <li>Begins to pretend to read, using some of the language from the text; describes the action across the pages, using pictures to order the events; may need prompts from adult</li> <li>Retells some events or information from a familiar story or other text with close adult prompting</li> </ul> | <ul style="list-style-type: none"> <li>Begins to identify story-related problems, events, and resolutions during conversations with an adult</li> <li>Begins to pretend to read, reciting language that closely matches the text on each page and using reading-like intonation</li> <li>Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</li> </ul> | <ul style="list-style-type: none"> <li>Identifies story-related problems, events, and resolutions during conversations with an adult</li> <li>Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</li> <li>Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</li> </ul> | <ul style="list-style-type: none"> <li>Intentional Teaching Cards™, LL06, LL09, LL33, LL62</li> <li>Mighty Minutes®, 90</li> <li>LearningGames®, 115, 120, 167</li> <li>Teaching Strategies® Children's Book Collection</li> <li>Book Discussion Cards™</li> <li>The Creative Curriculum® for Preschool Teaching Guides</li> <li>The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul>                                 |
| • Goal P-LIT 6                               | Writing       | <ul style="list-style-type: none"> <li>Writes mock letters or letter-like forms</li> <li>Uses drawing, dictation, and mock letters or letter forms to convey a message</li> </ul>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Writes letter strings</li> <li>Uses drawing, dictation, and letter strings to convey a message</li> </ul>                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Begins to write accurate first name</li> <li>Uses drawing, dictation, and early invented spelling to convey a message</li> </ul>                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Intentional Teaching Cards™, LL13, LL32, LL39, LL40, LL45, LL57–LL60, LL63</li> <li>Mighty Minutes®, 09, 83</li> <li>LearningGames®, 107, 149, 152, 200</li> <li>Teaching Strategies® Children's Book Collection</li> <li>Book Discussion Cards™</li> <li>The Creative Curriculum® for Preschool Teaching Guides</li> <li>The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul> |



# Area of Development and Learning: Mathematics

| Head Start<br>Early Learning<br>Outcomes<br>Framework | Objective                        | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Sample Resources From<br>The Creative Curriculum® for Preschool                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                       |                                  | Beginning of the Year                                                                                                                                                                                                                                                                                                                                                                                                                                                | Middle of the Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                | End of the Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| • Goal P-Math 1-6                                     | Number concepts                  | <ul style="list-style-type: none"> <li>Begins to verbally count to 20; counts 10-20 objects accurately; knows the last number; states how many in all; tells what number (1-10) comes next in order by counting</li> <li>Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</li> <li>Identifies numerals to 5 by name and connects each to counted objects</li> </ul> | <ul style="list-style-type: none"> <li>Verbally counts to 20; counts 10-20 objects accurately; knows the last number; states how many in all; tells what number (1-10) comes next in order by counting</li> <li>Begins to make sets of 6-10 objects and then describe the parts; identify which part has more, less, or the same; counts all or counts on to find out how many</li> <li>Begins to identify numerals to 10 by name and connects each to counted objects</li> </ul> | <ul style="list-style-type: none"> <li>Verbally counts to 20; counts 10-20 objects accurately; knows the last number; states how many in all; tells what number (1-10) comes next in order by counting</li> <li>Makes sets of 6-10 objects and then describe the parts; identify which part has more, less, or the same; counts all or counts on to find out how many</li> <li>Identifies numerals to 10 by name and connects each to counted objects</li> <li>Begins to show addition and subtraction word problems with 10 using a variety of strategies; makes number pairs within 10</li> </ul> | <ul style="list-style-type: none"> <li>Mathematics Intentional Teaching Cards™: M22, M57, M39, M41, M59, M61, M63, M66</li> <li>Mighty Minutes™: 07, 15, 28, 42, 53, 82, 89</li> <li>Mighty Minutes™: 111, 115, 167, 187, 195</li> <li>LearningGames™: 111, 115, 167, 187, 195</li> <li>The Creative Curriculum® for Preschool Teaching Guides</li> <li>The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 4: Mathematics; Volume 5: Science and Technology; Social Studies &amp; the Arts</li> </ul>    |
| • Goal P-Math 9, 10                                   | Spatial relationships and shapes | <ul style="list-style-type: none"> <li>Begins to use and respond appropriately to positional words indicating location, direction, and distance</li> <li>Begins to describe basic two- and three-dimensional shapes by using own words; recognize basic shapes when they are presented in a new orientation</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>Uses and responds appropriately to positional words indicating location, direction, and distance</li> <li>Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Begins to use and make simple sketches, models, or pictorial maps to locate objects</li> <li>Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</li> </ul>                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Mathematics Intentional Teaching Cards™: M20, M21, M23, M30, M36, M42, M47, M50–M51, M58, M61</li> <li>Mighty Minutes™: 20, 32, 52, 74, 97</li> <li>LearningGames™: 104, 144, 195</li> <li>Teaching Strategies® Children's Book Collection</li> <li>The Creative Curriculum® for Preschool Teaching Guides</li> <li>The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 4: Mathematics; Volume 5: Science and Technology; Social Studies &amp; the Arts</li> </ul> |

Area of Development and Learning: Mathematics, continued

| Head Start<br>Early Learning<br>Outcomes<br>Framework                                        | Objective   | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                            | Sample Resources From<br><i>The Creative Curriculum® for Preschool</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                              |             | Beginning of the Year                                                                                                                                                                                                                                         | Middle of the Year                                                                                                                                                                                                                                                            | End of the Year                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• Goal P-Math 4, 8</li> <li>• Goal P-SCI 3</li> </ul> | Measurement | <ul style="list-style-type: none"> <li>• Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</li> <li>• Knows usual sequence of basic daily events</li> <li>• Knows a few ordinal numbers</li> </ul> | <ul style="list-style-type: none"> <li>• Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</li> <li>• Begins to relate time to daily routines and schedule</li> <li>• Knows a few ordinal numbers</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to use measurement words and some standard measurement tools accurately</li> <li>• Relates time to daily routines and schedule</li> <li>• Begins to create and read simple graphs; use simple comparison and ordinal terms to describe findings</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Mathematics Intentional Teaching Cards™</i>, M02, M12, M24–M29, M31–M34, M43–M44, M53, M70–M76</li> <li>• <i>Mighty Minutes™</i>, 02, 19, 49, 75, 76</li> <li>• <i>LearningGames™</i>, 111, 124, 167, 187</li> <li>• <i>Teaching Strategies™ Children's Book Collection</i></li> <li>• <i>The Creative Curriculum® for Preschool Teaching Guides</i></li> <li>• <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; Volume 2: Interest Areas; Volume 4: Mathematics; Volume 5: Science and Technology; Social Studies &amp; the Arts</li> </ul>            |
| <ul style="list-style-type: none"> <li>• Goal P-Math 7</li> </ul>                            | Patterns    | <ul style="list-style-type: none"> <li>• Copies simple repeating patterns</li> </ul>                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Extends and creates simple repeating patterns</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Begins to recognize, create, and explain more complex repeating and simple growing patterns</li> </ul>                                                                                                                                                            | <ul style="list-style-type: none"> <li>• <i>Mathematics Intentional Teaching Cards™</i>, M14, M35, M38, M40, M45</li> <li>• <i>Mighty Minutes™</i>, 26, 36, 65, 75</li> <li>• <i>LearningGames™</i>, 135, 137, 144, 192</li> <li>• <i>Teaching Strategies™ Children's Book Collection</i></li> <li>• <i>Book Discussion Cards™</i></li> <li>• <i>The Creative Curriculum® for Preschool Teaching Guides</i></li> <li>• <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation</i>, Chapter 3; Volume 2: Interest Areas; Volume 4: Mathematics; Volume 5: Science and Technology; Social Studies &amp; the Arts</li> </ul> |

# The Creative Curriculum® for Preschool

## Scope and Sequence for 4- to 5-Year-Olds

This document shows the scope of the concepts and skills in *The Creative Curriculum® for Preschool* and the sequence in which they are introduced. When you use the complete curriculum (including *Intentional Teaching Cards*®, *Mighty Minutes*®, *Book Discussion Cards*®, *Book Conversation Cards*®, *LearningGames*®, *Highlights High Five Bilingual*®, and *Teaching Guides*), you can be sure that these concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order.

All of the resources in *The Creative Curriculum® for Preschool* are rooted in the 38 research-based objectives described in *Volume 6: Objectives for Development & Learning, Birth Through Third Grade*. Most objectives include progressions that show the typical sequence of milestones that children will reach along the path to mastery.

Although the path is predictable, we recognize that young children's development is uneven, that it changes rapidly, and that development and learning are interrelated and overlapping.

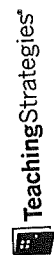
Within the progressions, colored bands indicate widely held expectations for development and learning at different ages and classes/grades. Understanding children's unique strengths, needs, and interests makes it possible to individualize their learning to meet them where they are.

You can use this chart as a starting point for most children in your class and then make adjustments according to the individual strengths and needs identified by your observations and assessment findings. This chart will help you plan experiences thoughtfully and intentionally on the basis of each child's current levels of development and learning.

Area of Development and Learning: Social-Emotional

| Head Start<br>Early Learning<br>Outcomes<br>Framework                                                                | Objective       | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                   | Sample Resources From<br><i>The Creative Curriculum® for Preschool</i>                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                      |                 | Beginning of the Year                                                                                                                                                                                                                                                              | Middle of the Year                                                                                                                                                                                                                                                  | End of the Year                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>Goal P-ATL 1-6, 9</li> <li>Goal P-SE 8, 10</li> <li>Goal P-PMP 4-6</li> </ul> | Self-regulation | <ul style="list-style-type: none"> <li>Begins to be able to look at a situation differently or delay gratification</li> <li>Begins to manage classroom rules, routines, and transitions with occasional reminders</li> <li>Demonstrates confidence in meeting own needs</li> </ul> | <ul style="list-style-type: none"> <li>Is able to look at a situation differently or delay gratification</li> <li>Manages classroom rules, routines, and transitions with occasional reminders</li> <li>Begins to take responsibility for own well-being</li> </ul> | <ul style="list-style-type: none"> <li>Begins to control strong emotions in an appropriate manner most of the time</li> <li>Begins to apply basic rules in new but similar situations</li> <li>Takes responsibility for own well-being</li> </ul> | <ul style="list-style-type: none"> <li>Social-Emotional Intentional Teaching Cards®: SE01, SE03-SE07</li> <li>Mighty Minutes®: 25</li> <li>LearningGames®: 150</li> <li>Book Discussion Cards® Social-Emotional questions</li> <li>The Creative Curriculum® for Preschool: Beginning the Year</li> </ul> |

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Area of Development and Learning: Social-Emotional, continued

| Head Start<br>Early Learning<br>Outcomes<br>Framework                                         | Objective              | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                            | Sample Resources From<br>The Creative Curriculum® for Preschool                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                               |                        | Beginning of the Year                                                                                                                                                                                                                                                                                                                                                                                          | Middle of the Year                                                                                                                                                                                                                                                                                                                                                                                                                                | End of the Year                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Goal PSE 1.2, 3, 4, 6, 7</li> </ul>                    | Positive relationships | <ul style="list-style-type: none"> <li>Begins to engage with trusted adults as resources and to share mutual interests</li> <li>Begins to identify basic emotional reactions of others and their causes accurately</li> <li>Uses successful strategies for entering groups</li> <li>Begins to establish a special friendship with one other child, but the friendship might only last a short while</li> </ul> | <ul style="list-style-type: none"> <li>Engages with trusted adults as resources and to share mutual interests</li> <li>Identifies basic emotional reactions of others and their causes accurately</li> <li>Begins to initiate, join in, and sustain positive interactions with a small group of two to three children</li> <li>Establishes a special friendship with one other child, but the friendship might only last a short while</li> </ul> | <ul style="list-style-type: none"> <li>Engages with trusted adults as resources and to share mutual interests</li> <li>Identifies basic emotional reactions of others and their causes accurately</li> <li>Initiates, joins in, and sustains positive interactions with a small group of two to three children</li> <li>Establishes a special friendship with one other child, but the friendship might only last a short while</li> </ul> | <ul style="list-style-type: none"> <li>Social-Emotional Intentional Teaching Cards™: SE04-SE08, SE10-SE11, SE13-SE14</li> <li>Mighty Minutes®: 78</li> <li>LearningGames®: 110, 150</li> <li>Book Discussion Cards™ Social-Emotional questions the Year: Volume 1: The Foundation, Chapter 1; Chapter 4</li> </ul>             |
| <ul style="list-style-type: none"> <li>Goal P-SE 5, 10</li> <li>Goal P-ATL 3, 4, 5</li> </ul> | Group participation    | <ul style="list-style-type: none"> <li>Takes turns</li> <li>Begins to suggest solutions to social problems</li> </ul>                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Begins to initiate the sharing of materials in the classroom and outdoors</li> <li>Suggests solutions to social problems</li> </ul>                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Initiates the sharing of materials in the classroom and outdoors</li> <li>Begins to resolve social problems through basic negotiation and compromise</li> </ul>                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Social-Emotional Intentional Teaching Cards™: SE02-SE03, SE07-SE09, SE21, SE24, SE25</li> <li>Mighty Minutes®: 01-15, 20-25</li> <li>LearningGames®: 150</li> <li>Book Discussion Cards™ Social-Emotional questions the Year: Volume 1: The Foundation, Chapter 1; Chapter 4</li> </ul> |

Area of Development and Learning: Physical

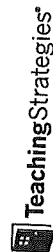
| Head Start<br>Early Learning<br>Outcomes<br>Framework | Objective                       | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                      |                                                                                                                                                                                                                                       |                                                                                                                                                                                                     | Sample Resources From<br>The Creative Curriculum® for Preschool                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       |                                 | Beginning of the Year                                                                                                                                                                                                           | Middle of the Year                                                                                                                                                                                                                    | End of the Year                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| • Goal P-PMP 1, 2                                     | Traveling skills                | <ul style="list-style-type: none"> <li>Moves purposefully from place to place with control</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>Begins to coordinate increasingly complex movements in play and games</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>Coordinates increasingly complex movements in play and games</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Physical Intentional Teaching Cards™: P12, P14, P22–P23, P33</li> <li>Mighty Minutes™: 05</li> <li>LearningGames™: 144</li> <li>Movement experiences in The Creative Curriculum® for Preschool Teaching Guides</li> <li>The Creative Curriculum® for Preschool: Beginning the Year, Volume 1: The Foundation, Chapter 1: Volume 2: Interest Areas</li> </ul>                                         |
| • Goal P-PMP 1                                        | Balancing skills                | <ul style="list-style-type: none"> <li>Sustains balance during simple movement experiences</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>Begins to sustain balance during complex movement experiences</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>Sustains balance during complex movement experiences</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>Physical Intentional Teaching Cards™: P10–P11, P16–P17, P20–P21, P24, P33</li> <li>Mighty Minutes™: 09–10, 12–15, 17, 28, 30</li> <li>LearningGames™: 124, 144</li> <li>Movement experiences in The Creative Curriculum® for Preschool Teaching Guides</li> <li>The Creative Curriculum® for Preschool: Beginning the Year, Volume 1: The Foundation, Chapter 1: Volume 2: Interest Areas</li> </ul> |
| • Goal P-PMP 2                                        | Gross-motor manipulative skills | <ul style="list-style-type: none"> <li>Manipulates balls or similar objects with flexible body movements</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>Begins to manipulate balls or similar objects with a full range of motion</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>Manipulates balls or similar objects with a full range of motion</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>Physical Intentional Teaching Cards™: P04–P07, P09, P15, P18–P19, P26, P28</li> <li>Mighty Minutes™: 05, 10, 20</li> <li>LearningGames™: 124, 138, 144, 183</li> <li>Movement experiences in The Creative Curriculum® for Preschool Teaching Guides</li> <li>The Creative Curriculum® for Preschool: Beginning the Year, Volume 1: The Foundation, Chapter 1: Volume 2: Interest Areas</li> </ul>    |
| • Goal P-PMP 3                                        | Fine-motor skills               | <ul style="list-style-type: none"> <li>Uses refined wrist and finger movements</li> <li>Begins to hold drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</li> </ul> | <ul style="list-style-type: none"> <li>Begins to use small, precise finger and hand movements</li> <li>Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</li> </ul> | <ul style="list-style-type: none"> <li>Uses small, precise finger and hand movements</li> <li>Begins using three-point finger grip and efficient hand placement when writing and drawing</li> </ul> | <ul style="list-style-type: none"> <li>Physical Intentional Teaching Cards™: P01–P03, P08, P30–P32</li> <li>Mighty Minutes™: 44</li> <li>LearningGames™: 104, 144, 167, 187, 195</li> <li>Movement experiences in The Creative Curriculum® for Preschool Teaching Guides</li> <li>The Creative Curriculum® for Preschool: Beginning the Year, Volume 1: The Foundation, Chapter 1: Volume 2: Interest Areas</li> </ul>                      |

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Area of Development and Learning: Language

| Head Start<br>Early Learning<br>Outcomes<br>Framework                                        | Objective                                     | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Sample Resources From<br>The Creative Curriculum® for Preschool                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                              |                                               | Beginning of the Year                                                                                                                                                                                                                                                                                                                                                                      | Middle of the Year                                                                                                                                                                                                                                                                                                                 | End of the Year                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• Goal P-ATL 8</li> <li>• Goal P-LC 1.2, 7</li> </ul> | Listening to and understanding language       | <ul style="list-style-type: none"> <li>• Responds appropriately to specific vocabulary and simple statements, questions, and stories</li> <li>• Begins to follow directions of two or more steps that relate to familiar objects and experiences</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>• Responds appropriately to specific vocabulary and simple statements, questions, and stories</li> <li>• Begins to follow detailed, instructional, multistep directions</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>• Begins to respond appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offer opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</li> <li>• Follows detailed, instructional, multistep directions</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>• Language and Literacy Intentional Teaching Cards™, LL55</li> <li>• Mighty Minutes™: 03, 13, 69, 73, 86</li> <li>• LearningGames™: 187</li> <li>• Teaching Strategies® Children's Book Collection</li> <li>• Book Discussion Cards™</li> <li>• Discussions in The Creative Curriculum® for Preschool Teaching Guides</li> <li>• The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 1; Chapter 3; Chapter 4; Volume 2: Interest Areas; Volume 3: Literacy</li> </ul>                                                                   |
|                                                                                              | Expressive language                           | <ul style="list-style-type: none"> <li>• Begins to describe and tell the use of many familiar items</li> <li>• Is understood by most people; may mispronounce new, long, or unusual words</li> <li>• Begins to use complete four- to six-word sentences</li> <li>• Begins to tell stories about other times and places that have a logical order and that include major details</li> </ul> | <ul style="list-style-type: none"> <li>• Describes and tells the use of many familiar items</li> <li>• Is understood by most people; may mispronounce new, long, or unusual words</li> <li>• Uses complete four- to six-word sentences</li> <li>• Begins to tell elaborate stories that refer to other times and places</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to incorporate new, less familiar, or technical words in everyday conversations; correctly uses new meanings for familiar words</li> <li>• Begins to pronounce multisyllabic or unusual words correctly; speaks audibly</li> <li>• Begins to use long, complex sentences and follows most grammatical rules; uses common verbs and nouns</li> <li>• Tells elaborate stories that refer to other times and places</li> </ul> | <ul style="list-style-type: none"> <li>• Language and Literacy Intentional Teaching Cards™, LL08, LL18, LL27, LL43, LL45, LL53–LL54, LL61</li> <li>• Mighty Minutes™: 10, 19, 43, 49, 76</li> <li>• LearningGames™: 159, 194, 200</li> <li>• Teaching Strategies® Children's Book Collection</li> <li>• Book Discussion Cards™</li> <li>• Discussions in The Creative Curriculum® for Preschool Teaching Guides</li> <li>• The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 1; Chapter 3; Chapter 4; Volume 2: Interest Areas; Volume 3: Literacy</li> </ul>                |
| • Goal P-LC 1.4                                                                              | Conversational and other communication skills | <ul style="list-style-type: none"> <li>• Engages in conversations of at least three exchanges</li> <li>• Begins to use acceptable language and basic social rules while communicating with others; may need reminders</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Engages in conversations of at least three exchanges</li> <li>• Uses acceptable language and basic social rules while communicating with others; may need reminders</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>• Begins to engage in complex, lengthy conversations of five or more exchanges</li> <li>• Begins to use acceptable language and basic social rules during communication with others</li> </ul>                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Language and Literacy Intentional Teaching Cards™, LL06, LL43, LL46, LL47, LL53, LL54, LL62</li> <li>• Mighty Minutes™: 03, 11, 16, 18, 64</li> <li>• LearningGames™: 107, 115, 120, 149, 159, 175, 200</li> <li>• Teaching Strategies® Children's Book Collection</li> <li>• Book Discussion Cards™</li> <li>• Discussions in The Creative Curriculum® for Preschool Teaching Guides</li> <li>• The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 1; Chapter 3; Chapter 4; Volume 2: Interest Areas; Volume 3: Literacy</li> </ul> |



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| Area of Development and Learning: Cognitive                                          |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Head Start Early Learning Outcomes Framework                                         | Objective                              | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                      |                                        | Beginning of the Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Middle of the Year                                                                                                                                                                                                                                                                                                                                                                                                                     | End of the Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>Goal P-ATL 6, 7, 9, 10, 11, 12, 13</li> </ul> | Approaches to learning                 | <ul style="list-style-type: none"> <li>Begins to sustain work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</li> <li>Begins to plan and pursue a variety of appropriately challenging tasks</li> <li>Begins to solve problems without having to try every possibility</li> <li>Begins to show eagerness to learn about a variety of topics and ideas</li> <li>Uses creativity and imagination during play and routine tasks</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</li> <li>Plans and pursues a variety of appropriately challenging tasks</li> <li>Solves problems without having to try every possibility</li> <li>Shows eagerness to learn about a variety of topics and ideas</li> <li>Changes plans if a better idea is thought of or proposed</li> </ul> | <ul style="list-style-type: none"> <li>Begins to sustain attention to tasks or projects over time; can return to activities after interruptions</li> <li>Plans and pursues a variety of appropriately challenging tasks</li> <li>Begins to think problems through, considering several possibilities and analyzing results</li> <li>Begins to use a variety of resources to find answers to questions; participates in grade-appropriate research projects</li> <li>Begins to think through possible long-term solutions and takes on more abstract challenges</li> </ul> |
| <ul style="list-style-type: none"> <li>Goal P-ATL 8</li> <li>Goal P-SCI 4</li> </ul> | Remembering and connecting experiences | <ul style="list-style-type: none"> <li>Begins to tell about experiences in order; provides details and evaluates the experience; recalls three or four items removed from view</li> <li>Begins to draw on everyday experiences and applies this knowledge to a similar situation</li> </ul>                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Tells about experiences in order, provides details and evaluates the experience; recalls three or four items removed from view</li> <li>Draws on everyday experiences and applies this knowledge to a similar situation</li> </ul>                                                                                                                                                              | <ul style="list-style-type: none"> <li>Begins to use a few deliberate strategies to remember information</li> <li>Begins to generate a rule, strategy, or idea from one learning experience and applies it in a new context</li> </ul>                                                                                                                                                                                                                                                                                                                                    |
| Sample Resources From The Creative Curriculum® for Preschool                         |                                        | <ul style="list-style-type: none"> <li>Intentional Teaching Cards™: LL01, LL61, MO7, M44, SE05, SE14, PO2, P33</li> <li>Mighty Minutes®: 02, 31, 66, 68, 84, 88, 93</li> <li>LearningGames®: 104, 110, 111, 144, 150, 152</li> <li>Teaching Strategies® Children's Book Collection</li> <li>Book Discussion Cards™</li> <li>The Creative Curriculum® for Preschool Teaching Guides</li> <li>The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                      |                                        | <ul style="list-style-type: none"> <li>Intentional Teaching Cards™: LL08, LL18, M60, SE02, SE18, P30, P31</li> <li>Mighty Minutes®: 18, 23, 46, 61</li> <li>LearningGames®: 167</li> <li>Teaching Strategies® Children's Book Collection</li> <li>Book Discussion Cards™</li> <li>The Creative Curriculum® for Preschool Teaching Guides</li> <li>The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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Area of Development and Learning: Cognitive, continued

| Head Start<br>Early Learning<br>Outcomes<br>Framework          | Objective                                                                                 | Progressions of Development and Learning—Sample Indicators                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                       | Sample Resources From<br>The Creative Curriculum® for Preschool                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                |                                                                                           | Beginning of the Year                                                                                                                                                                              | Middle of the Year                                                                                                                                                                                                                                                                                                                    | End of the Year                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>Goal P-SCI 3</li> </ul> | Classification                                                                            | <ul style="list-style-type: none"> <li>Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</li> </ul>                                | <ul style="list-style-type: none"> <li>Begins to group objects by one characteristic; then regroups them using a different characteristic and indicates the reason</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</li> </ul>                                                                                                                                                  | <ul style="list-style-type: none"> <li>Intentional Teaching Cards™: LL03, LL53, M03, M05, SE02, SE09, P32</li> <li>Mighty Minutes®: 01, 06, 13, 18, 26, 78</li> <li>Learning Games®: 149, 195</li> <li>Teaching Strategies® Children's Book Collection</li> <li>Book Discussion Cards™</li> <li>The Creative Curriculum® for Preschool Teaching Guides</li> <li>The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul> |
|                                                                | <ul style="list-style-type: none"> <li>Goal P-ATL 10, 13</li> <li>Goal P-SCI 1</li> </ul> | <ul style="list-style-type: none"> <li>Draws or constructs, and then identifies what it is</li> <li>Acts out familiar or imaginary scenarios; may use props to stand for something else</li> </ul> | <ul style="list-style-type: none"> <li>Begins to plan and then use drawings, constructions, movements, and dramatizations to represent ideas</li> <li>Begins to interact with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustain play scenario for up to 10 minutes</li> </ul> | <ul style="list-style-type: none"> <li>Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</li> <li>Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Area of Development and Learning: Literacy

| Head Start<br>Early Learning<br>Outcomes<br>Framework | Objective              | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                         | Sample Resources From<br>The Creative Curriculum® for Preschool                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       |                        | Beginning of the Year                                                                                                                                                                                                                                        | Middle of the Year                                                                                                                                                                                                                                                                                                             | End of the Year                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| • Goal P-LIT 1.2                                      | Phonological awareness | <ul style="list-style-type: none"> <li>• Fills in the missing rhyming word; generate rhyming words spontaneously</li> <li>• Begins to show awareness that some words begin the same way</li> <li>• Shows awareness of separate words in sentences</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to decide whether two words rhyme</li> <li>• Begins to match beginning sounds of some words</li> <li>• Begins to show awareness of separate syllables in words</li> <li>• Begins to show understanding that a specific sequence of letters represents a spoken word</li> </ul> | <ul style="list-style-type: none"> <li>• Decides whether two words rhyme</li> <li>• Matches beginning sounds of some words</li> <li>• Begins to verbally blend and separate onset and rime in one-syllable words</li> <li>• Shows understanding that a specific sequence of letters represents a spoken word</li> </ul> | <ul style="list-style-type: none"> <li>• Intentional Teaching Cards™: LL10–LL12, LL14, LL16, LL19, LL44, LL52</li> <li>• Mighty Minutes™: 17, 24, 29, 33, 40, 44, 58–60, 79–81, 84–85, 96, 100</li> <li>• LearningGames™: 194, 199</li> <li>• Teaching Strategies® Children's Book Collection</li> <li>• Book Discussion Cards™</li> <li>• The Creative Curriculum® for Preschool Teaching Guides</li> <li>• The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul>     |
| • Goal P-LIT 3                                        | Alphabet knowledge     | <ul style="list-style-type: none"> <li>• Recognizes and names a few letters in own name</li> <li>• Identifies the sounds of a few letters</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>• Begins to recognize and name as many as 10 letters, especially those in own name</li> <li>• Begins to produce the correct sounds for 10–20 letters</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>• Begins to identify and name 11–20 upper- and 11–20 lowercase letters when presented in random order</li> <li>• Begins to produce at least one correct sound for each letter in the alphabet</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• Intentional Teaching Cards™: LL02, LL03, LL13, LL15, LL23, LL30, LL40, LL56</li> <li>• Mighty Minutes™: 09, 47, 57, 77, 83, 92, 98</li> <li>• LearningGames™: 107, 149, 200</li> <li>• Teaching Strategies® Children's Book Collection</li> <li>• Book Discussion Cards™</li> <li>• The Creative Curriculum® for Preschool Teaching Guides</li> <li>• The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul>                   |
| • Goal P-LIT 2                                        | Print concepts         | <ul style="list-style-type: none"> <li>• Orients book correctly; turns pages from the front of book to the back; recognizes familiar books by their covers</li> <li>• Begins to indicate where to start reading and the direction to follow</li> </ul>       | <ul style="list-style-type: none"> <li>• Begins to know some features of a book; connects specific books to authors</li> <li>• Begins to show awareness of various features of print: letters, words, spaces, lowercase letters, some punctuation</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>• Begins to use various types of books for their intended purposes</li> <li>• Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>• Intentional Teaching Cards™: LL01, LL02, LL22–LL25, LL30–LL31, LL49, LL50</li> <li>• Mighty Minutes™: 37, 47, 55, 69, 75, 87, 92</li> <li>• LearningGames™: 107, 120, 149, 152, 167, 187, 200</li> <li>• Teaching Strategies® Children's Book Collection</li> <li>• Book Discussion Cards™</li> <li>• The Creative Curriculum® for Preschool Teaching Guides</li> <li>• The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul> |

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Area of Development and Learning: Literacy, continued

| Head Start<br>Early Learning<br>Outcomes<br>Framework | Objective     | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                | Sample Resources From<br>The Creative Curriculum® for Preschool                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       |               | Beginning of the Year                                                                                                                                                                                                                                                                                                                                                                                                           | Middle of the Year                                                                                                                                                                                                                                                                                                                                                                                                | End of the Year                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| • Goal P-LIT 2, 4, 5                                  | Comprehension | <ul style="list-style-type: none"> <li>• Begins to ask and answer questions about the text; refer to the picture</li> <li>• Begins to pretend to read, using some of the language from the text; describes the action across the pages, using pictures to order the events; may need prompts from adult</li> <li>• Retells some events or information from a familiar story or other text with close adult prompting</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to identify story-related problems, events, and resolutions during conversations with an adult</li> <li>• Begins to pretend to read, reciting language that closely matches the text on each page and using reading-like intonation</li> <li>• Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies story-related problems, events, and resolutions during conversations with an adult</li> <li>• Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</li> <li>• Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate</li> </ul> | <ul style="list-style-type: none"> <li>• Intentional Teaching Cards™: LL06, LL09, LL33, LL62</li> <li>• Mighty Minutes®: 90</li> <li>• Learning Games®: 115, 120, 167</li> <li>• Teaching Strategies® Children's Book Collection</li> <li>• Book Discussion Cards™</li> <li>• The Creative Curriculum® for Preschool Teaching Guides</li> <li>• The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul>                                 |
|                                                       | Writing       | <ul style="list-style-type: none"> <li>• Writes mock letters or letter-like forms</li> <li>• Uses drawing, dictation, and mock letters or letter forms to convey a message</li> </ul>                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Writes letter strings</li> <li>• Uses drawing, dictation, and letter strings to convey a message</li> </ul>                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Begins to write accurate first name</li> <li>• Uses drawing, dictation, and early invented spelling to convey a message</li> </ul>                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Intentional Teaching Cards™: LL13, LL32, LL39, LL40, LL45, LL57–LL60, LL63</li> <li>• Mighty Minutes®: 09, 83</li> <li>• Learning Games®: 107, 149, 152, 200</li> <li>• Teaching Strategies® Children's Book Collection</li> <li>• Book Discussion Cards™</li> <li>• The Creative Curriculum® for Preschool Teaching Guides</li> <li>• The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 3: Literacy; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul> |



# Area of Development and Learning: Mathematics

| Head Start<br>Early Learning<br>Outcomes<br>Framework | Objective                        | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sample Resources From<br>The Creative Curriculum® for Preschool                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       |                                  | Beginning of the Year                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Middle of the Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | End of the Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| • Goal P-Math 1-6                                     | Number concepts                  | <ul style="list-style-type: none"> <li>• Begins to verbally count to 20; counts 10-20 objects accurately; knows the last number; states how many in all; tells what number (1-10) comes next in order by counting</li> <li>• Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</li> <li>• Identifies numerals to 5 by name and connects each to counted objects</li> </ul> | <ul style="list-style-type: none"> <li>• Verbally counts to 20; counts 10-20 objects accurately; knows the last number; states how many in all; tells what number (1-10) comes next in order by counting</li> <li>• Begins to make sets of 6-10 objects and then describe the parts; identify which part has more, less, or the same; counts all or counts on to find out how many</li> <li>• Begins to identify numerals to 10 by name and connects each to counted objects</li> </ul> | <ul style="list-style-type: none"> <li>• Verbally counts to 20; counts 10-20 objects accurately; knows the last number; states how many in all; tells what number (1-10) comes next in order by counting</li> <li>• Makes sets of 6-10 objects and then describe the parts; identify which part has more, less, or the same; counts all or counts on to find out how many</li> <li>• Identifies numerals to 10 by name and connects each to counted objects</li> <li>• Begins to show addition and subtraction word problems of whole numbers within 10 using a variety of strategies; makes number pairs within 10</li> </ul> | <ul style="list-style-type: none"> <li>• Mathematics Intentional Teaching Cards™: M22, M37, M39, M41, M59, M61, M63, M66</li> <li>• Mighty Minutes™: 07, 15, 28, 42, 53, 82, 89</li> <li>• Learning Games™: 111, 115, 167, 187, 195</li> <li>• The Creative Curriculum® for Preschool Teaching Guides</li> <li>• The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul>                                                        |
|                                                       | Spatial relationships and shapes | <ul style="list-style-type: none"> <li>• Begins to use and respond appropriately to positional words indicating location, direction, and distance</li> <li>• Begins to describe basic two- and three-dimensional shapes by using own words; recognize basic shapes when they are presented in a new orientation</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Uses and responds appropriately to positional words indicating location, direction, and distance</li> <li>• Describes basic two- and three- dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Begins to use and make simple sketches, models, or pictorial maps to locate objects</li> <li>• Describes basic two- and three- dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</li> </ul>                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Mathematics Intentional Teaching Cards™: M20, M21, M23, M30, M36, M42, M47, M50–M51, M58, M61</li> <li>• Mighty Minutes™: 20, 32, 52, 74, 97</li> <li>• Learning Games™: 104, 144, 195</li> <li>• Teaching Strategies® Children's Book Collection</li> <li>• The Creative Curriculum® for Preschool Teaching Guides</li> <li>• The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</li> </ul> |

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Area of Development and Learning: Mathematics, continued

| Head Start<br>Early Learning<br>Outcomes<br>Framework                                        | Objective   | Progressions of Development and Learning—Sample Indicators                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                            | Sample Resources From<br><i>The Creative Curriculum® for Preschool</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                              |             | Beginning of the Year                                                                                                                                                                                                                                         | Middle of the Year                                                                                                                                                                                                                                                            | End of the Year                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• Goal P-Math 4, 8</li> <li>• Goal P-SCI 3</li> </ul> | Measurement | <ul style="list-style-type: none"> <li>• Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</li> <li>• Knows usual sequence of basic daily events</li> <li>• Knows a few ordinal numbers</li> </ul> | <ul style="list-style-type: none"> <li>• Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</li> <li>• Begins to relate time to daily routines and schedule</li> <li>• Knows a few ordinal numbers</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to use measurement words and some standard measurement tools accurately</li> <li>• Relates time to daily routines and schedule</li> <li>• Begins to create and read simple graphs; use simple comparison and ordinal terms to describe findings</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Mathematics Intentional Teaching Cards™</i>; M02, M12, M24–M29, M31–M34, M43–M44, M53, M70–M76</li> <li>• <i>Mighty Minutes™</i>; 02, 19, 49, 75, 76</li> <li>• <i>LearningGames™</i>; 111, 124, 167, 187</li> <li>• <i>Teaching Strategies® Children's Book Collection</i></li> <li>• <i>The Creative Curriculum® for Preschool Teaching Guides</i></li> <li>• <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</i></li> </ul>            |
|                                                                                              | Patterns    | <ul style="list-style-type: none"> <li>• Copies simple repeating patterns</li> </ul>                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Extends and creates simple repeating patterns</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Begins to recognize, create, and explain more complex repeating and simple growing patterns</li> </ul>                                                                                                                                                            | <ul style="list-style-type: none"> <li>• <i>Mathematics Intentional Teaching Cards™</i>; M14, M35, M38, M40, M45</li> <li>• <i>Mighty Minutes™</i>; 26, 36, 65, 75</li> <li>• <i>LearningGames™</i>; 135, 137, 144, 192</li> <li>• <i>Teaching Strategies® Children's Book Collection</i></li> <li>• <i>Book Discussion Cards™</i></li> <li>• <i>The Creative Curriculum® for Preschool Teaching Guides</i></li> <li>• <i>The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 3; Volume 2: Interest Areas; Volume 4: Mathematics; Volume 5: Science and Technology, Social Studies &amp; the Arts</i></li> </ul> |



## Ohio Revised Code

### Section 3301.52 Preschool, school child program definitions.

Effective: October 3, 2023

Legislation: House Bill 33

As used in sections 3301.52 to 3301.59 of the Revised Code:

(A) "Preschool program" means either of the following:

(1) A child care program for preschool children that is operated by a school district board of education or an eligible nonpublic school.

(2) A child care program for preschool children age three or older that is operated by a county board of developmental disabilities or a community school.

(B) "Preschool child" or "child" means a child who has not entered kindergarten and is not of compulsory school age.

(C) "Parent, guardian, or custodian" means the person or government agency that is or will be responsible for a child's school attendance under section 3321.01 of the Revised Code.

(D) "Superintendent" means the superintendent of a school district or the chief administrative officer of a community school or an eligible nonpublic school.

(E) "Director" means the director, head teacher, elementary principal, or site administrator who is the individual on site and responsible for supervision of a preschool program.

(F) "Preschool staff member" means a preschool employee whose primary responsibility is care, teaching, or supervision of preschool children.

(G) "Nonteaching employee" means a preschool program or school child program employee whose primary responsibilities are duties other than care, teaching, and supervision of preschool children or school children.



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COMMISSION  
DOCUMENT #306232

- (H) "Eligible nonpublic school" means a nonpublic school chartered as described in division (B)(7) of section 5104.02 of the Revised Code or chartered by the department of education and workforce for any combination of grades one through twelve, regardless of whether it also offers kindergarten.
- (I) "School child program" means either of the following:
- (1) A child care program for only school children that is operated by a school district board of education, county board of developmental disabilities, community school, or eligible nonpublic school;
  - (2) A child care program operated by an authorized private before and after school care program.
- (J) "School child" means a child who is enrolled in or is eligible to be enrolled in a grade of kindergarten or above but is less than fifteen years old.
- (K) "School child program staff member" means an employee whose primary responsibility is the care, teaching, or supervision of children in a school child program.
- (L) "Child care" means administering to the needs of infants, toddlers, preschool children, and school children outside of school hours by persons other than their parents or guardians, custodians, or relatives by blood, marriage, or adoption for any part of the twenty-four-hour day in a place or residence other than a child's own home.
- (M) "Child care center" and "publicly funded child care" have the same meanings as in section 5104.01 of the Revised Code.
- (N) "Community school" means either of the following:
- (1) A community school established under Chapter 3314. of the Revised Code that is sponsored by an entity that is rated "exemplary" under section 3314.016 of the Revised Code.
  - (2) A community school established under Chapter 3314. of the Revised Code that has received, on



its most recent report card, either of the following:

(a) If the school offers any of grade levels four through twelve, either of the following:

(i) A grade of "C" or better for the overall value-added progress dimension under division (C)(1)(e) of section 3302.03 of the Revised Code and for the performance index score under division (C)(1)(b) of section 3302.03 of the Revised Code;

(ii) A performance rating of three stars or higher for achievement under division (D)(3)(b) of section 3302.03 of the Revised Code and progress under division (D)(3)(c) of that section.

(b) If the school does not offer a grade level higher than three, either of the following:

(i) A grade of "C" or better for making progress in improving literacy in grades kindergarten through three under division (C)(1)(g) of section 3302.03 of the Revised Code;

(ii) A performance rating of three stars or higher for early literacy under division (D)(3)(e) of that section.

(O) "Authorized private before and after school care program" means a child care program operated only for school children that is all of the following:

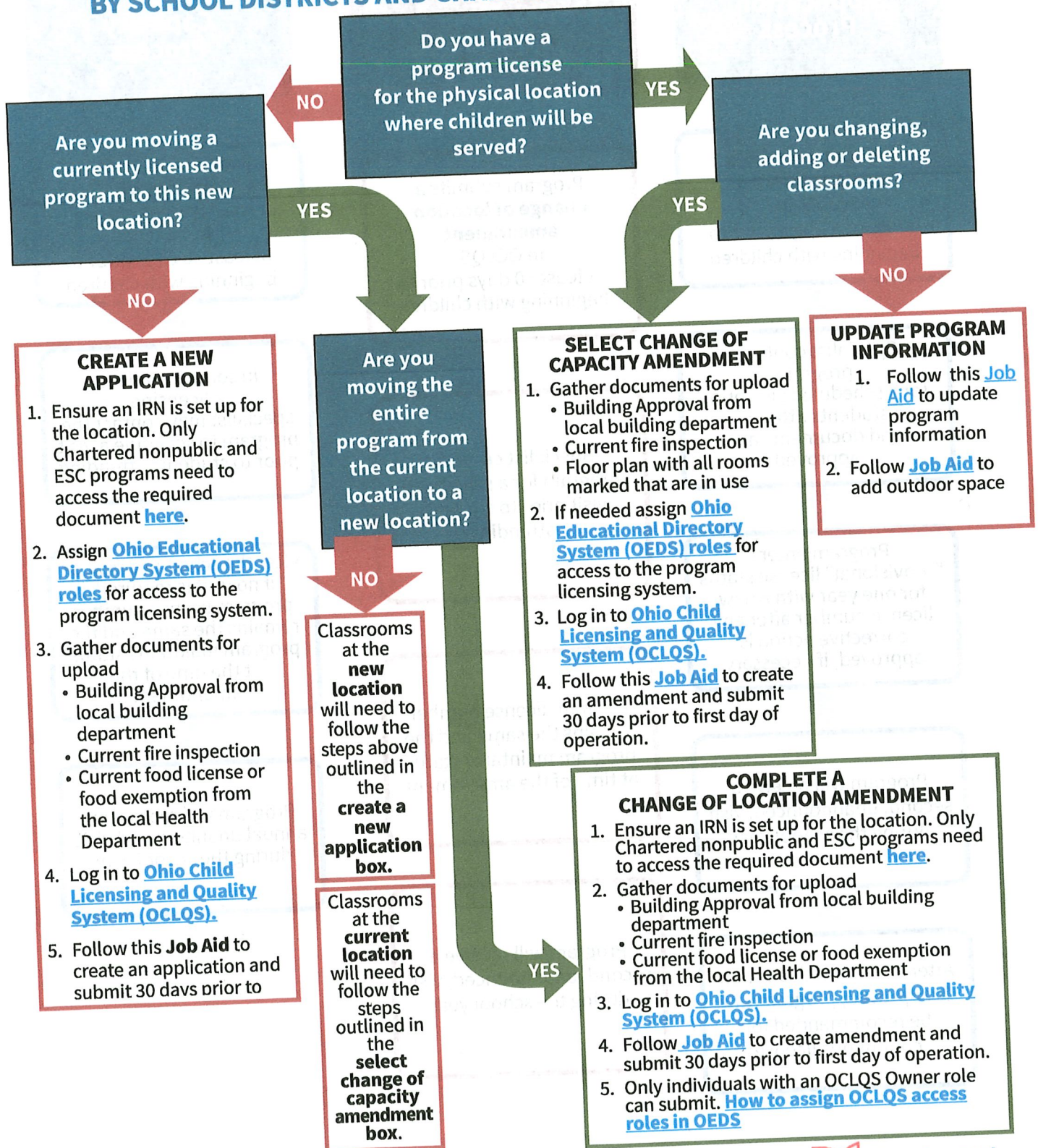
(1) Operated by a nonprofit or for-profit private entity;

(2) Operated under a contract with a school district board of education, community school, or eligible nonpublic school;

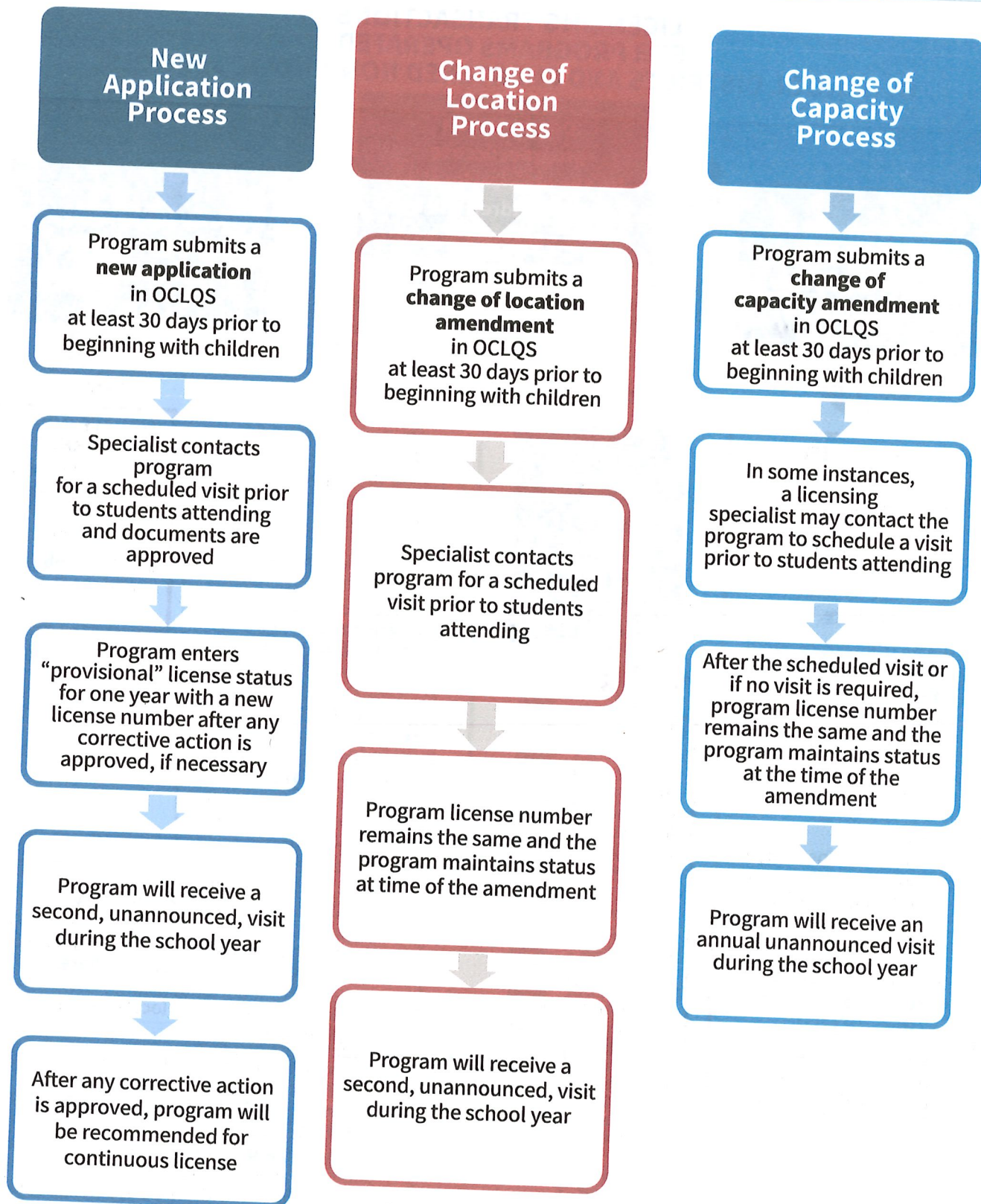
(3) Conducted only outside of school hours and in a building owned or operated by the contracting board or school.



# LICENSING TRANSACTIONS FOR PROGRAMS OPERATED BY SCHOOL DISTRICTS AND CHARTERED NON-PUBLIC SCHOOLS







## CHARTERING OF NONPUBLIC SCHOOLS TIMELINE

| Timeframe                           | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Comments                                                                                                                                                                                                             |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| October 1                           | Department makes sure that all materials and forms are up to date.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                      |
| Prior to November 1                 | <b>Step 1:</b> Request Tutorial via email or letter to the Department<br><br>Create OH ID account and request access to the Nonpublic Chartering Tile                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                      |
| November 1 – December 31            | <b>Step 2:</b> Complete survey in Chartering system and beginning working on the items on the Checklist                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The application period is set in administrative rule.                                                                                                                                                                |
| November 1 – Until First Site Visit | Complete the following steps including submitting the noted documentation:<br><b>Step 3:</b> Finalize a location and establish a governing board<br><b>Step 4:</b> Submit the <a href="#">Affidavit of Intent not to Discriminate</a> and the <a href="#">Racial Nondiscriminatory Policies</a> documents in the chartering system once adopted by board.<br><b>Step 5:</b> Using the <a href="#">Guide for Nonpublic Schools Plan of Compliance</a> schools complete their <b>Plan of Compliance</b> and upload it and the following documents to the chartering system: <ul style="list-style-type: none"> <li>• teacher/staff handbook</li> <li>• student handbook</li> <li>• school calendar</li> <li>• notarized <a href="#">Report of a Nonpublic School</a></li> <li>• evidence of your registration with the Ohio Secretary of State</li> <li>• Building occupancy permit stating that the building is zoned for “E”</li> <li>• copy of <u>both</u> the fire inspection and environmental health and safety inspection for the building completed within the last 12 months</li> </ul> | During this time, the Office of Nonpublic Educational Options (NEO) holds virtual office hours to address questions or requests for assistance.<br><br>NEO reviews and if appropriate, approves documents submitted. |



|                                                                                                                                                                           |                                                                                                                                       |                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Once all documentation is provided (Could be as early as January if school has been working on documentation prior to the November 1 <sup>st</sup> opening of the system) | <b>Step 6:</b> Department conducts site visit #1 once the school is in operation with students in attendance.                         | The Department shall complete two site visits during the first year of operation under the initial charter. Schools submitting all required documents by July 1 will receive a site visit no later than September 30. Schools submitting after July 1, we receive the initial visit within 90 days. |
|                                                                                                                                                                           | Issuance of Initial Charter                                                                                                           | <p>After a successful onsite visit, the school will receive an Initial Charter to operate.</p> <p>The Director of the NEO Office enters required information into the Ohio Educational Directory for the school to be assigned an Information Retrieval Number (also known as an IRN).</p>          |
| 60-90 school days from the issuance of the initial charter                                                                                                                | <p><b>Step 7:</b> Department conducts site visit #2.</p> <p>If second site visit is successful, the final charter will be issued.</p> | <p>Before this visit can occur, all staff must be properly credentialed for their roles.</p> <p>The visit must be completed within one year of when the initial charter is issued.</p> <p>The Department requires a corrective action plan (CAP) should any deficiencies be identified.</p>         |

# CHARTERING OF A NONPUBLIC SCHOOL CHECKLIST

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Date Completed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <input checked="" type="checkbox"/> Request the Tutorial via email or letter to the Department                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 08/05/2024     |
| <input checked="" type="checkbox"/> Create an OH ID account and request access to the Chartered Nonpublic web application                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 08/05/2024     |
| <input checked="" type="checkbox"/> Complete the survey in the chartering system                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 08/15/2024     |
| <input type="checkbox"/> Finalize a location and establish a governing board                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |
| <input type="checkbox"/> Submit the Affidavit of Intent Not to Discriminate and the Racial Nondiscriminatory Policies documents in the chartering system                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |
| <input type="checkbox"/> Submit the Plan of Compliance and the following additional documentation: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher/Staff Handbook</li> <li><input type="checkbox"/> Student Handbook</li> <li><input type="checkbox"/> School Calendar</li> <li><input type="checkbox"/> Notarized Report of a Nonpublic School</li> <li><input type="checkbox"/> Evidence of registration with the Ohio Secretary of State</li> <li><input type="checkbox"/> Final Certificate of Occupancy Zoned for "E"</li> <li><input type="checkbox"/> Fire and Environmental Health &amp; Safety Inspections</li> </ul> |                |
| <input type="checkbox"/> Site Visit #1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |
| <input type="checkbox"/> All staff credentialed for their role in the school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                |
| <input type="checkbox"/> Site Visit #2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |



## **Biking to Work Policy**

### **Purpose:**

To promote healthy, sustainable commuting options while ensuring all staff are prepared for their shifts, we have established the following guidelines for employees biking to work.

### **Policy:**

#### **1. Arrival Time:**

- Staff who bike to work are required to arrive **45 minutes prior** to the official opening of the childcare center.
- This buffer allows time for any unforeseen delays and ensures that staff are ready to begin their shifts on time.

#### **2. Bicycle Parking:**

- Secure bicycle parking will be provided on-site. All staff are encouraged to use this designated area to store their bikes.
- Staff are responsible for securing their bicycles with a personal lock.

#### **3. Safety Gear:**

- All staff biking to work are expected to wear appropriate safety gear, including helmets and reflective clothing, to ensure their safety during their commute.
- The center strongly encourages the use of front and rear lights for visibility, especially during early morning or evening commutes.

#### **4. Changing Facilities:**

- Staff biking to work will have access to changing facilities, including lockers and restrooms, to freshen up before their shifts.
- Employees should allow enough time to change and be ready to start work by the beginning of their scheduled shifts.

#### **5. Sustainability Incentives:**

- The center supports biking to work as part of our sustainability efforts. Employees who regularly bike to work may be eligible for incentives, such as recognition programs or additional wellness benefits.

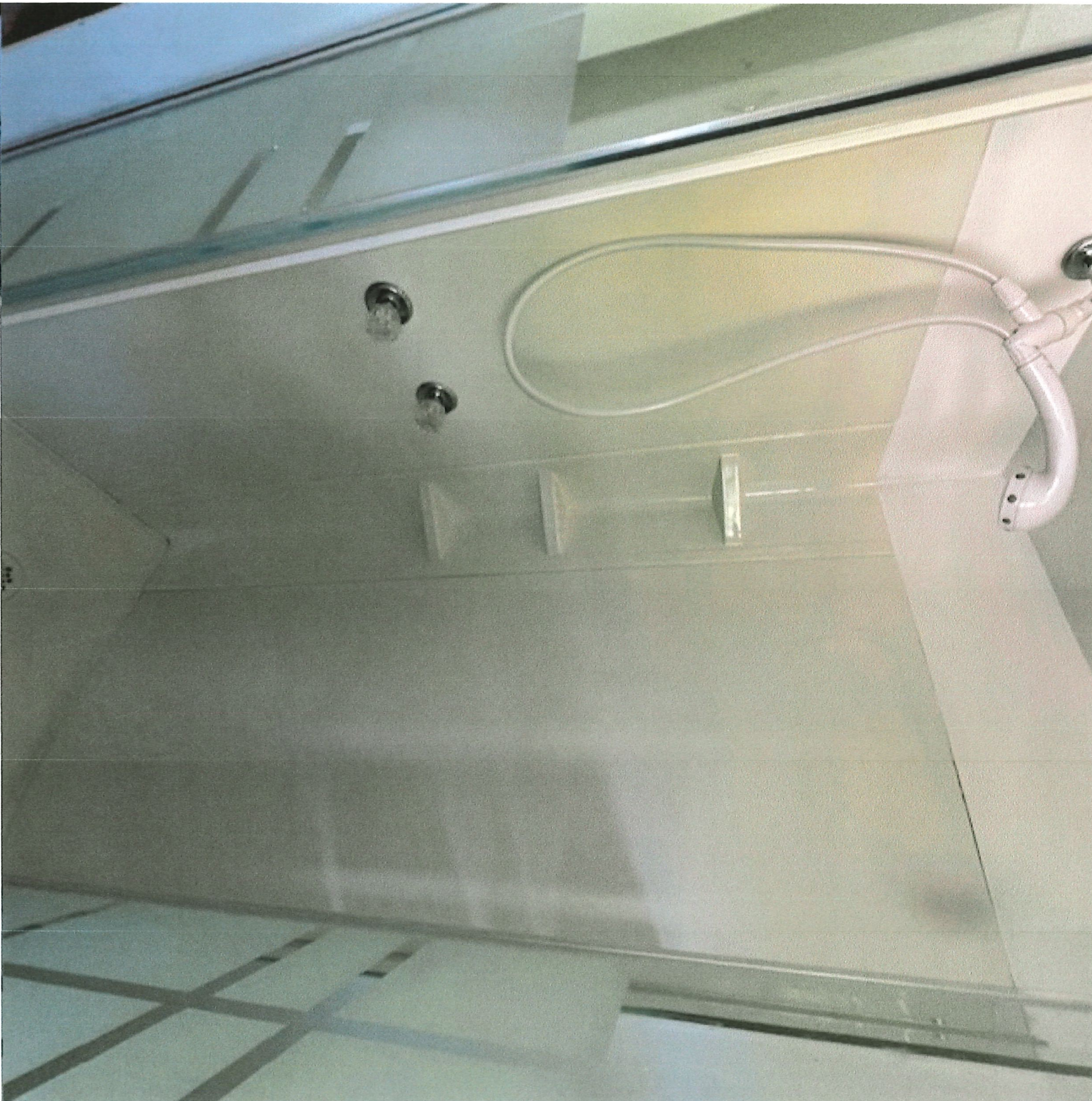
#### **6. Weather Conditions:**

- In the event of severe weather, staff who normally bike to work should use their discretion and make alternative arrangements if necessary.
- Employees are encouraged to communicate with their supervisor if weather conditions affect their commute.

#### **7. Compliance:**







## **Auto-Share Parking Policy for Staff at Pathways II Destiny Childcare Center**

### **Purpose**

To provide guidelines for the allocation, use, and management of auto-share parking spaces for staff at Pathways II Destiny Childcare Center, promoting sustainable transportation options and efficient use of parking facilities.

### **Scope**

This policy applies to all staff members of Pathways II Destiny Childcare Center who utilize auto-share parking spaces.

### **Policy Statement**

Auto-share parking spaces are designated to support the use of shared vehicles among staff, reducing the need for personal vehicles and separate parking spaces and it's also contributing to environmentally friendly transportation practices.

### **Definitions**

-Auto-share Parking Space: A parking space designated exclusively for auto-share vehicles used by staff.

### **Allocation of Auto-Share Parking Spaces**

1. Designation\*\*: Auto-share parking spaces will be clearly marked with appropriate signage and pavement markings.
2. Location: Spaces will be in convenient and accessible areas within the childcare center's parking lot to maximize usage and visibility.
3. Number of Spaces: The number of designated spaces will be based on demand and the availability of shared vehicles.

### **Eligibility**

1. Eligibility: Only staff members of Pathways II Destiny Childcare Center are eligible to use the designated auto-share parking spaces.

### **Usage Regulations**

1. Time Limits: Auto-share vehicles may occupy a space during working hours or as otherwise scheduled by the childcare center. Extended parking beyond these hours requires prior approval.
2. \*\*Booking: Staff members must book the auto-share vehicles in advance through the designated booking system to ensure availability.
3. \*\*Prohibited Activities\*\*: Unauthorized vehicles parked in auto-share spaces will be subject to fines and/or towing. Auto-share vehicles cannot be used for long-term storage or personal errands.

#### \*\*Enforcement\*\*

1. **Monitoring:** Regular monitoring of auto-share parking spaces will be conducted by the childcare center administration to ensure compliance.
2. **Violations:** Violations of this policy will result in penalties, including fines, towing, or revocation of parking privileges.
3. **Reporting\*\*:** Staff members can report violations via email [info@pathwaysldestiny.com](mailto:info@pathwaysldestiny.com)

#### Maintenance and Safety

1. **Maintenance:** Regular maintenance of auto-share parking spaces, including signage and pavement markings, will be conducted to ensure clarity and usability.
2. **Safety:** Adequate lighting and security measures will be implemented to ensure the safety of staff members and vehicles.

#### Review and Evaluation

This policy will be reviewed annually by the childcare center administration to assess its effectiveness and to make necessary adjustments based on feedback and changing needs.

#### Feedback and Suggestions

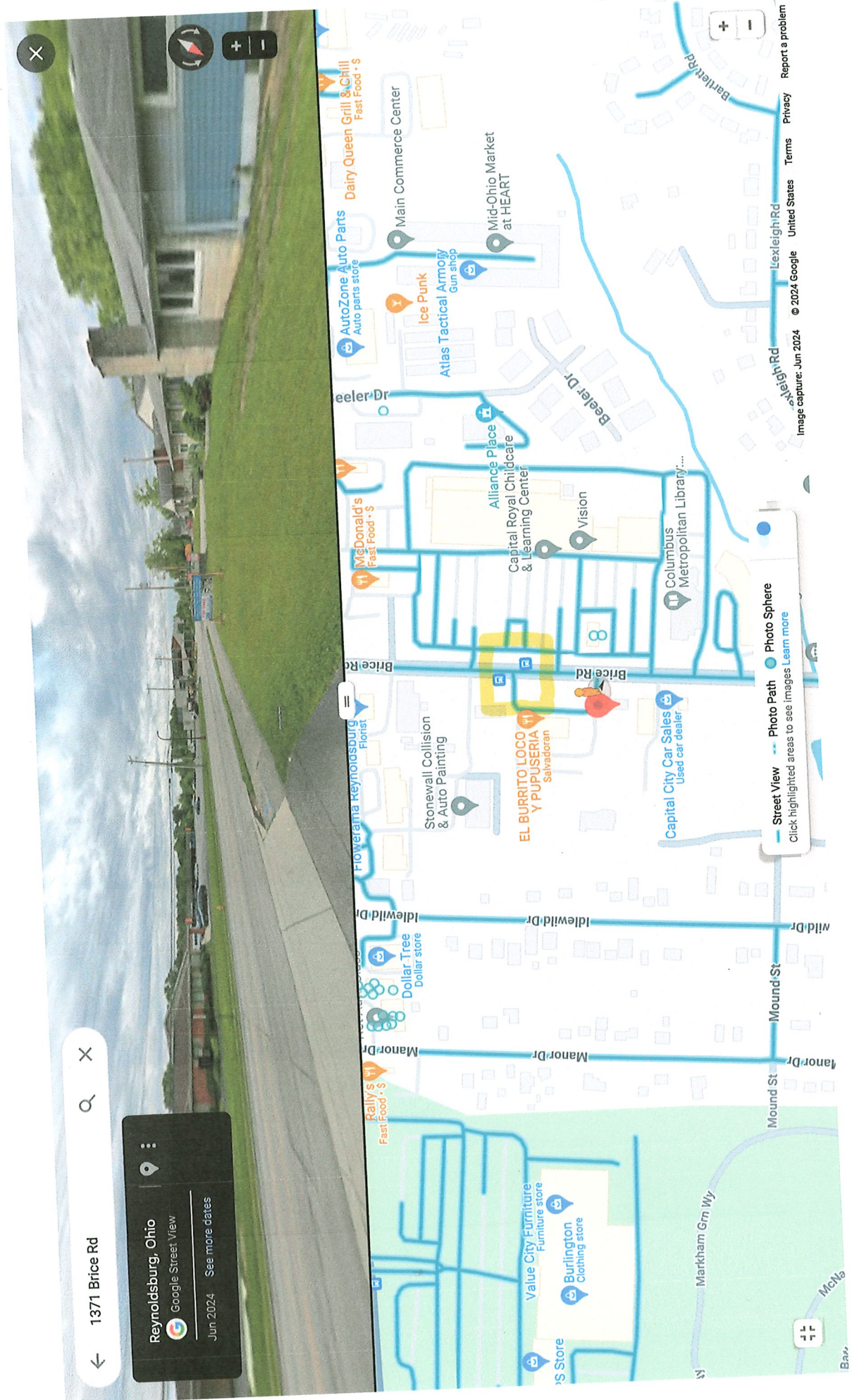
Staff members are encouraged to provide feedback and suggestions for improving the auto-share parking policy. Please contact Sarita Penn with your comments.

#### Approval and Implementation

This policy is approved by Sarita Penn on 07/01/2024 and is effective immediately.

This policy provides a comprehensive framework for managing auto-share parking spaces for staff at a childcare center, ensuring efficient and sustainable transportation options. Adjustments can be made based on specific requirements and feedback from staff members.











## COMMON REGULATIONS

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- iii. **Calculation for Certain Uses.** For uses for which required parking is based on number of dwelling units, floor area, seats, or beds, the number of required parking spaces shall be determined from drawings provided by the applicant and may be further confirmed by measurement of the actual built floor area. When calculation of required parking results in a fraction, then the fraction shall be rounded to the next higher whole number.
- iv. **Calculation for Mixed-Uses.** For properties having mixed or multiple uses, the number of required parking spaces shall be the sum of those required for the various uses computed separately, except as otherwise provided.



### F. Minimum Off-Street Parking Space Requirement Reductions.

- i. **Minimum Off-Street Parking Space Reduction Standards.** The minimum number of off-street parking spaces required by Table 1105.01A may be reduced for a land use or land uses upon approval of an application demonstrating one or more of the off-street parking space reduction conditions set forth under Sections (F)(ii), F(v), F(vi), or F(vii) below; provided however, under no circumstances shall the cumulative reduction of minimum parking spaces exceed 30% of the minimum number of off-street parking spaces required for a land use.
- ii. **Shared Parking Plan.** Where a mix of land uses on one or more properties or within one or more buildings can demonstrate parking utilization in staggered peak periods, a shared parking plan may be approved by the Planning and Zoning Administrator to the reduce the minimum number of required off-street parking spaces for the applicable land use(s). A shared parking plan for the reduction of off-street parking requirements may be submitted to the Planning and Zoning Administrator subject to the following requirements:
  - 1. Shared parking plans must incorporate parking facilities located within five hundred feet (500 ft.) of the subject property or subject properties; and
  - 2. To the greatest extent practicable, adjacent lots included in a shared parking plan shall be connected for vehicular passage and shall provide safe and efficient pedestrian access to all uses served by the parking facilities.
- iii. **Review of Shared Parking Plan.** A decision pertaining to an application for a shared parking plan shall be based on the following factors:
  - 1. The number of parking spaces otherwise required for the land uses that will share the parking facilities designated in the shared parking plan;
  - 2. Documentation that the peak parking utilization for the land uses occurs at different days and/or times;
  - 3. The demonstrated accessibility of the shared parking facilities; and
  - 4. Such other relevant documentation as the applicant(s) may provide to the City in conjunction with a parking reduction application.
- iv. **Effect of Approval of Shared Parking Plan.** When a shared parking plan application is approved, the modified number of required off-street parking spaces for the applicable land uses shall be the largest number of parking spaces needed for the applicable land uses during the most intensive time period of parking utilization as demonstrated by the evidence presented with the application.

- v. **Auto-Share Parking Spaces.** The required minimum number of off-street parking spaces for a land use may be reduced by up to four (4) off-street parking spaces for each off-street parking space that is reserved for auto-share parking; provided however the satisfaction of this parking reduction condition may not result in an off-street parking space reduction in excess of 10%. Auto-share parking spaces shall be designed in a plan to be submitted for review by the Planning and Zoning Administrator; such plan must propose how the auto-share parking spaces will be reserved for auto-share parking.
- vi. **Transit Proximity.** The required minimum number of off-street parking spaces for a land use or land uses may be reduced by up to 10% if more than 50% of the subject property is located within 1,200 feet of any public transit stop. If an existing transit stop is subsequently eliminated, any previously permitted parking reduction shall remain valid, provided that an active transit route remains within 1,200 feet of the development.
- vii. **Bike Lockers and Shower Facilities.** The required minimum number of off-street parking spaces for a non-residential development may be reduced by 5% if such development contains shower and clothing and bike locker facilities for bicycle commuting employees. The required minimum number of off-street parking spaces for a multi-family development may be reduced by 5% if such development contains interior bicycle parking for residents. In each case, the reduction shall apply only to that portion of the minimum off-street parking requirement attributable to the employees or residents that have access to the shower and locker facilities.
- viii. **Review and Revocation.** Upon the grant of a reduction in the minimum number of off-street parking spaces hereunder, the Planning and Zoning Administrator shall periodically review the land uses associated with any approval to determine compliance with such approval. If the Planning and Zoning Administrator determines upon review of any approved application that the terms of any approved plan are not being complied with, then the Planning and zoning Administrator may revoke such approval, and the applicable land use shall be required to satisfy the minimum off-street parking requirement otherwise set forth under Table 1105.01A hereof.

#### G. Parking and Loading Design Standards

- i. **Location.** A parking space required for a dwelling unit shall be provided on the same lot as the dwelling unit. The standard size for a parking space installed in accordance with these provisions shall be 9' X 18.' A parking space required for a use other than a dwelling unit shall be located on the same lot as the use, except that some or all of such required spaces may be located on another lot within three hundred feet (300') of the use if authorized in the approval of the site plan. Parking or loading facilities shall not be permitted on the right-of-way of any publicly dedicated thoroughfare, except as provided by a public authority.
- ii. **Setbacks.** Off-street parking and loading facilities, with the exception of driveways leading from the public right-of-way to aisles or spaces, shall be located as follows:
  1. Required unenclosed parking spaces for Attached Single-Family, Detached Single-Family, Two-Family, and Multi-Unit Dwellings may be provided on paved areas within the front yard required for such structure. Parking shall not be permitted on unpaved areas;
  2. No part of any parking lot shall be located closer than five feet (5') to a public right-of-way;
  3. Parking may be located in the required front yard in any industrial district, but not closer than twenty feet (20') to a public right-of-way;



## COMMON REGULATIONS

4. In any commercial district, parking shall not be located in the area between the frontage and the front setback. The area between the frontage and the front setback shall be improved as a grass and/or planting area. Ingress and/or egress through this planting area shall be restricted to a driveway or driveways not to exceed thirty feet (30') in width. Under no circumstances will service roads and/or driveways parallel to the right of way be permitted. The grass and/or planting area and driveways are to be made a part of the plot-grade-utility plan and are to be approved by the Service Director and City Engineer.
- iii. **Screening.** Any parking lot which contains more than ten (10) parking spaces and which is located closer than fifty feet (50') to the lot line of any lot which is used for a dwelling, school, hospital, or other institution for human care shall be screened by a fence, wall, or hedge of acceptable design installed at each edge of the parking lot which faces the use noted above. Such fence, wall, or hedge shall be no less than four feet (4') nor more than six feet (6') in height and shall be maintained in good condition without any advertising thereon. The space between such fence, wall, or hedge and the lot line of the adjoining premises shall be landscaped with grass, hardy shrubs or evergreen ground cover and maintained in good condition.
- iv. **Access.** Adequate ingress and egress from the public right-of-way and within the lot shall be provided for all parking and loading spaces. Access for all parking and loading facilities (except those required for Attached Single-Family, Detached Single-Family and Two-Family dwellings) shall be designed to permit any vehicle entering or leaving the premises to be traveling in a forward motion. Driveways shall be located to minimize conflict with vehicular and pedestrian traffic in the public right-of-way. Driveways and service roads shall not be located parallel to the right-of-way. Driveways for non-residential uses shall not exceed thirty feet (30') in width at the right-of-way line nor more than thirty feet (30') at the curb cut line of the street unless otherwise approved by the individual or administrative body reviewing the site plan for the subject property.
- v. **ADA Requirements.** All parking facilities that require accessible parking spaces shall ensure that a portion of the total number of required parking spaces are specifically designated, located, and reserved for use by persons with physical disabilities, in accordance with the standards in the federal Americans with Disabilities Act (ADA). The following standards apply:
  1. The closest parking spaces to the main entrance shall be devoted to the required accessible parking spaces; and
  2. At least one accessible parking space shall be 12 feet (12') wide to accommodate an

| ANGLE OF PARKING    | ONE-WAY | TWO-WAY |
|---------------------|---------|---------|
| Parallel            | 13 ft.  | 20 ft.  |
| Up to 50 degrees    | 13 ft.  | 22 ft.  |
| 50 up to 80 degrees | 17 ft.  | 22 ft.  |
| 80 degrees or more  | N/A     | 22 ft.  |

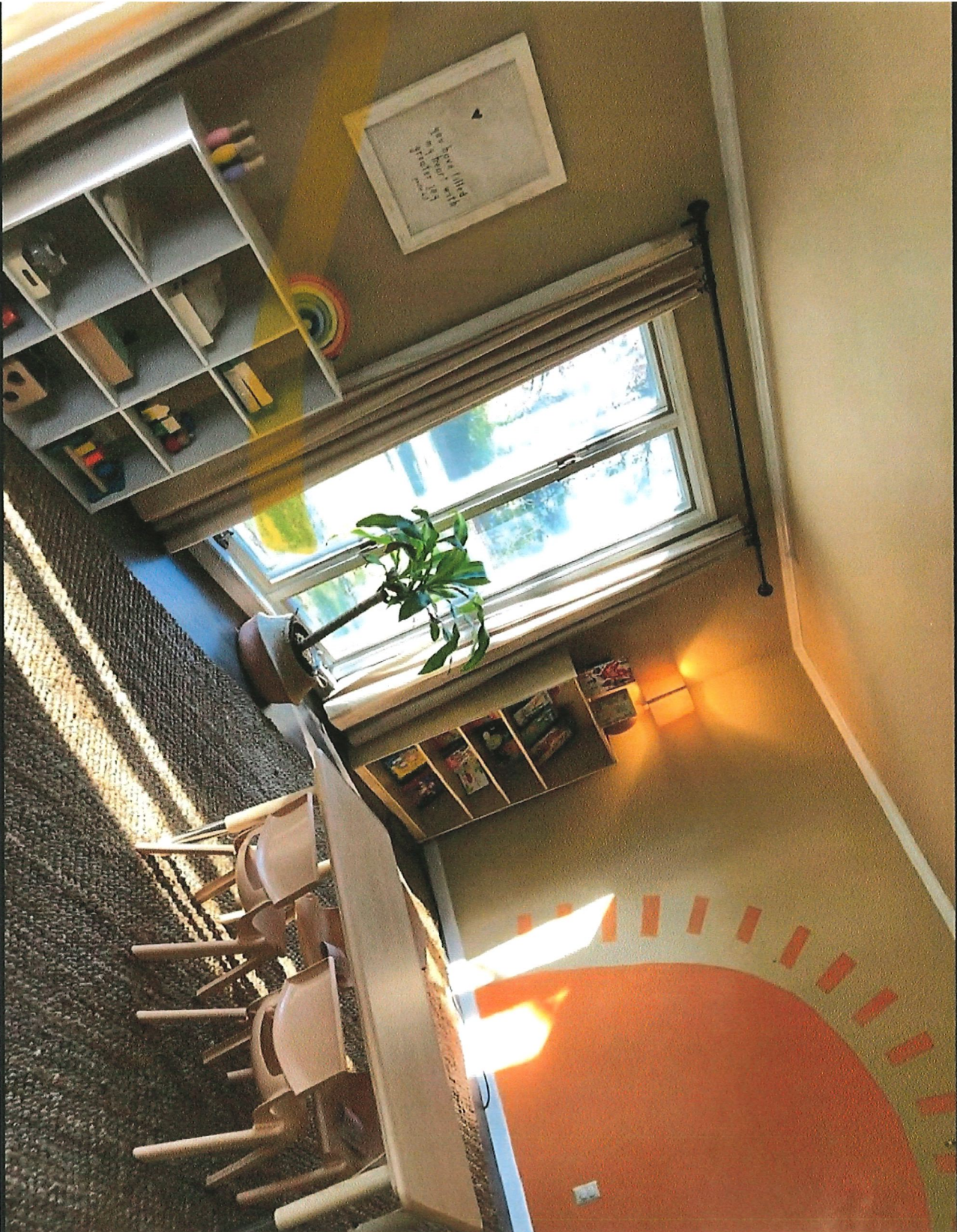




# pathways2destiny

Columbus, Ohio

...















1/2





## Marie Meeks

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**From:** Lieutenant Schmidt <LTSchmidt@trurotwp.org>  
**Sent:** Wednesday, July 17, 2024 8:11 AM  
**To:** Marie Meeks  
**Subject:** Re: 1371 Brice Rd - Conditional Use Application

[NOTICE: This email originated outside of the City of Reynoldsburg.]

Ms. Meeks,

Good morning.

We don't have any comments regarding this application at this time.

Thanks,

Lieutenant Theo Schmidt, BS  
Fire Prevention  
Truro Township Fire Department  
6305 E. Livingston Ave.  
Reynoldsburg, Oh 43068  
614-729-1921 (Office)  
614-419-0188 (Cell)



"Our Community, Our Commitment"

---

**From:** Marie Meeks <mmeeks@reynoldsburg.gov>  
**Sent:** Tuesday, July 16, 2024 8:53 AM  
**To:** Lieutenant Schmidt <LTSchmidt@trurotwp.org>  
**Cc:** Eric Meyer <emeyer@reynoldsburg.gov>; Melissa Butler <MButler@reynoldsburg.gov>  
**Subject:** 1371 Brice Rd - Conditional Use Application

Hi Lt Schmidt,

I have attached a Conditional Use Application for 1371 Brice Rd. Please let me know if the Fire Department has any comments about this application by July 22<sup>nd</sup>.

If you have any questions please feel free to reach out. Thank you for your help!

Sincerely,

**Marie Meeks**

DEPARTMENT OF DEVELOPMENT

Planner I

—

**City of Reynoldsburg**

7232 East Main Street | Reynoldsburg, OH 43068

**Zoning:** 614-322-6850 | **Direct:** 614-322-6800 – ext. 6720

[www.reynoldsburg.gov](http://www.reynoldsburg.gov)

## Marie Meeks

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**From:** Mark Riley  
**Sent:** Thursday, July 18, 2024 2:44 PM  
**To:** Marie Meeks  
**Cc:** Eric Meyer; Melissa Butler  
**Subject:** RE: 1371 Brice Rd - Conditional Use Application

Hi Marie,

Public Service has no comments for the Conditional Use at 1371 Brice Road.

Kind regards,

**Mark A. Riley**  
Public Service Manager

**City of Reynoldsburg**  
7232 East Main Street | Reynoldsburg, OH 43068  
**T** 614-322-6887 | **F** 614-322-6830  
[www.reynoldsburg.gov](http://www.reynoldsburg.gov)

[mriley@reynoldsburg.gov](mailto:mriley@reynoldsburg.gov)

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**From:** Marie Meeks <mmeeks@reynoldsburg.gov>  
**Sent:** Tuesday, July 16, 2024 8:58 AM  
**To:** Mark Riley <mriley@reynoldsburg.gov>  
**Cc:** Eric Meyer <emeyer@reynoldsburg.gov>; Melissa Butler <MButler@reynoldsburg.gov>  
**Subject:** 1371 Brice Rd - Conditional Use Application

Hi Mark,

I have attached a Conditional Use Application for 1371 Brice Rd. Please let me know if the Public Service Department has any comments about this application by July 22<sup>nd</sup>.

If you have any questions please feel free to reach out. Thank you for your help!

Sincerely,

**Marie Meeks**  
DEPARTMENT OF DEVELOPMENT  
Planner I

—

**City of Reynoldsburg**  
7232 East Main Street | Reynoldsburg, OH 43068  
**Zoning:** 614-322-6850 | **Direct:** 614-322-6800 – ext. 6720

[www.reynoldsburg.gov](http://www.reynoldsburg.gov)

August 13, 2024

Planning and Zoning Board  
City of Reynoldsburg  
7232 E. Main Street  
Reynoldsburg, OH 43068

RE: Abigail Curtis; 976 Waggoner Road: Variance Application - Fencing

Planning and Zoning Board:

Below is the staff review of the above referenced Variance Application.

### 1. Project Summary

- a. **Site Summary:** The subject site is located at 976 Waggoner Rd. The 1.28 acre site consists of 2 existing structures. Per the Franklin County Auditor's website, one of the existing structures is 1,900 square feet and was built in 1925; the other structure is 700 square feet and was built in 1940. The site is used as a Dwelling – Detached Single Family. The subject site is zoned SR, Suburban Residential.
- b. **Surrounding Zoning:** The surrounding zoning consist of SR, Suburban Residential to the east, west, north, and south of the subject site. The surrounding land uses consist of Dwelling – Detached Single Family homes. The subject site is approximately a little over 200 feet away from the St. Pius X Catholic Church and School, which is zoned OS, Open Space/Schools.
- c. **Applicant's Request:** Section 1105.11B allows for fencing in the front yard of the SR, Suburban Residential district to have a maximum height of 4 feet and a maximum opacity of 50%. The applicant is requesting a variance to deviate from Section 1105.11B to allow a fence height of 6 feet with an opacity of 100% in the front yard.
- d. **Statement of Hardship:** The applicant's statement of hardship states that the new improvements on Waggoner Rd present a hardship in the regular use of the area to property owners due to the new sidewalk creating increased foot traffic, noise, and visual disturbances that are significantly greater than when the property was originally purchased. The applicant states that based on the layout of the existing structures, the section of the yard that is considered to be a front yard based on the zoning code acts more as a side or rear yard in functionality. The applicant states that the front yard of the property is the only area where property owners can enjoy a more private outdoor area and that the proposed new fence will have no impact on adjacent properties, but will provide the homeowners with a private outdoor area to play with children, exercise dogs, and enjoy an outdoor meal in a space that is not under the constant gaze of the general public passing by on the new sidewalk.
- e. **Comprehensive Plan:** The 2018 Comprehensive Plan, upon which the current zoning code is based, states that the SR, Suburban Residential district "...should largely consist of single-family homes situated on medium-sized lots."



## 2. Project Review

- a. **Variance Standards (i-ix):** The following variance standards are considered below as outlined in Section 1109.11.D:
  - i. The variance is in accord with the general purpose and intent of the regulations imposed by this Code in the district in which it is located, and shall not be injurious to the area or otherwise detrimental to the public welfare.
    1. The variance is not in accord with the general purpose and intent of the Code and may cause negative visual impacts to the surrounding area.
  - ii. The variance will not permit the establishment of any use which is not otherwise listed as a permitted use or a conditional use in the zone or district in which the subject property is situated.
    1. The land use of Dwelling – Detached Single Family is a permitted land use in the SR, Suburban Residential district. Granting the variance would not permit the establishment of a use that would otherwise not be permitted.
  - iii. There exist special circumstances or conditions, fully described in the findings, applicable to the land or structures for which the variance is sought, which are peculiar to such land or structures and which do not apply generally to land or structures in the area, and which are such that the strict application of the provisions of this Code would deprive the property owner of the reasonable use of such land or structures. There must be a deprivation of the beneficial use of land, as opposed to mere loss in value as justification for the variance.
    1. The applicant states that the new sidewalk created by the Waggoner Rd improvements will create a hardship for the property due to the increase in foot traffic, noise, visual disturbances, and decrease in privacy. Staff finds that based on the application, there does not appear to be a deprivation of the beneficial use of land and that the addition of a sidewalk does not create a special circumstance to the land because sidewalks are a common feature along the streetscape of residential properties.
  - iv. There is proof of hardship or practical difficulty created by the strict application of this Code, beyond simply a showing that greater profit will result if the variance is granted. Economic hardship is not grounds for the variance. Furthermore, the hardship complained of is not self-created nor is it established on this basis by one who purchased with or without knowledge of the restrictions. The hardship results from the application of this Code and is suffered directly by the property in question.
    1. The applicant states that the variance is being requested as a reasonable accommodation in order to provide the current owners with a private outdoor area. Staff is of the opinion that the current code allows for a private outdoor area via the permitted fence height of 4 feet and permitted opacity of 50%, and that the hardship provided by the applicant is not suffered directly by the

property in question.

- v. The variance is necessary for the reasonable use of the land or building, and the variance as granted is the minimum variance that will accomplish this purpose.
  - 1. Staff finds that the variance is not necessary for the reasonable use of the land or building based on the application. The applicant has requested the minimum variance possible for the requested installation of a 6 foot tall fence with 100% opacity in the front yard.
- vi. The variance will not impair an adequate supply of light and air to adjacent property, substantially increase the congestion in the public streets, increase the danger of fire, endanger the public safety, or substantially diminish or impair property values of the adjacent area.
  - 1. Granting the variance would not impair the adequate supply of light and/or air to the adjacent property, increase congestion on public streets, increase the danger of fire, or endanger public safety.
- vii. The variance will not confer on the property owner any special privilege that is unduly denied by this Code to other land, structures, or buildings in the same district.
  - 1. Granting the variance would confer the property owner with special privileges due to the fact that many single family homes have a sidewalk in their front yard and are able to comply with front yard fence zoning requirements.
- viii. No nonconforming use of neighboring land or structures in the same district and no permitted or nonconforming use of land or structures in other districts are considered as grounds for approval of the variance.
  - 1. Staff finds that granting the variance may set a precedent for approving fence variances for opacity and height in the front yard for all single family homes that face a sidewalk.
- ix. The variance is not a matter of convenience when other remedies are available within the provisions of this Code.
  - 1. Staff finds that the variance is a matter of convenience due to other available remedies in the zoning code such as landscaping in addition to the permitted front yard fence with a maximum height of 4 feet and maximum opacity of 50%.

### 3. Recommendation

- a. Staff recommends denial of the requested variance to permit a 6 foot tall fence with 100% opacity in the front yard in the SR, Suburban Residential district based on the following reasons:
  - i. The requested variance does not meet the general intent and purpose of the code.
  - ii. There does not appear to be any special circumstance of the land for which the variance is needed.
  - iii. Granting the variance may impose negative visual impacts.
  - iv. Granting the variance would confer the property owner with special

- privileges.
- v. Granting the variance may set a precedent for approving fence variances for opacity and height in the front yard for all single family homes that face a sidewalk.
  - vi. Staff finds that the variance request is a matter of convenience due to other available remedies in the zoning code.



# Reynoldsburg

Department of Development  
Planning and Zoning Division  
7232 East Main Street  
Reynoldsburg, Ohio

\*All Applications are submitted in person,  
through mail or to the Building  
Department by email at  
permit@reynoldsburg.gov.

App./Case#: 2024-0514

Date Submitted: 8/5/24

Fee Amount: \$200.00

\*Please know that an application will not be  
processed until payment has been received.

## PLANNING AND ZONING BOARD VARIANCE AND CONDITIONAL USE APPLICATION

☒ Paid: CK

|                                                                    |                                        |
|--------------------------------------------------------------------|----------------------------------------|
| Property Address:<br><b>976 Waggoner Rd Reynoldsburg, OH 43068</b> | Parcel ID#(s):<br><b>060-004725-00</b> |
|--------------------------------------------------------------------|----------------------------------------|

Received

### I. PROPERTY OWNER OF RECORD

|                                                                  |                                              |
|------------------------------------------------------------------|----------------------------------------------|
| Property Owner Name(s):<br><b>Abigail Curtis and Joshua Lamb</b> |                                              |
| Contact Email:<br><b>abigailcurtisdm@gmail.com</b>               | Contact Phone Number:<br><b>740-334-3138</b> |

AUG - 2 2024

Reynoldsburg Building Division

### II. BUSINESS/TENANT INFORMATION (IF APPLICABLE)

|                     |                       |
|---------------------|-----------------------|
| Business Name:      | Contact Name:         |
| Contact Email:      | Contact Phone Number: |
| Description of Use: |                       |

### III. APPLICANT INFORMATION

|                                                                                                                                                                                                                                      |                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Applicant Name:<br><b>Abigail Curtis</b>                                                                                                                                                                                             | Applicant Address:<br><b>970 Waggoner Rd Reynoldsburg, OH 43068</b> |
| Applicant Phone Number:<br><b>740-334-3138</b>                                                                                                                                                                                       | Applicant Email:<br><b>abigailcurtisdm@gmail.com</b>                |
| <input checked="" type="checkbox"/> Property Owner <input type="checkbox"/> Business Owner/Tenant <input type="checkbox"/> Contractor <input type="checkbox"/> Architect/Engineer <input type="checkbox"/> Owner's Consent Attached. |                                                                     |

### PROJECT INFORMATION

CHECK AND DESCRIBE IF APPLICABLE: ☒ Variance ☐ Conditional Use ☐ Variance or Conditional Use Extension (\$50)

☒ Residential (single-family residential only)(\$200) ☐ Non-Residential (all residential except single-family residential)(\$450) ☐ Engineering Report (\$750 [min.])

Requesting variance to regulation 1105.11 regarding the height and opacity of a fence placed between a house and the road. The hardship cited is the new paths being installed along Waggoner which dramatically reduces the privacy and ability to use the existing yard. We request approval to replace the existing fence with a 6ft wood privacy fence matching the other fencing on the property already. In addition, the city has agreed to support this variance after coming out to view the property and it's proximity to the new paths. (See attached email)

Please review the attached checklist and note the items you are responsible for submitting with this application. All required items must be submitted to the Planning & Zoning Administrator.

Applicant Signature: [Signature]

Date: 06/14/2024

\*By signing this application, I certify that I am the owner of the property or the owner's agent, and that the work is authorized with the full knowledge of the owner. \*

#### \*\*OFFICE USE ONLY\*\*

Additional Notes:

#### Zoning Information Additional Approval Required

Zoning District:      ☐ Major/Minor Site Plan  
☐ Olde Reynoldsburg District ☐ Other:     

#### PZB Meeting

Date:       
☐ Approved as Submitted  
☐ Approved w/ Conditions  
☐ Tabled  
☐ Denied

P&Z Administrator:      Date:





## Variance for 970 Waggoner Rd

1 message

**William Dorman** <wdorman@reynoldsburg.gov> Tue, Jun 4, 2024 at 09:01  
To: Kalle Gwilliams <KGwilliams@reynoldsburg.gov>, Abigail C <clickervet@gmail.com>  
Cc: Marie Meeks <mmeeks@reynoldsburg.gov>, Phoenix Buathier  
<pbuathier@reynoldsburg.gov>, Joe Begeny <jbegeny@reynoldsburg.gov>, Chris Shook  
<cshook@reynoldsburg.gov>

Abigail,

Please let us know if you need anything else from our team. As discussed prior the City greatly appreciates your willingness to work with us as it relates to the Waggoner Road improvements.

As part of the Variance request (if needed) you can site the improvements as the hardship which would prohibit you from installing the fence per the City's current code which we would support.

Thank you,

William Dorman

Public Service /Building Director

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**City of Reynoldsburg**

7232 East Main Street | Reynoldsburg, OH 43068

T 614-322-6800

[www.reynoldsburg.gov](http://www.reynoldsburg.gov)

[Quoted text hidden]

**Proposal for Variance:**

We, the property owners of parcel 060-004725-00 (970/976 Waggoner Rd) are requesting a variance to regulation 1105.11 regarding the height and opacity of a fence placed between a house and the road. Along the approximately 40' of fencing currently running between the house at 976 Waggoner Rd and the road south of the driveway, we would like to replace the existing 4' high wood, picket fence with a 6ft high, wood privacy fence. This fencing would exactly match the existing privacy fence installed elsewhere on the property (in a conforming location) so as to match the type and feel of the property and not present an eyesore to the public in any way.

Although this area is between the house and the road and is thus considered a "front" yard for code classification, based on the layout and construction of the house and land, this area is more functionally acting as the side/back yard of the property.

The new improvements to Waggoner Rd, while needed and welcome, present a significant hardship in regular use of this area for the property owners. The house is going to be located close to the new sidewalk and thus will be subjected to significantly increased public foot traffic, noise, and visual disturbances that are well beyond what they were when the property was purchased. The owners would like to be able to use their yard area for things such as playing with children, exercising dogs, and enjoying an outdoor meal with the same privacy they have come to enjoy. Based on the construction of the house and the layout of the land, this is the only area for this house where it is possible to have a more private outdoor area.

The property is heavily wooded on all sides with the exception of the side facing the road and new sidewalk. This proposed fencing should have zero impact on the neighboring properties as they will be unable to even see the new fencing from their properties. All it will do is allow the homeowners to have a private outdoor area that is not under the constant gaze of the general public passing by on the new sidewalk.

When discussing the Waggoner Rd improvements with the city, they agreed that a taller fence would be a reasonable accommodation to the hardships created and are in support of approval of the variance (please see attached e-mail). We thank you in advance for your time in considering this variance to allow us to continue to enjoy our property!

**Standards needing to be met:**

**i. The variance is in accord with the general purpose and intent of the regulations imposed by this Code in the district in which it is located, and shall not be injurious to the area or otherwise detrimental to the public welfare.**

This variance is for fencing that is already permitted by the Code, it is simply in an area that is not normally permitted. The code is designed to prevent tall, unsightly fencing in the front of a house. While this will be fencing between a house and a road, the layout of the house makes it clear that this area is treated as the side of the house and not the front so it is generally in alignment with the intent of the code.

**ii. The variance will not permit the establishment of any use which is not otherwise listed as a permitted use or a conditional use in the zone or district in which the subject property is situated.**

This property will still be for residential housing and nothing about the requested variance will permit a different use.

**iii. There exist special circumstances or conditions, fully described in the findings, applicable to the land or structures for which the variance is sought, which are peculiar to such land or structures and which do not apply generally to land or structures in the area, and which are such that the strict application of the provisions of this Code would deprive the property owner of the reasonable use of such land or structures. There must be a deprivation of the beneficial use of land, as opposed to mere loss in value as justification for the variance.**

The construction and eventual improvements to the Waggoner Rd area, including the addition of a public sidewalk through the front yard of the property dramatically increases the expected foot traffic through the area and decreases the privacy of the property, particularly in front of the 976 house. At this house, there is nowhere else to provide a private, secure outdoor area where the general public would not have access to the yard space.

**iv. There is proof of hardship or practical difficulty created by the strict application of this Code, beyond simply a showing that greater profit will result if the variance is granted. Economic hardship is not grounds for the variance. Furthermore, the hardship complained of is not self-created nor is it established on this basis by one who purchased with or without knowledge of the restrictions. The hardship results from the application of this Code and is suffered directly by the property in question.**

The request for this variance is not related to the profit or value of the property. It is requested as a reasonable accommodation to the changes the city is implementing to the area to allow the current owners a private outdoor area to enjoy activities such as playing with children, exercising dogs, or outdoor dining without being under the scrutiny of the increased public traffic created by the city improvements.

**v. The variance is necessary for the reasonable use of the land or building, and the variance as granted is the minimum variance that will accomplish this purpose.**

There is already an existing, conforming fence in the area for the proposed variance (see attached pictures and diagrams). The property owners have already attempted conforming modifications such as landscaping to increase the privacy of this area, and these solutions are not adequate to allow use of this space in light of the increased foot traffic. In addition, the owners are only asking for a variance for the short section of fencing in the area of the 976 house as this is the house that sits close to, and level with the new sidewalk. The 970 house sits further back and up a significant hill, so this fencing will remain the currently conforming fence. Please see attached pictures for details about the exact locations where the variance is being requested.

**vi. The variance will not impair an adequate supply of light and air to adjacent property, substantially increase the congestion in the public streets, increase the danger of fire, endanger the public safety, or substantially diminish or impair property values of the adjacent area.**

This variance should not impact the adjacent properties in any way. The lot is heavily wooded between all neighboring properties so those owners would not even be able to see the proposed fencing from their properties. There is already an existing 4' fence in the proposed area so the general change to the property is minimal while resulting in substantially increased usability for the owners. The proposed fencing type will match the existing privacy fencing on the other areas of the property which will allow the fencing to flow well with the feel of the area and not create an eyesore for the public or diminish property values for the adjacent areas.

**vii. The variance will not confer on the property owner any special privilege that is unduly denied by this Code to other land, structures, or buildings in the same district.**

The variance is only for an approximately 40 foot section between the 976 house and Waggoner Road needed due to the unique area and situation and would not apply to any other properties or situations.

**viii. No nonconforming use of neighboring land or structures in the same district and no permitted or nonconforming use of land or structures in other districts are considered as grounds for approval of the variance.**

This variance is not based on other non-conforming fencing in the area and we are not using any examples of non-conforming use as grounds for approval for this specific variance.

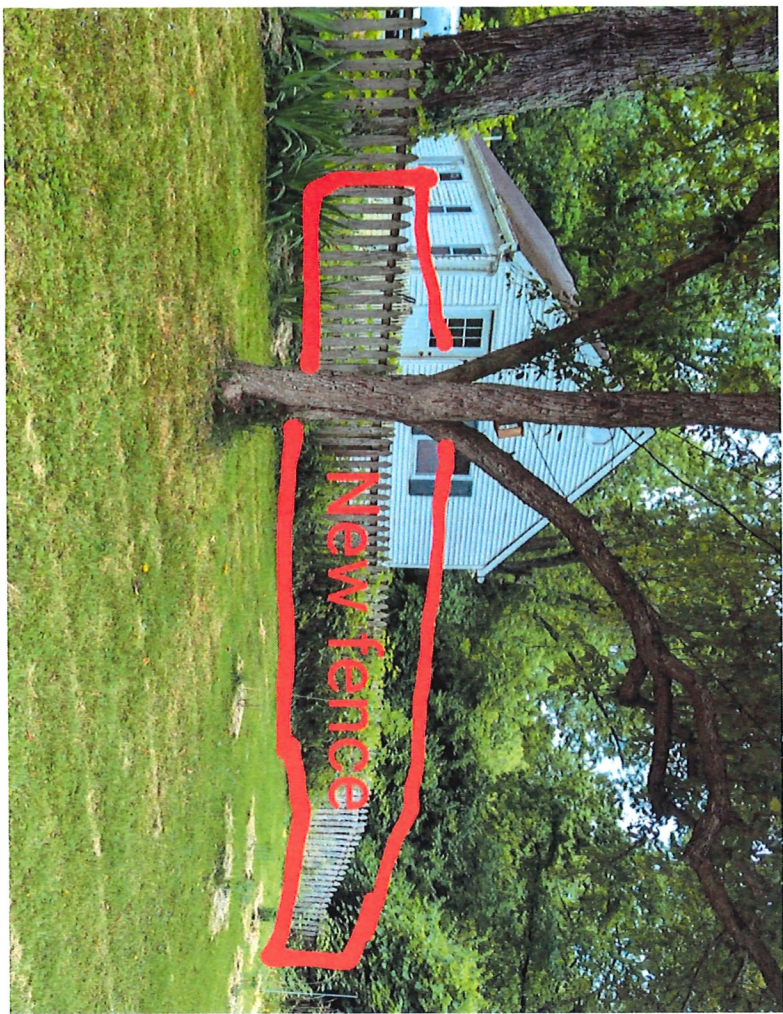
**ix. The variance is not a matter of convenience when other remedies are available within the provisions of this Code.**

Other, conforming, remedies have already been attempted and they do not provide adequate physical, visual, or auditory privacy for the proposed area of the fencing.





Matching this  
existing fence



New fence



New fence



# 970 Aerial Photo



© All EagleView Technology Corporation

11/24/2023



## Marie Meeks

---

**From:** Marie Meeks  
**Sent:** Monday, July 15, 2024 12:06 PM  
**To:** 'Abigail C'; 'abigailcurtisdm@gmail.com'  
**Cc:** Melissa Butler; Eric Meyer  
**Subject:** RE: Variance for 970 Waggoner Rd  
**Attachments:** Zoning Certificate Application\_3 (1).pdf

Good Afternoon,

After talking with the Mayor, he informed us that the City did not claim to be supportive of a fence variance for opacity and height, but would be supportive of a fence variance for the front setback, if needed.

Before you submit a variance application, please submit a fence permit application that meets the zoning code standards of having a maximum height of 4 feet for a fence in the front yard with a maximum opacity of 50%. You will need to provide the fence height, material, and opacity. You will also need to show the fence location on a site plan or aerial view of the site. I will let you know if any other information is needed, or if a variance submission would be required.

Please note that although you are free to submit a variance application for fence height and opacity, the City would not be supportive of this variance request and staff would likely recommend denial.

Please let me know if you have any questions.

Thank you,

**Marie Meeks**

DEPARTMENT OF DEVELOPMENT

Planner I

—

**City of Reynoldsburg**

7232 East Main Street | Reynoldsburg, OH 43068

**Zoning:** 614-322-6850 | **Direct:** 614-322-6800 – ext. 6720

[www.reynoldsburg.gov](http://www.reynoldsburg.gov)

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**From:** Marie Meeks  
**Sent:** Wednesday, July 10, 2024 11:34 AM  
**To:** 'Abigail C' <clickervet@gmail.com>  
**Cc:** Melissa Butler <MButler@reynoldsburg.gov>; Eric Meyer <emeyer@reynoldsburg.gov>  
**Subject:** RE: Variance for 970 Waggoner Rd

Hi Abigail,

Along with the supporting documents provided in the application, please also include:

1. A site plan or aerial view of your property that shows where the proposed fence will be located.
2. The material, height, and opacity for the proposed fence.
3. A statement of hardship explaining why the variance is needed for the reasonable use of your property.
4. A narrative that explains how each of the 9 standards are met in Section 1109.11.D of the Zoning Code. \*Please note

## Marie Meeks

---

**From:** Marie Meeks  
**Sent:** Friday, August 23, 2024 9:19 AM  
**To:** William Dorman  
**Cc:** Development Department  
**Subject:** RE: 970/976 Waggoner - Fence Variance Question

Hi William,

I am following up with our conversation that we had this morning on 8/23/2024.

Based on what you said verbally, the below statements are true:

1. During the initial meeting with Abigail, the Public Service Department told her that they would support a variance for the setback of the fence due to the Waggoner Rd project, if needed, but did not tell her that the City would support a variance for fence height or opacity.
2. Abigail did not mention or propose to place a 6 foot privacy fence in her front yard during the meeting.

Please feel free to correct any of the above information if anything is incorrect by Tuesday, 8/27 at 9am.

Thank you,

**Marie Meeks**

DEPARTMENT OF DEVELOPMENT

Planner I

—

**City of Reynoldsburg**

7232 East Main Street | Reynoldsburg, OH 43068

**Zoning:** 614-322-6850 | **Direct:** 614-322-6800 – ext. 6720

[www.reynoldsburg.gov](http://www.reynoldsburg.gov)

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**From:** Marie Meeks  
**Sent:** Thursday, August 15, 2024 9:53 AM  
**To:** William Dorman <wdorman@reynoldsburg.gov>  
**Cc:** Development Department <developmentdepartment@reynoldsburg.gov>  
**Subject:** 970/976 Waggoner - Fence Variance Question

Good Morning William,

Abigail Curtis, the property owner at 970/976 Waggoner Rd is under the assumption that you told her that the City would support a variance for a 6 foot privacy fence in the front yard due to the Waggoner Rd project that is taking place. Zoning would not be supportive of this variance, but we would be supportive of a variance for the front yard setback if necessary. Would you please be able to email me a few sentences outlining what you had discussed and told her during the Public Service Department's meeting with Abigail at her property? If you could email this over to me today or tomorrow that would be extremely helpful!

I have attached the application for 976 Waggoner Rd for your reference.

Thank you so much with your help on this!



Marie Meeks

DEPARTMENT OF DEVELOPMENT

Planner 1

—

**City of Reynoldsburg**

7232 East Main Street | Reynoldsburg, OH 43068

**Zoning:** 614-322-6850 | **Direct:** 614-322-6800 – ext. 6720

[www.reynoldsburg.gov](http://www.reynoldsburg.gov)

August 26, 2024

Planning and Zoning Board  
City of Reynoldsburg  
7232 E. Main Street  
Reynoldsburg, OH 43068

RE: GRW Retail 2, LLC; 7365-7369 E Livingston Avenue: Variance Application

Planning and Zoning Board:

Below is the staff review of the above referenced Variance Application.

## 1. Project Summary

- a. **Site Summary:** The subject site is addressed 7365-7369 E Livingston Avenue. The parcel is 0.9164 acres according to the Franklin County Auditor's website and incorporates 2 tenant spaces. The existing building is 5,952 square feet according to the applicant's site plan. The subject site is zoned CC, Community Commercial.
- b. **Surrounding Zoning:** The surrounding zoning of the subject site consists of CC, Community Commercial to the west, east, north, and south. The surrounding land uses consist of food service, retail, and office uses.
- c. **Applicant's Request:** The applicant is requesting a Variance to deviate from Supplementary Use Conditions 1105.13.N.iv which states: "no marijuana facility shall be located within a five hundred (500) feet radius of any public park, residential district, or school, as measured from the centerline of the front door of the establishment." The proposed marijuana dispensary front door is located approximately 420 feet away from a residential district from the south, and approximately 430 feet away from a residential use that is outside of the City of Reynoldsburg to the north based on GIS measurements provided by the applicant.
- d. **Comprehensive Plan:** The 2018 Comprehensive Plan, upon which the current zoning code is based, states that the Community Commercial District is "...[I]ntended to serve residents of Reynoldsburg and the surrounding areas. With easy access to I-70 and I-270, the districts should promote businesses that rely on a larger geographic market area for their consumer base, along with offices and companies with a regionally-based workforce that can access the district from adjacent, heavily-traveled corridors."

## 2. Project Review

- a. The following variance factors are considered below:
  - i. The variance is in accord with the general purpose and intent of the regulations imposed by this Code in the district in which it is located, and shall not be injurious to the area or otherwise detrimental to the public welfare.
    1. The applicant states that the variance is in accord with the general purpose and intent of the regulations because the intent behind the

500' radius of a residential district (which staff is interpreting as SR, Suburban Residential RM, Residential Medium and ORD-N, Olde Reynoldsburg Neighborhood District) was likely put into place to prevent children from having access to the dispensary, and the proposed marijuana dispensary site follows all state regulations and all other zoning regulations that serve the same purpose, including being at least 500 feet away from any church, public library, public park, public playground, or a school. Additionally, the proposed marijuana dispensary will be fully controlled and secured during all operations; guests will check in with a receptionist in the waiting area and have their ID checked to ensure they are 21 or older, then they wait in the waiting area until they are escorted into a controlled access (swipe card) door where they will have their ID checked again prior to buying any product. All cannabis products will be housed in the back of the building and are not accessible to guests in the waiting area. The applicant states that this process ensures a safe environment, prevents access to minors, and is not injurious or detrimental to the public welfare. Staff finds that the requested variance is in accord with the general purpose and intent of the regulations imposed by the Code and does not appear to be injurious or detrimental to public welfare.

- ii. The variance will not permit the establishment of any use which is not otherwise listed as a permitted use or a conditional use in the zone or district in which the subject property is situated.
  - 1. Staff finds that the requested variance does not permit the establishment of any use otherwise not a permitted or conditional use for the zoning district. The land use of Marijuana Facility - Dispensary is a Conditional land use in the CC, Community Commercial zoning district.
- iii. There exist special circumstances or conditions, fully described in the findings, applicable to the land or structures for which the variance is sought, which are peculiar to such land or structures and which do not apply generally to land or structures in the area, and which are such that the strict application of the provisions of this Code would deprive the property owner of the reasonable use of such land or structures. There must be a deprivation of the beneficial use of land, as opposed to mere loss in value as justification for the variance.
  - 1. Staff finds that the applicant would be unable to operate a marijuana dispensary without the variance since it is a required Supplementary Use Condition for the use. Staff also finds that there are very few properties in Reynoldsburg that could have a marijuana facility as a use due to the large amount of residential zoning throughout the City, as well as the requirement that marijuana facilities must be operated in their own free-standing building. Additionally, the first 200+ new state licenses for Marijuana Dispensaries must be at least a mile away from another

dispensary. The applicant has provided a map of the City of Reynoldsburg showing circles that indicate radii where a marijuana facility would not be allowed based on proximity to a residential district, a church, or being within a mile radius of another marijuana dispensary. There are two dispensaries that are located in Columbus and are close to Reynoldsburg City limits: 6111 E Main St and 2765 Gender Rd. The marijuana facility at 6111 E Main St is across from Delaney's Diner, and the mile radius circle for the dispensary stretches across the BMD, Brice and Main Street District and prevents any marijuana dispensaries in the district, despite the zone contemplating marijuana dispensaries as a Conditional Use.

- iv. There is proof of hardship or practical difficulty created by the strict application of this Code, beyond simply a showing that greater profit will result if the variance is granted. Economic hardship is not grounds for the variance. Furthermore, the hardship complained of is not self-created nor is it established on this basis by one who purchased with or without knowledge of the restrictions. The hardship results from the application of this Code and is suffered directly by the property in question.
  - 1. Staff finds that there is practical difficulty created by the strict application of this Code due to very few sites throughout the City meeting all Supplementary Use Conditions for a marijuana facility. Additionally, the requirement for the building's door to be at least 500 feet from a residential district presents a hardship for this site due to the fact that the distance from the front door to the residential district to the south is approximately 420 feet, but this distance measurement goes through 3 buildings and a fence and does not indicate an actual path of travel that a person could use to get from the residential district to the front door of the dispensary. The measurement from the front door of the building to the residential district on the south for an actual path of travel would be greater than 548 feet based on the applicant's measurements taken on GIS.
- v. The variance is necessary for the reasonable use of the land or building, and the variance as granted is the minimum variance that will accomplish this purpose.
  - 1. The applicant has requested the minimum variance required to accomplish the applicant's request.
- vi. The variance will not impair an adequate supply of light and air to adjacent property, substantially increase the congestion in the public streets, increase the danger of fire, endanger the public safety, or substantially diminish or impair property values of the adjacent area.
  - 1. The variance, if granted, will not impair the supply of light and air, substantially increase congestion, endanger public safety, or significantly impact nearby property values.
- vii. The variance will not confer on the property owner any special privilege



that is unduly denied by this Code to other land, structures, or buildings in the same district.

1. The variance will not grant the property owner any special privileges because the measurement from the front door of the building to the residential district to the south for an actual path of travel would be over 548 feet, which would meet the general intent and purpose of the Code.
- viii. No nonconforming use of neighboring land or structures in the same district and no permitted or nonconforming use of land or structures in other districts are considered as grounds for approval of the variance.
  1. Granting this variance could set a precedent for future existing marijuana facilities, however the actual path of travel distance from the front door to a residential district exceeds 500 feet and meets the general intent and purpose of the Code.
- ix. The variance is not a matter of convenience when other remedies are available within the provisions of this Code.
  1. Staff finds that the requested variance is not a matter of convenience to avoid other available remedies of the Code.

### 3. Recommendation

- i. Staff recommends approval of the requested Variance to deviate from Section 1105.13.N.iv to allow a marijuana facility to be located less than 500 feet from a residential district based on the following reasons:
  - a. The variance meets the general intent and purpose of the regulations because the proposed marijuana facility will have a variety of regulations that prevent anyone under the age of 21 from purchasing cannabis product.
  - b. There are very few sites throughout the City where a marijuana facility could be located due to a large portion of the City consisting of residential zoning.
  - c. Staff finds that the strict application of the Code creates a hardship to the applicant based on the fact that the closest distance from the front door to the residential district on the south is approximately 420 feet, but the actual path of travel from the front door of the building to the residential district would be over 548 feet.

**Reynoldsburg**Building/Zoning Department  
7232 East Main Street  
Reynoldsburg, Ohio 43068digital copy. The digital portion of the  
application can be submitted to the Building  
Department at: permit@reynoldsburg.govApp./Case#: 2024-540  
Date Submitted: 8/14/24  
Fee Amount: 450 -\*Please know that an application will not be  
processed until payment has been received.

## PLANNING AND ZONING BOARD

AUG 14 2024

☒ Paid: CK 2166

## VARIANCE AND CONDITIONAL USE APPLICATION

|                                               |                                 |
|-----------------------------------------------|---------------------------------|
| Property Address:<br>7365-7369 Livingston Ave | Parcel ID#(s):<br>060-007776-00 |
|-----------------------------------------------|---------------------------------|

## I. PROPERTY OWNER OF RECORD

|                                                   |                                       |
|---------------------------------------------------|---------------------------------------|
| Property Owner Name(s):<br>YTBS. LLC              |                                       |
| Contact Email:<br>rgreenbaum@mybasementdoctor.com | Contact Phone Number:<br>614-206-4752 |

## II. BUSINESS/TENANT INFORMATION (IF APPLICABLE)

|                                                     |                                       |
|-----------------------------------------------------|---------------------------------------|
| Business Name:<br>GRW Retail 2, LLC                 | Contact Name:<br>Jonathon Goldrath    |
| Contact Email:<br>jonathan@317opportunities.com     | Contact Phone Number:<br>917-602-2244 |
| Description of Use:<br>Dual Use Cannabis Dispensary |                                       |

## III. APPLICANT INFORMATION

|                                                                                                                                                                                                                                      |                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Applicant Name:<br>Jonathan Goldrath                                                                                                                                                                                                 | Applicant Address:<br>27101 Euclid Avenue, Euclid, Ohio 44132 |
| Applicant Phone Number:<br>917-602-2244                                                                                                                                                                                              | Applicant Email:<br>jonathan@317opportunities.com             |
| <input type="checkbox"/> Property Owner <input checked="" type="checkbox"/> Business Owner/Tenant <input type="checkbox"/> Contractor <input type="checkbox"/> Architect/Engineer <input type="checkbox"/> Owner's Consent Attached. |                                                               |

## PROJECT INFORMATION

CHECK AND DESCRIBE IF APPLICABLE: ☒ Variance ☐ Conditional Use ☐ Variance or Conditional Use Extension (\$50)☐ Residential (single-family residential only)(\$200) ☒ Non-Residential (all residential except single-family residential)(\$450) ☐ Engineering Report (\$750 [min.])

Applicant is proposing to put a Dual Use Cannabis Dispensary at the location. This facility will be licensed by the Ohio Division of Cannabis Control and subject to all of the DCC's rules and regulations.

Applicant seeks a variance from Section 1105.13(N)(iv) of the updated zoning code which states a marijuana facility shall not be within 500 feet of a residential district.

Please review the attached checklist and note the items you are responsible for submitting with this application. All required items must be submitted to the Planning &amp; Zoning Administrator.

Applicant Signature: Jonathan Goldrath Date: 8/13/2024

\*By signing this application, I certify that I am the owner of the property or the owner's agent, and that the work is authorized with the full knowledge of the owner. \*

## \*\*OFFICE USE ONLY\*\*

|                   |
|-------------------|
| Additional Notes: |
|-------------------|

|                                                                                                                                                  |                                                                                                                                            |                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Zoning Information</b><br>Zoning District: _____<br><input type="checkbox"/> Olde Reynoldsburg District <input type="checkbox"/> Other: _____ | <b>Additional Approval Required</b><br><input type="checkbox"/> Major/Minor Site Plan<br><input type="checkbox"/> P&Z Administrator: _____ | <b>PZB Meeting</b><br>Date: _____<br><input type="checkbox"/> Approved as Submitted<br><input type="checkbox"/> Approved w/ Conditions<br><input type="checkbox"/> Tabled<br><input type="checkbox"/> Denied |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Section 1109.13

### CONDITIONAL USES

#### Initiating a Conditional Use

A conditional use application shall be submitted to the Planning & Zoning Administrator at least twenty-one (21) days prior to the regularly scheduled meeting of the Planning and Zoning Board. The Board meets on the first and third Thursday of each month (except December).

The Board may determine that additional studies or expert advice are necessary to evaluate a proposed Special Exception relative to the requirements of the Code. *See next page for more details.*

Along with a completed application form, please submit eleven (11) hardcopy packets of all required items. Please also submit one (1) electronic copy, a PDF or similar scan of the completed application and packet.

What information must be provided with a Conditional Use ?  
An application for a Conditional Use shall be submitted using the attached form and shall include the following:

- ☐ Description of the existing use of the lot and of adjacent lots
- ☐ A statement of the conditional use for which the application is submitted.
- ☐ The application shall also include a description of the activities proposed on the site, including the goods and services, hours of operation, anticipated number of employees, nature and volume of delivery activity, and other information which will enable the Board to understand the nature of the proposed use and its potential impacts;
- ☐ A plan of the proposed site and improvements showing the proposed location of all structures, parking and loading areas, streets and traffic accesses, open spaces, refuse and service areas, utilities, signs, yards, landscaping, and other relevant features;
- ☐ A narrative statement discussing the compatibility of the proposed use with the existing uses of adjacent lots including an evaluation of the effects on adjoining lots of such elements as traffic circulation, noise, glare, odor, fumes, vibration, and storm water, and any measures proposed to mitigate such effects;

- ☐ A narrative addressing each of the applicable criteria set forth in section 1109.13.D

Such other information as the Board deems necessary to make a determination of the compliance of the proposed use with the applicable standards and regulations may be required. Such additional information may include, but shall not be limited to:

- Traffic impact analysis;
- Storm water impact analysis;
- Utility impact analysis.

#### How much will a Conditional Use cost?

The fee for a Conditional Use is two hundred dollars (\$200) for a residential conditional use, and four hundred and fifty dollars (\$450) for all other conditional requests.

#### What is the time frame for review of a Conditional Use Permit?

An application for a Conditional Use Permit will take approximately one to two months. The Planning and Zoning Administrator will review the application and determine if it warrants public review. If it is determined it needs public review, the application will then be placed on the next Planning and Board Meeting.

#### Who may I call if I have questions?

Contact the Planning & Zoning Administrator at 614-322-6829.

OR Visit our website at:

<http://www.reynoldsburg.gov>

## Section 1109.13.D

### STANDARDS FOR ALL CONDITIONAL USES

In review of a Conditional Use application, the Board shall consider whether the application is complete and whether it provides adequate evidence that the proposed special exception is consistent with the following standards:

- ☐ The proposed use shall be in harmony with the existing or intended character of the district and nearby affected districts and shall not change the essential character of the districts;
- ☐ The proposed use shall not adversely affect the use of adjacent property;
- ☐ The proposed use shall not adversely affect the health, safety, morals, or welfare of persons residing or working in the neighborhood;
- ☐ The proposed use shall be served adequately by public facilities and services such as, but not limited to, roads, police and fire protection, storm water facilities, water, sanitary sewer, and schools;
- ☐ The proposed use shall not impose a traffic impact upon the public right-of-way significantly different from that anticipated from permitted uses of the district;
- ☐ The proposed use shall be in accord with the general and specific objectives, and the purpose and intent of this Zoning Code and the Land Use Plan and any other plans and ordinances of the City;
- ☐ The proposed use complies with the applicable specific provisions and standards of this Code;
- ☐ The proposed use shall be found to meet the definition and intent of a use specifically listed as a special exception in the district in which it is proposed to be located, except as otherwise provided by this Zoning Code.

In approving a Conditional Use, the Planning and Zoning Administrator or the PZB may impose such conditions as deemed necessary to protect the public welfare, preserve the purpose and intent of the Code. Such conditions may include:

- Locations, setbacks, and configurations of structures and of uses of interior and exterior spaces;
- Screening comprised of landscaping, walls, fencing or other materials or construction;
- Access points and traffic management provisions, including those impacting vehicular and pedestrian access and the locations and design of parking facilities;
- Noise control measures, including those regulating loudspeakers or irregular vehicular or equipment noise;
- Other features of construction, including but not limited to paving and parking, signs, and landscaping;
- Hours and method of operation
- Maintenance of the site, structures, landscaping;
- Means of controlling glare, vibration, odors, dust, smoke, hazardous materials, refuse matter, water-carried waste, and storm water; and
- A time limit for operation of the use.



## Section 1109.11 VARIANCES

### Initiating a Variance Request

A variance application shall be submitted to the Planning & Zoning Administrator at least twenty-one (21) days prior to the regularly scheduled meeting of the Planning and Zoning Board. The Board meets on the first and third Thursday of each month (except December).

### What information must be provided for a Variance?

A property owner seeking a Variance shall submit a written request for Variance on forms provided by the Planning & Zoning Administrator. Such request shall include the following:

- ☐ Name, address, and telephone number of the property owner(s) and owner's agent(s);
- ☐ Legal description, address, tax district and parcel number of the property;
- ☐ Description of the nature of the variance requested and a statement address each of the standards for variance in the Code (see section 1109.13);
- ☐ Statement of the hardship;
- ☐ Such other information and exhibits as may be appropriate to establish the facts of the appeal and the grounds for relief.

*\*\*Note: The application must be signed by the property owner for the property which pertains to the variance.*

- ☐ Along with a completed application form, please submit ten (10) hardcopy packets of all required items. Please also submit a PDF or similar scan of the completed application and packet.

What is the time frame for a variance request? In general the application process takes 30-45 days. Once a variance application is submitted, it will be placed on the next PZB agenda. The PZB can hold the application but a decision must be reached by the Board within sixty (60) days.

### Why might you request a Variance?

To allow development of property prohibited by current zoning if such development will not adversely affect the surrounding property or neighborhood and if the PZB is satisfied that it will alleviate some hardship or difficulty.

### How much will a Variance cost?

The fee for a variance is two hundred dollars (\$200) for a residential variance, and four hundred and fifty dollars (\$450) for all other variance requests.

### What are the next steps after a Variance approval?

The approved variance will need to be officially documented through the issuance of a zoning certificate or a zoning sign permit depending on the type of variance. Any action of the PZB granted a variance shall be valid for a period of 12 months.

### Who may I call if I have questions?

Contact the Planning & Zoning Administrator at

614-322-6829.

OR Visit our website at:

<http://www.reynoldsburg.gov>

## Section 1109.11.D

### STANDARDS FOR VARIANCE

No variance in the strict application of the provisions of this Code shall be granted unless the Board makes specific findings of fact, based on the evidence presented to it, which supports conclusions that the variance conforms to the following standards. Such findings shall be stated for the record and reported in the Board's minutes.

- ☐ The variance is in accord with the general purpose and intent of the regulations imposed by this Code in the district in which it is located, and shall not be injurious to the area or otherwise detrimental to the public welfare.
- ☐ The variance will not permit the establishment of any use which is not otherwise listed as a permitted use or a special exception in the district, or which is expressly or by implication prohibited by this Code. (Note: Section 1107 for provisions regarding the replacement of non-conforming uses with other non-conforming uses.)
- ☐ There exist special circumstances or conditions, fully described in the findings, applicable to the land or structures for which the variance is sought, which are peculiar to such land or structures and which do not apply generally to land or structures in the area, and which are such that the strict application of the provisions of this Code would deprive the property owner of the reasonable use of such land or structures.
- ☐ There must be deprivation of beneficial use of land, as opposed to mere loss in value as justification for the variance.
- ☐ There is proof of hardship or practical difficulty created by the strict application of this Code, beyond simply a showing that greater profit will result if the variance is granted. Economic hardship is not grounds for the variance. Furthermore, the hardship complained of is not self-created nor is it established on this basis by one who purchased with or without knowledge of the restrictions. The hardship results from the application of this Code and is suffered directly by the property in question.
- ☐ The variance is necessary for the reasonable use of the land or building, and the variance as granted is the minimum variance that will accomplish this purpose.
- ☐ The variance will not impair an adequate supply of light and air to adjacent property, substantially increase the congestion in the public streets, increase the danger of fire, endanger the public safety, or substantially diminish or impair property values of the adjacent area.
- ☐ The variance will not confer on the property owner any special privilege that is unduly denied by this Code to other land, structures, or buildings in the same district.
- ☐ No nonconforming use of neighboring land or structures in the same district and no permitted or nonconforming use of land or structures in other districts are considered as grounds for approval of the variance.
- ☐ The variance is not a matter of convenience when other remedies are available within the provisions of this Code.



AUG 14 2024

**Legal Description, Address, Tax District**

Parcel Address: 7365-7369 Livingston Avenue – the entire building.  
Parcel ID: 060-007776-00  
Tax District: 060 – City of Reynoldsburg  
Legal Description: Attached in Exhibit A

**Description of the nature of the variance requested and a statement to address each of the standards for variance in the code**

Applicant seeks a variance from Section 1105.13(N)(iv) and is asking the Board to allow a marijuana dispensary to be located at the site. The dispensary will be licensed by the Ohio Division of Cannabis Control (“DCC”) and in conformance with all state mandated rules and regulations.

This site requires a variance because the front door of the facility would be approximately 420 ft from a residential district to the south and approximately 430 ft from a residential district to the north. These measurements were taken using the City of Reynoldsburg GIS map measuring tool.

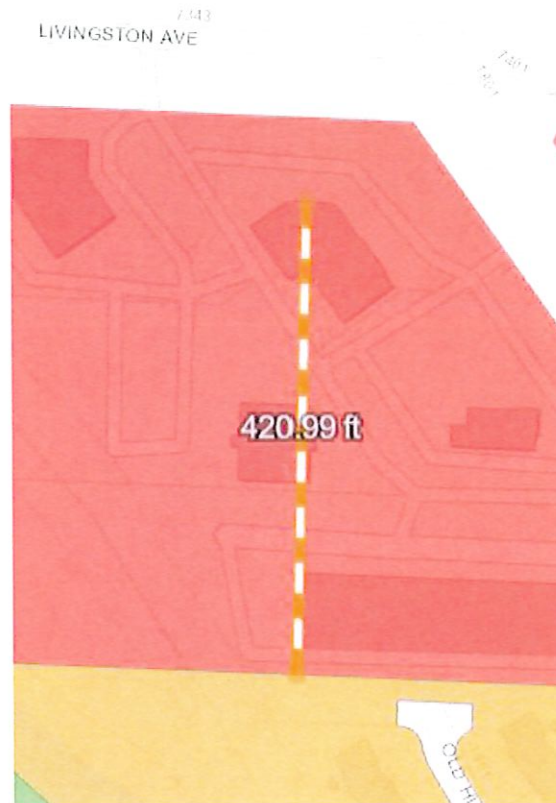
How this variance complies with each Standard in 1109.11(D):

- i. The variance will be in accord with the general purpose and intent of the regulations. Presumably, the 500’ from a residential district limitation was put into the zoning code by the City to prevent children from accessing/being exposed to dispensaries. The State of Ohio has laws in place that serve the same purpose. ORC 3796.30 prohibits any medical marijuana facilities from being located within 500 feet of a church, public library, public park, public playground, or a school. ORC 3780.07 prohibits adult use cannabis facilities from being within 500 ft of the same. Granting the variance will not injure the area or cause detriment to the public welfare of the area. Dispensaries are fully controlled and secured during all operations. Minors cannot freely walk in. All guests, public or patients, must check in with a receptionist in the waiting area which includes presenting a valid ID. Once the ID is confirmed and the guest is signed in, they must wait a waiting area until they are escorted from the waiting area through a controlled access (swipe card) door into the dispensing department. The guest will go to a point of sale station where they will interact with a dispensing agent who will carry out their sale. The guest’s ID is required to be checked again prior to the sale. There are no cannabis products on the dispensing department floor. Everything comes from the secured areas in the back of the house once an order is placed. This process ensures a safe environment, prevents access to minors, and is not injurious or detrimental to the public welfare.
- ii. The use is permitted as a conditional use in the community commercial district
- iii. The orientation of the building along the street, that it can be solely occupied as a dispensary, and its location within the community commercial district makes it the furthest possible front door within the district from any nearby residential district. All other parcels in this community commercial district are either multi-tenant buildings or much closer to a residential district. There are no other parcels within this community commercial district or the one across the street to the east that achieve to which the same can be said. Most all other directly abut a residential district. The property owner will be deprived of reasonable use of the property if the variance is not granted.

- iv. An appropriate hardship is stated in the Statement of Hardship below.
- v. The variance is absolutely necessary for a reasonable use of the land as a Dispensary.
- vi. The variance will not impair an adequate supply of light and air to adjacent properties, substantially increase the congestion in public streets, increase danger of fire, endanger the public safety, or substantially diminish or impair property values of the adjacent area. Dispensaries tend to increase the property values of the surrounding area.
- vii. The variance does not confer any special privilege to the property owner.
- viii. Applicant does not believe this is applicable in this situation.
- ix. There are no other available remedies available in the code known to applicant.

### **Statement of Hardship**

The property at issue is uniquely situated in the City to be granted a variance while offending the 500 ft from a residential district rule as minimally as possible. The proposed front door of the dispensary will be the entrance facing Livingston which is approximately 420 ft straight line from the neighborhood district to the south. However, this straight line goes through three buildings and a fence. This is not an actual path of travel that a person would use to get from the neighborhood district to the front door of the dispensary.



There is a wooden fence that divides the community commercial district and the neighborhood district. The following picture is taken from near the southeastern corner of the community commercial district looking towards Baltimore-Reynoldsburg Road along the fence line.





The fence line ends approximately 100 ft short of Baltimore-Reynoldsburg Road.





The front door of Applicant's premises will be approximately 550 ft from the end of the fence. This line is greater than 550 ft if it deviates around Burger King and the multi-tenant building to resemble an actual path of travel.



Applicant's understanding is the City of Reynoldsburg welcomes dispensaries, and that it did not put a moratorium in place because it is open to dispensaries operating within its boundaries.

Applicant's architect took the City's zoning map and created a 1000 ft diameter circle using the ruler in the bottom left corner of the map. The architect then placed the center of the circle on the corner and/or district line of every residential district that abuts a community commercial district. The circle coverage shows all of the area where a dispensary is NOT ALLOWED due to the 500 ft from a residential district rule. This map along with an analysis of the community commercial real estate not covered by a black circle reveals the City of Reynoldsburg effectively put a cannabis moratorium in place.

Applicant does not believe it was the City's intent to put a moratorium in place. Applicant's variance request is reasonable, is not injurious to the area or otherwise detrimental to the public welfare and demonstrates appropriate hardship to the property.

The front door of this property will be over 500 ft from the access point of a residential district. The parcel will not have any other use on it. None of the parcels within this community commercial district can claim both, it is unique to Applicant's property.

**Such other information and exhibits as may be appropriate to establish the facts of the appeal and the grounds for relief**

Zoning Map Attached.



**Official Zoning Map of the City of Reynoldsburg**

**Legend**

- SR - Suburban Residential
- RM - Residential Medium Density
- CC - Community Commercial
- I - Innovation
- OS - Open Space
- ORD - Old Reynoldsburg Neighborhood District
- EMD - East Main Street Insight District
- BMD - Bice and Main District

**CERTIFICATION**  
This is to certify that this official zoning map was adopted August 1, 2017, and is a true and correct copy of the official zoning map of the City of Reynoldsburg, Ohio. Ordinance No. 13138.

**Mayor**  
\_\_\_\_\_  
President of City Council

**Clerk of Council**  
\_\_\_\_\_  
Note: Base map features and property lines are not shown.

**Scale**  
4,000 Feet

### Legend

- SR - Suburban Residential
- RM - Residential Medium
- CC - Community Commercial
- I - Innovation
- OS - Open Space
- ORD - Oldie Reynoldsburg Commercial District
- ORD - Oldie Reynoldsburg Neighborhood District
- END - East Main Street Insight District
- BMD - Bond and Main District

**CERTIFICATION**

This is to certify that this official zoning map supercedes and replaces the official zoning map adopted August 8, 1983 as part of Ordinance Number 7-83. This map adopted as Official Zoning Map of the City of Reynoldsburg by Ordinance No. 131-06.

**President of City Council**

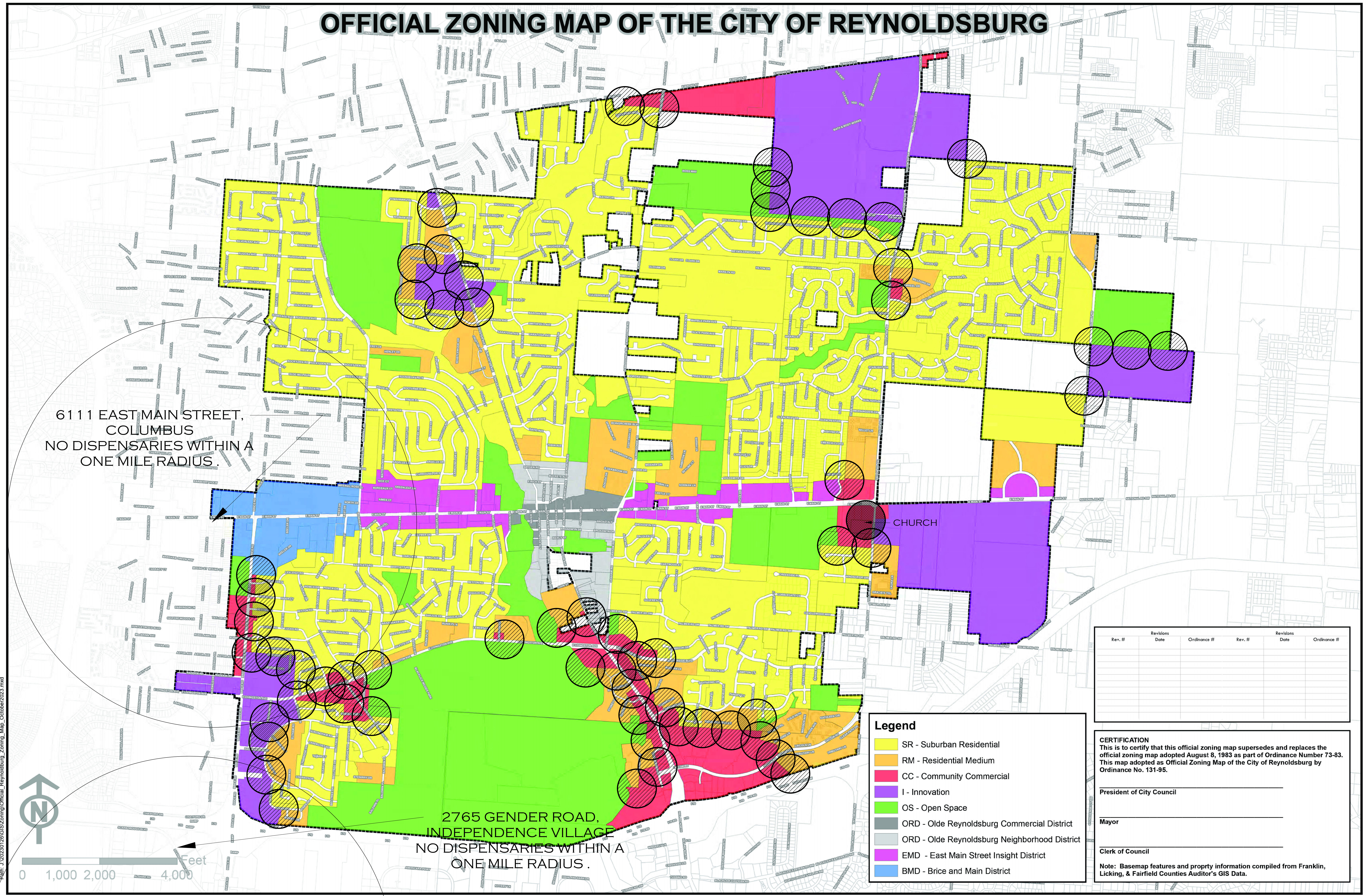
**Mayor**

**Clerk of Council**

Note: Gasmap features and property information compiled from Franklin, Licking, & Fairfield Counties Auditor's GIS Data.



# OFFICIAL ZONING MAP OF THE CITY OF REYNOLDSBURG



6111 EAST MAIN STREET,  
COLUMBUS  
NO DISPENSARIES WITHIN A  
ONE MILE RADIUS.

2765 GENDER ROAD,  
INDEPENDENCE VILLAGE  
NO DISPENSARIES WITHIN A  
ONE MILE RADIUS.

**Legend**

- SR - Suburban Residential
- RM - Residential Medium
- CC - Community Commercial
- I - Innovation
- OS - Open Space
- ORD - Olde Reynoldsburg Commercial District
- ORD - Olde Reynoldsburg Neighborhood District
- EMD - East Main Street Insight District
- BMD - Brice and Main District

| Revisions |      |             | Revisions |      |             |
|-----------|------|-------------|-----------|------|-------------|
| Rev. #    | Date | Ordinance # | Rev. #    | Date | Ordinance # |
|           |      |             |           |      |             |
|           |      |             |           |      |             |
|           |      |             |           |      |             |
|           |      |             |           |      |             |

**CERTIFICATION**  
This is to certify that this official zoning map supersedes and replaces the official zoning map adopted August 8, 1983 as part of Ordinance Number 73-83. This map adopted as Official Zoning Map of the City of Reynoldsburg by Ordinance No. 131-95.

\_\_\_\_\_  
President of City Council

\_\_\_\_\_  
Mayor

\_\_\_\_\_  
Clerk of Council

**Note:** Basemap features and proprty information compiled from Franklin, Licking, & Fairfield Counties Auditor's GIS Data.



August 20, 2024

Planning and Zoning Board  
City of Reynoldsburg  
7232 E. Main Street  
Reynoldsburg, OH 43068

RE: GRW Retail 2, LLC; 7365-7369 E Livingston Avenue: Conditional Use Application for a Marijuana Facility – Dispensary

Planning and Zoning Board:

Below is the staff review of the above referenced Conditional Use Application.

### 1. Project Summary

- a. **Site Summary:** The subject site is addressed 7365-7369 E Livingston Avenue. The parcel is 0.9164 acres according to the Franklin County Auditor's website and incorporates 2 tenant spaces. The existing building is 5,952 square feet according to the applicant's site plan. The subject site is zoned CC, Community Commercial.
- b. **Surrounding Zoning:** The surrounding zoning of the subject site consists of CC, Community Commercial to the west, east, north, and south. The surrounding land uses consist of food service, retail, and office uses.
- c. **Applicant's Request:** The applicant is requesting to use the subject site for a Marijuana Facility – Dispensary, which is a conditional use in the CC, Community Commercial zoning district. The applicant intends to operate a medical and recreational marijuana dispensary at the subject site from 8am to 9pm, 7 days a week, and intends to hire between 40-50 employees. The applicant states that the dispensary is licensed by the Ohio Division of Cannabis Control and that the site is in conformance with all state mandated rules and regulations. The applicant states that there will be 5-6 deliveries from wholesalers daily and that the deliveries will take place in a secure delivery bay with access control security and 24/7 video surveillance. The applicant states that there will be a security plan in order to provide a safe and secure environment to consumers, employees, vendors, visitors, and neighboring properties and that the dispensary will follow Ohio Division of Cannabis Control requirements for camera systems, which requires that the camera system has a clear view of all interior and exterior parts of the dispensary, that the camera system is live at all times, and that all movement is recorded. There will be a zero-tolerance policy for on-site consumption that will be strictly enforced. The business will also require that customers verify that they are 21 or over before entering the building.
- d. **Comprehensive Plan:** The 2018 Comprehensive Plan, upon which the current zoning code is based, states that the Community Commercial District is "...[I]ntended to serve residents of Reynoldsburg and the surrounding areas. With easy access to I-70 and I-270, the districts should promote businesses that rely on a larger geographic market area for their consumer base, along with offices and

companies with a regionally-based workforce that can access the district from adjacent, heavily-traveled corridors.”

## 2. Project Review

a. Conditional Uses are required to meet the general standards found in Section 1109.13.D:

- i. The proposed use shall be in harmony with the existing or intended character of the zone or district and nearby affected zones and districts and shall not change the essential character of the zones and districts;
  1. The applicant states that the dispensary is a retail operation that is similar to other businesses in the zoning district. The applicant states that there will be no loitering and that delivery packages will be sealed in order to eliminate odor associated with cannabis. The site can be accessed from Livingston Ave and Baltimore-Reynoldsburg Rd without accessing neighboring properties. Staff finds that the proposed use is in harmony with the existing character of the CC, Community Commercial zoning district and that the use will not change the essential character of the zoning district.
- ii. The proposed use shall not adversely affect the use of adjacent property;
  1. The applicant has standard operating procedures in place in order to ensure that the dispensary is operated in a manner that is safe, consistent, and efficient. The applicant states that they will work to mitigate any adverse impacts if they arise during the operation of the marijuana dispensary. Staff finds that the proposed use will not adversely affect the use of adjacent properties, and will likely promote economic vitality in the area.
- iii. The proposed use shall not adversely affect the health, safety, morals, or welfare of persons residing or working in the neighborhood;
  1. On August 19<sup>th</sup> City staff, including Police Chief Baker and City Attorney Shook, visited the applicant’s manufacturing and distribution headquarters in Dayton. City staff toured the facility and discussed the operations and security procedures that the applicant puts into place for Marijuana Dispensaries such as the applicant’s proposed Reynoldsburg facility. Based upon the procedures described during the visit, City staff is satisfied with the applicant’s proposed operations and security procedures for the proposed Reynoldsburg location.
  2. The applicant states that the site and building will be kept clean and sanitary, that loitering and on-site consumption will be strictly prohibited, and that security personnel will work during all hours of operation to ensure that the premises is monitored and maintained thoroughly. There will also be 3<sup>rd</sup> party security that monitor the camera system during overnight hours. Staff finds that the proposed use does not adversely affect the health, safety, morals, and welfare of persons residing or working nearby.



- 
- iv. The proposed use shall be served adequately by public facilities and services such as, but not limited to, roads, police and fire protection, storm water facilities, water, sanitary sewer, and schools;
    - 1. The applicant states that they are willing to upgrade/install police and fire protection, storm water facilities, water and sanitary sewer systems as necessary throughout the permitting process. Staff finds that the subject site is adequately serviced by public facilities and services. The Fire Department, Public Service Department, and Engineering had no issues with the application at this time. The Police Chief is satisfied by the amount of security that the applicant has at one of their other marijuana dispensaries, which is proposed to be replicated at the marijuana facility in Reynoldsburg.
  - v. The proposed use shall not impose a traffic impact upon the public right-of-way significantly different from that anticipated from permitted uses of the zone or district;
    - 1. The applicant states that their hours of operation and access points are optimal to minimize congestion and ensure appropriate traffic flow. Staff finds that the proposed use will not impact traffic significantly different from permitted uses in the zoning district.
  - vi. The proposed use shall be in accord with the general and specific objectives, and the purpose and intent of this Zoning Code and the Land Use Plan and any other plans and ordinances of the City;
    - 1. The applicant states that the dispensary aligns with the City's goals of promoting commercial activity, providing essential goods and services to the community, and enhancing the overall quality of life for residents. The applicant states that the dispensary will be responsibly developed and operated to be a great partner with the City of Reynoldsburg. Staff finds that the proposed use meets the general purpose and intent of the Zoning Code and complies with applicable specific provisions of the Code.
  - vii. The proposed use complies with the applicable specific provisions and standards of this Code;
    - 1. **Supplementary Use Conditions for Marijuana Facilities:**  
Licensed Marijuana Cultivation, Processing, and Dispensaries are required to meet the following regulations (Section 1105.13.N):
      - i. Any and all marijuana facilities in the City shall be licensed by the Department of Commerce and under Chapter 785 of the Codified Ordinances of the City of Reynoldsburg.
        - a. The applicant is in the process of receiving a license from the Department of Commerce.
      - ii. Any and all other marijuana facilities in the City shall be licensed by the Division of Cannabis Control in accordance with Chapter 3780 of the Ohio Revised Code.
        - a. The applicant states that the proposed dispensary is licensed by the Ohio Division of Cannabis Control.
      - iii. No marijuana facility shall be located within a five hundred

(500) feet radius of another such marijuana facility measured from the centerline of the front door of the establishment.

- a. The proposed marijuana facility is not located within 500 feet of another marijuana facility.
- iv. No marijuana facility shall be located within a five hundred (500) feet radius of any public park, residential district, or school, as measured from the centerline of the front door of the establishment.
  - a. The proposed marijuana facility is not within 500 feet of any public park or school.
  - b. The proposed new business is approximately 420 feet away from a residential district from the south, and approximately 430 feet away from a residential use that is outside of the City of Reynoldsburg to the north. The applicant has submitted a variance application to deviate from this standard.
- v. The exterior of any marijuana facility shall be properly screened such that activities, with the exception of administrative tasks, occurring within the facility cannot be observed from any public right of way.
  - a. The applicant states that loitering and on-site consumption will be strictly prohibited. No activities outside of administrative activities will be able to be observed from the public right of way.
- vi. Any marijuana facility shall not be permitted with any other use located on the same parcel of land or located within the same building.
  - a. The applicant is using both tenant spaces for the marijuana facility and there are no other uses on the same parcel of land or located within the same building.

2. **Off-Street Parking Requirements (Section 1105.01):** There are no off-street parking requirements listed for the use Marijuana Facility – Dispensary, so the off-street parking requirements for a Retail – Medium Format were used since the traffic and parking impacts are the most similar. The required off-street parking spaces for a Retail – Medium Format is detailed in Table 1105.01A and the requirement is 1 parking space per 200 square feet of building area.

- i. Based on the application, the required number of off-street parking spaces for the applicant would be 30 total for the existing building area of 5,952 feet as shown on the applicant's site plan. Staff finds that the subject site has 27 existing parking spaces. The applicant has proposed to add an additional 15 parking spaces, for a total of 42 parking

spaces.

- a. Staff finds that with the additional 15 spaces proposed to be added by the applicant the number of parking spaces is sufficient for the new use. The applicant will need to submit a Minor/Major Site Plan application showing how all Minor/Major Site Plan requirements are met, including landscaping standards, lighting requirements, ADA compliance and any other applicable requirements. At least 3 additional parking spaces must be added to the site in order to meet off-street parking requirements. Staff finds that all requirements of Section 1105.01A have been met.
- viii. The proposed use shall be found to meet the definition and intent of a use specifically listed as a conditional use in the zone or district in which the subject property is situated.
  1. A Marijuana Facility – Dispensary is defined in the zoning code as: “Any entity licensed pursuant to R.C. §§ 3796.04, 3796.10, and/or 3780.15, and any rules promulgated thereunder to sell marijuana.”
    - i. Staff finds that the proposed use meets the definition and intent of a Marijuana Facility – Dispensary as it is listed as a conditional use for the CC, Community Commercial zoning district.

### 3. Recommendation

- a. Staff recommends approval of the Conditional Use Application for a Marijuana Facility – Dispensary with the following conditions:
  - i. That the Applicant obtain an approved Variance for the proposed marijuana facility to be located less than 500 feet from a residential district.
  - ii. That the Applicant submit and obtain an approved Minor/Major Site Plan and meet all landscaping, lighting, ADA compliance, and other applicable requirements for the proposed additional parking spaces, and that at least 3 additional parking spaces are added onto the site in order to meet off-street parking requirements.





Engineers, Surveyors, Planners, Scientists

## MEMO

Date: August 27, 2024

To: Mr. Eric Meyer, Director of Development

From: Mitchell Yake, PE

Subject: Staff Report for: 7365-7369 Livingston Ave Conditional Use Application (2024-0744)

Copies: Joseph Begeny, Mayor; William Dorman, Public Service Director; Ryan Andrews, City Engineer

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On behalf of the City of Reynoldsburg, EMH&T conducted a preliminary engineering review of the Conditional Use Application project located at 7365-7369 Livingston Avenue. The following summarizes our findings and recommendations with respect to this project.

### **ROADWAY ACCESS AND SITE PARKING**

1. There are two traffic access points for the project. One is onto a service road traveling south from East Livingston Ave. The second access point is traveling west from Baltimore Reynoldsburg Road into the existing parking lot for both the project's existing building (building) and the existing Burger King restaurant.
2. The building will be utilized as-is with an assumed additional access to the building on the west side of the building (for deliveries accessed via the service road). The schematic calls out a fenced in delivery area and any future plans should call out the exact dimensions of the fenced in area and the location of the dumpster.
3. There will be 15 additional parking spaces to the north of the building. Any future plans should call out exact dimensions of the added area as well as impervious area measurements for the additional 15 parking spaces.
4. There may be slight changes to the existing ADA parking spaces based on comparing GIS to the proposed schematics. However, if the schematic is accurate, there should be 4 ADA spaces for 26 spaces which would comply with ADA requirements. However, any future plans should include the exact layout of the parking lot and associated ADA parking spaces for confirmation.

### **UTILITIES**

5. Based on the Reynoldsburg GIS, all utilities are within the easements of Livingston Avenue and Baltimore Reynoldsburg Road. The existing water service to the building is serviced by an 8-in watermain that runs parallel to either side of the building frontage (East Livingston Ave and Baltimore Reynoldsburg Road).
6. Existing Fire Hydrants are located to the north and to the east of the building.
7. Existing Sanitary service is supplied the 8-in diameter pipe that also runs to the east and the north of the existing building.
8. Existing site includes lighting for parking. The proposed parking area is in conflict with the existing lighting. Any future plans should include lighting layout for added parking.

**STORMWATER**

9. The proposed site is disturbing less than an acre. Per Reynoldsburg Stormwater Design Manual, sites under an acre of disturbance are excepted from peak flow control and water quality treatment. Any future plans should provide disturbed area calculations.
10. Storm service is tied into either the east and/or north side of the project as there are existing catch basins in the parking lot of both areas. Any future plans should clearly indicate where the storm laterals attach to the existing storm sewers given the change to the parking lot.

**DETAILS / SPECIFICATIONS**

11. NA

# Reynoldsburg

Building/Zoning Department  
7232 East Main Street  
Reynoldsburg, Ohio 43068

is must include a physical and digital copy. The digital portion of the application can be submitted to the Building Department at: [permit@reynoldsburg.gov](mailto:permit@reynoldsburg.gov)

App./Case#:

2024-0517

Date Submitted:

8/6/24

Fee Amount:

\$ 1200.00

\*Please know that an application will not be processed until payment has been received.

## PLANNING AND ZONING BOARD VARIANCE AND CONDITIONAL USE APPLICATION

☒ Paid: CK

|                                               |                                 |
|-----------------------------------------------|---------------------------------|
| Property Address:<br>7365-7369 Livingston Ave | Parcel ID#(s):<br>060-007776-00 |
|-----------------------------------------------|---------------------------------|

### I. PROPERTY OWNER OF RECORD

|                                                  |                                       |
|--------------------------------------------------|---------------------------------------|
| Property Owner Name(s):<br>YTBS, LLC             |                                       |
| Contact Email:<br>greenbaum@mybasementdoctor.com | Contact Phone Number:<br>614-206-4752 |

### II. BUSINESS/TENANT INFORMATION (IF APPLICABLE)

|                                                     |                                       |
|-----------------------------------------------------|---------------------------------------|
| Business Name:<br>GRW Retail 2, LLC                 | Contact Name:<br>Jonathan Goldrath    |
| Contact Email:<br>jonathon@317opportunities.com     | Contact Phone Number:<br>917.602.2244 |
| Description of Use:<br>Dual Use Cannabis Dispensary |                                       |

### III. APPLICANT INFORMATION

|                                                                                                                                                                                                                                      |                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Applicant Name:<br>Jonathan Goldrath                                                                                                                                                                                                 | Applicant Address:<br>27101 Euclid Avenue, Euclid, Ohio 44132 |
| Applicant Phone Number:<br>917.602.2244                                                                                                                                                                                              | Applicant Email:<br>jonathon@317opportunities.com             |
| <input type="checkbox"/> Property Owner <input checked="" type="checkbox"/> Business Owner/Tenant <input type="checkbox"/> Contractor <input type="checkbox"/> Architect/Engineer <input type="checkbox"/> Owner's Consent Attached. |                                                               |

### PROJECT INFORMATION

CHECK AND DESCRIBE IF APPLICABLE: ☐ Variance ☒ Conditional Use ☐ Variance or Conditional Use Extension (\$50)

☐ Residential (single-family residential only)(\$200) ☐ Non-Residential (all residential except single-family residential)(\$450) ☐ Engineering Report (\$750 [min.])

Applicant is proposing to put a Dual Use Cannabis Dispensary. This facility will be licensed by the Ohio Division of Cannabis Control and subject to all of the DCC's rules and regulations.

Please review the attached checklist and note the items you are responsible for submitting with this application. All required items must be submitted to the Planning & Zoning Administrator.

Applicant Signature: Jonathan Goldrath  
8B4A969DDC2F422...

Date: 8/5/2024

\*By signing this application, I certify that I am the owner of the property or the owner's agent, and that the work is authorized with the full knowledge of the owner. \*

### \*\*OFFICE USE ONLY\*\*

|                   |
|-------------------|
| Additional Notes: |
|-------------------|

|                                                                                                                                                  |                                                                                       |                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Zoning Information</b><br>Zoning District: _____<br><input type="checkbox"/> Olde Reynoldsburg District <input type="checkbox"/> Other: _____ | <b>Additional Approval Required</b><br><input type="checkbox"/> Major/Minor Site Plan | <b>PZB Meeting</b><br>Date: _____<br><input type="checkbox"/> Approved as Submitted<br><input type="checkbox"/> Approved w/ Conditions<br><input type="checkbox"/> Tabled<br><input type="checkbox"/> Denied |
| P&Z Administrator: _____                                                                                                                         |                                                                                       | Date: _____                                                                                                                                                                                                  |



## Section 1109.13

### CONDITIONAL USES

#### Initiating a Conditional Use

A conditional use application shall be submitted to the Planning & Zoning Administrator at least twenty-one (21) days prior to the regularly scheduled meeting of the Planning and Zoning Board. The Board meets on the first and third Thursday of each month (except December).

The Board may determine that additional studies or expert advice are necessary to evaluate a proposed Special Exception relative to the requirements of the Code. *See next page for more details.*

Along with a completed application form, please submit eleven (11) hardcopy packets of all required items. Please also submit one (1) electronic copy, a PDF or similar scan of the completed application and packet.

What information must be provided with a Conditional Use ?

An application for a Conditional Use shall be submitted using the attached form and shall include the following:

- ☐ Description of the existing use of the lot and of adjacent lots
- ☐ A statement of the conditional use for which the application is submitted.
- ☐ The application shall also include a description of the activities proposed on the site, including the goods and services, hours of operation, anticipated number of employees, nature and volume of delivery activity, and other information which will enable the Board to understand the nature of the proposed use and its potential impacts;
- ☐ A plan of the proposed site and improvements showing the proposed location of all structures, parking and loading areas, streets and traffic accesses, open spaces, refuse and service areas, utilities, signs, yards, landscaping, and other relevant features;
- ☐ A narrative statement discussing the compatibility of the proposed use with the existing uses of adjacent lots including an evaluation of the effects on adjoining lots of such elements as traffic circulation, noise, glare, odor, fumes, vibration, and storm water, and any measures proposed to mitigate such effects;

- ☐ A narrative addressing each of the applicable criteria set forth in section 1109.13.D

Such other information as the Board deems necessary to make a determination of the compliance of the proposed use with the applicable standards and regulations may be required. Such additional information may include, but shall not be limited to:

- Traffic impact analysis;
- Storm water impact analysis;
- Utility impact analysis.

#### How much will a Conditional Use cost?

The fee for a Conditional Use is two hundred dollars (\$200) for a residential conditional use, and four hundred and fifty dollars (\$450) for all other conditional requests.

#### What is the time frame for review of a Conditional Use Permit?

An application for a Conditional Use Permit will take approximately one to two months. The Planning and Zoning Administrator will review the application and determine if it warrants public review. If it is determined it needs public review, the application will then be placed on the next Planning and Board Meeting.

#### Who may I call if I have questions?

Contact the Planning & Zoning Administrator at 614-322-6829.

OR Visit our website at:

<http://www.reynoldsburg.gov>

## Section 1109.13.D

### STANDARDS FOR ALL CONDITIONAL USES

In review of a Conditional Use application, the Board shall consider whether the application is complete and whether it provides adequate evidence that the proposed special exception is consistent with the following standards:

- ☐ The proposed use shall be in harmony with the existing or intended character of the district and nearby affected districts and shall not change the essential character of the districts;
- ☐ The proposed use shall not adversely affect the use of adjacent property;
- ☐ The proposed use shall not adversely affect the health, safety, morals, or welfare of persons residing or working in the neighborhood;
- ☐ The proposed use shall be served adequately by public facilities and services such as, but not limited to, roads, police and fire protection, storm water facilities, water, sanitary sewer, and schools;
- ☐ The proposed use shall not impose a traffic impact upon the public right-of-way significantly different from that anticipated from permitted uses of the district;
- ☐ The proposed use shall be in accord with the general and specific objectives, and the purpose and intent of this Zoning Code and the Land Use Plan and any other plans and ordinances of the City;
- ☐ The proposed use complies with the applicable specific provisions and standards of this Code;
- ☐ The proposed use shall be found to meet the definition and intent of a use specifically listed as a special exception in the district in which it is proposed to be located, except as otherwise provided by this Zoning Code.

In approving a Conditional Use, the Planning and Zoning Administrator or the PZB may impose such conditions as deemed necessary to protect the public welfare, preserve the purpose and intent of the Code. Such conditions may include:

- Locations, setbacks, and configurations of structures and of uses of interior and exterior spaces;
- Screening comprised of landscaping, walls, fencing or other materials or construction;
- Access points and traffic management provisions, including those impacting vehicular and pedestrian access and the locations and design of parking facilities;
- Noise control measures, including those regulating loudspeakers or irregular vehicular or equipment noise;
- Other features of construction, including but not limited to paving and parking, signs, and landscaping;
- Hours and method of operation
- Maintenance of the site, structures, landscaping;
- Means of controlling glare, vibration, odors, dust, smoke, hazardous materials, refuse matter, water-carried waste, and storm water; and
- A time limit for operation of the use.



## Section 1109.11 VARIANCES

### Initiating a Variance Request

A variance application shall be submitted to the Planning & Zoning Administrator at least twenty-one (21) days prior to the regularly scheduled meeting of the Planning and Zoning Board. The Board meets on the first and third Thursday of each month (except December).

### What information must be provided for a Variance?

A property owner seeking a Variance shall submit a written request for Variance on forms provided by the Planning & Zoning Administrator. Such request shall include the following:

- ☐ Name, address, and telephone number of the property owner(s) and owner's agent(s);
- ☐ Legal description, address, tax district and parcel number of the property;
- ☐ Description of the nature of the variance requested and a statement address each of the standards for variance in the Code (see section 1109.13);
- ☐ Statement of the hardship;
- ☐ Such other information and exhibits as may be appropriate to establish the facts of the appeal and the grounds for relief.

*\*\*Note: The application must be signed by the property owner for the property which pertains to the variance.*

- ☐ Along with a completed application form, please submit ten (10) hardcopy packets of all required items. Please also submit a PDF or similar scan of the completed application and packet.

**What is the time frame for a variance request?** In general the application process takes 30-45 days. Once a variance application is submitted, it will be placed on the next PZB agenda. The PZB can hold the application but a decision must be reached by the Board within sixty (60) days.

### Why might you request a Variance?

To allow development of property prohibited by current zoning if such development will not adversely affect the surrounding property or neighborhood and if the PZB is satisfied that it will alleviate some hardship or difficulty.

### How much will a Variance cost?

The fee for a variance is two hundred dollars (\$200) for a residential variance, and four hundred and fifty dollars (\$450) for all other variance requests.

### What are the next steps after a Variance approval?

The approved variance will need to be officially documented through the issuance of a zoning certificate or a zoning sign permit depending on the type of variance. Any action of the PZB granted a variance shall be valid for a period of 12 months.

### Who may I call if I have questions?

Contact the Planning & Zoning Administrator at

614-322-6829.

OR Visit our website at:

<http://www.reynoldsburg.gov>



## Section 1109.11.D

### STANDARDS FOR VARIANCE

No variance in the strict application of the provisions of this Code shall be granted unless the Board makes specific findings of fact, based on the evidence presented to it, which supports conclusions that the variance conforms to the following standards. Such findings shall be stated for the record and reported in the Board's minutes.

- ☐ The variance is in accord with the general purpose and intent of the regulations imposed by this Code in the district in which it is located, and shall not be injurious to the area or otherwise detrimental to the public welfare.
- ☐ The variance will not permit the establishment of any use which is not otherwise listed as a permitted use or a special exception in the district, or which is expressly or by implication prohibited by this Code. (Note: Section 1107 for provisions regarding the replacement of non-conforming uses with other non-conforming uses.)
- ☐ There exist special circumstances or conditions, fully described in the findings, applicable to the land or structures for which the variance is sought, which are peculiar to such land or structures and which do not apply generally to land or structures in the area, and which are such that the strict application of the provisions of this Code would deprive the property owner of the reasonable use of such land or structures.
- ☐ There must be deprivation of beneficial use of land, as opposed to mere loss in value as justification for the variance.
- ☐ There is proof of hardship or practical difficulty created by the strict application of this Code, beyond simply a showing that greater profit will result if the variance is granted. Economic hardship is not grounds for the variance. Furthermore, the hardship complained of is not self-created nor is it established on this basis by one who purchased with or without knowledge of the restrictions. The hardship results from the application of this Code and is suffered directly by the property in question.
- ☐ The variance is necessary for the reasonable use of the land or building, and the variance as granted is the minimum variance that will accomplish this purpose.
- ☐ The variance will not impair an adequate supply of light and air to adjacent property, substantially increase the congestion in the public streets, increase the danger of fire, endanger the public safety, or substantially diminish or impair property values of the adjacent area.
- ☐ The variance will not confer on the property owner any special privilege that is unduly denied by this Code to other land, structures, or buildings in the same district.
- ☐ No nonconforming use of neighboring land or structures in the same district and no permitted or nonconforming use of land or structures in other districts are considered as grounds for approval of the variance.
- ☐ The variance is not a matter of convenience when other remedies are available within the provisions of this Code.

**Description of the Existing Use of the Lot and of Adjacent Lots**

Currently, 7365-7369 Livingston Ave is occupied by Greenbaum Stiers Strategic Marketing Group. It is used as an office and meeting space for the business.

To the WNW is 7333 Livingston Ave which is a multi-tenant commercial building.

To the SE is 1885 Baltimore-Reynoldsburg Rd which is a Burger King

To the SSW is 7335 E Livingston Ave medical office building.

To the S of 1885 and 7335 is a multi-tenant commercial strip mall.

**A Statement of the Conditional Use for which the Application is Submitted**

Applicant wishes to put a Dual Use (Adult Use and Medical) Cannabis Dispensary at the site. This dispensary is licensed by the Ohio Division of Cannabis Control ("DCC") and is in conformance with all state mandated rules and regulations.

**The application shall also include a description of the activities proposed on the site, including the goods and services, hours of operation, anticipated number of employees, nature and volume of delivery activity, and other information which will enable the Board to understand the nature of the proposed use and its potential impacts**

The activities at the location will be the retail sale of adult use and medical cannabis. The business will hire approximately 40-50 employees and proposes to operate 8am-9pm, 7 days a week. The business anticipates taking in 5-6 deliveries from wholesalers daily. All cannabis deliveries will take place in a secure delivery bay that has access control security and is under 24/7 video surveillance. See attached site plan.

Applicant understands the concerns that come with a dispensary and has a security plan to provide a safe and secure environment to consumers, employees, vendors, visitors, and neighboring properties. Applicant will install a commercial grade security system with restricted access (swipe card) on all doors. The camera system must cover (DCC requirement) have a clear view of all interior and exterior parts of the dispensary. The camera system is live 24/7/365 and records all movement.

Applicant's security protocols provide a safe and efficient flow through the dispensary from the waiting area to the dispensing area. Customers will be provided all courtesies when on the premises, but after a sale is completed, they will be encouraged to leave.

Applicant takes seriously the responsibility to implement an inventory control system (ICS) which protects consumers and patients by providing safe, quality and consistent products. We respect the trust provided in us by our fellow citizens by rigorously observing and enforcing the laws and regulations of this State.

The DCC set forth strict regulatory requirements and policies that all cannabis business must follow in order to operate a compliant business. Applicant has standard operating procedures (“SOPs”) it must follow to operate. The SOPs are reviewed and approved by DCC and cover, inter alia,:

- Compliance and Regulatory Procedures
- Security Procedures
  - Access Control
  - Security and Surveillance
  - Alarm Systems
- Inventory Management
  - All inventory has a serial number assigned to it and is logged in an inventory tracking compliance software called <https://www.metro.com/>
  - All cannabis inventory is tracked in this software and DCC can see it all in real time
  - Licensees are required to update their inventory in real time
  - DCC can come to any facility at any time and audit inventory
- Customer Service
  - Age Verification
    - Adult Use customers must be 21+ to enter
- Employee Training and Conduct Expectations
- Product Handling and Quality Control
- Prevent and Deter Diversion
- Clean and Sanitary Operations

Ohio cannabis businesses are not run like a tobacco/vape store where individuals (of any age) can freely come and go. Cannabis operators have an ongoing duty to prevent access to minors. DCC and cannabis operators take this duty very seriously and prohibit any activities, products and advertisements that can be attractive to minors.

**There is a zero-tolerance policy for onsite consumption. This is strictly enforced.**

**A plan of the proposed site and improvements showing the proposed location of all structures, parking and loading areas, streets and traffic accesses, open spaces, refuse and service areas, utilities, signs, yards, landscaping, and other relevant features**

See attached.

**A narrative statement discussing the compatibility of the proposed use with the existing uses of adjacent lots including an evaluation of the effects on adjoining lots of such elements as traffic circulation, noise, glare, odor, fumes, vibration, and storm water, and any measures proposed to mitigate such effects;**

The proposed use of a cannabis dispensary falls in line with the other uses within this small Community Commercial district. At its core, the dispensary is a retail operation like several of the businesses in this district. There will be no loitering allowed on the property. Overall, the dispensary is designed to operate harmoniously with neighboring properties just like any other



retail operation. All products are required to be delivered to dispensaries in final, sealed packaging which eliminates any odor that is commonly associated with cannabis. With respect to traffic flow, the location is uniquely positioned to have access to both Livingston Ave and Baltimore-Reynoldsburg Rd. from its parking lot. This will allow customers to come and go without accessing neighboring properties.

**A narrative addressing each of the applicable criteria set forth in section 1109.13.D**

The proposed dispensary meets all criteria for conditional use approval. It aligns with the surrounding uses, ensures smooth traffic circulation, mitigates odor, noise, glare and complies with zoning regulations. It will enhance the community by providing 40-50 new jobs and an increase in tax revenue to the city.

**Such other information as the Board deems necessary to make a determination of the compliance of the proposed use with the applicable standards and regulations may be required. Such additional information may include, but shall not be limited to**

- **Traffic Impact Analysis**
  - There will be increased traffic with a dispensary but the entry and exit points from Livingston Ave and Baltimore-Reynoldsburg Rd. will prevent negative impact to neighboring properties within the commercial district.
- **Storm Water Impact Analysis**
  - Applicant does not anticipate a change
- **Utility Impact Analysis**
  - Applicant does not anticipate a change

**The proposed conditional use is consistent with the following standards:**

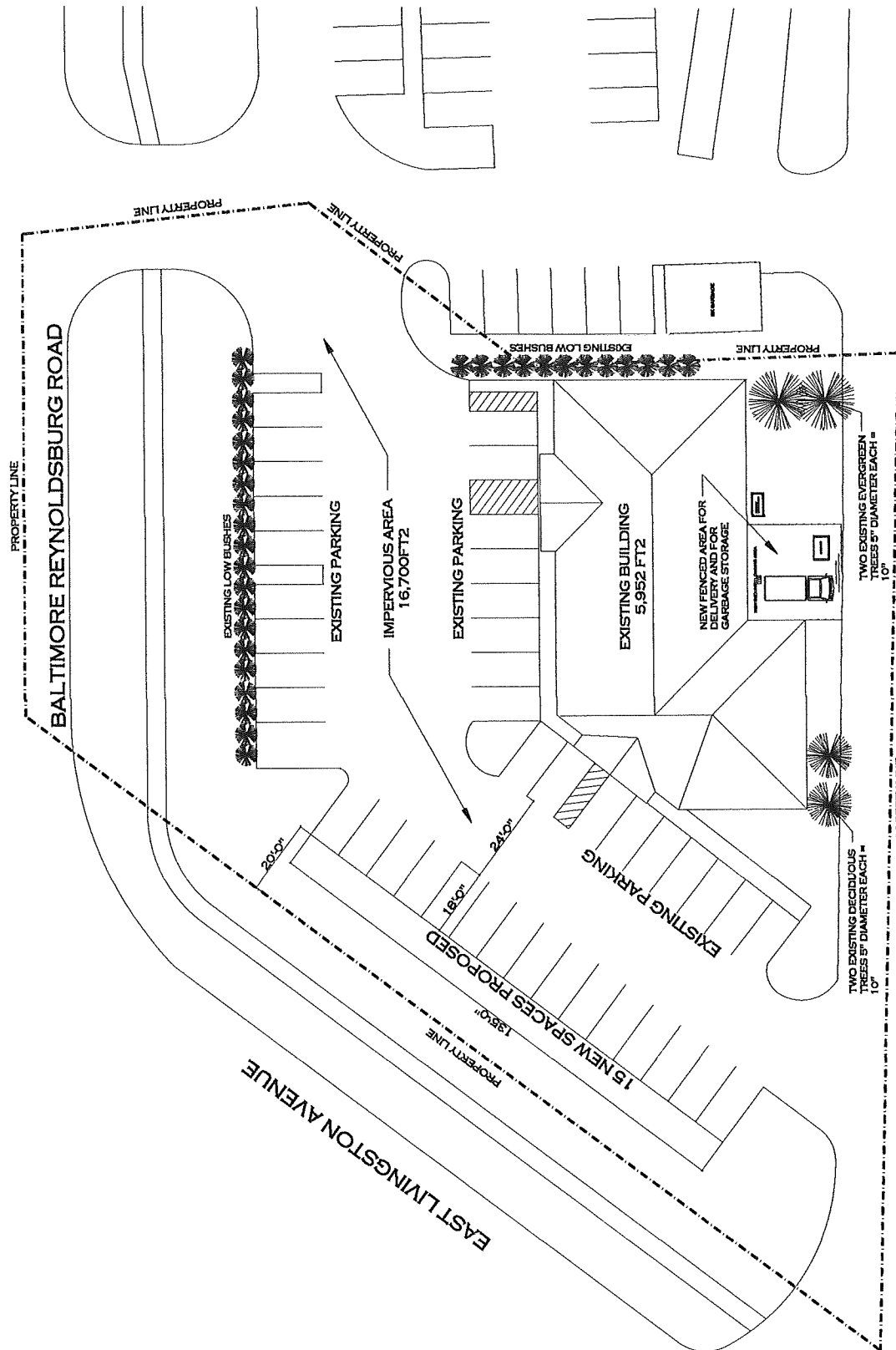
- i. The proposed dispensary is designed to be harmonious with the existing character of the community commercial zone. Applicant will design the dispensary to blend in seamlessly with the neighborhood and aim to complement the surrounding properties without changing the districts character.
- ii. The dispensary will not adversely affect the use of adjacent properties. Applicant has SOPs in place to ensure it is run in a safe, consistent and efficient manner. Applicant respects the rights and interests of neighboring property owners and will work to mitigate any adverse impacts should they arise during operation.
- iii. The proposed dispensary will not adversely affect the health, safety, morals or welfare of persons residing or working in the neighborhood. The premises will be kept clean and sanitary. Applicant takes pride in making sure its facility is clean and orderly. Loitering and consumption will be strictly prohibited on the property. These are DCC regulations and Applicants takes them very seriously. Applicant will have security personnel working during all hours of operation whose job is to ensure the premises are monitored and maintained accordingly. Additionally, Application will have a 3<sup>rd</sup> party security company monitor the camera system during overnight hours to ensure the premises are safe and secure.

- iv. The dispensary will be adequately served by roads, public utilities and services. The dispensary will be ADA accessible. Where necessary and required through the permit process, Applicant will upgrade/install police and fire protection, storm water facilities, water and sanitary sewer systems,
- v. Applicant will not impose a traffic impact upon the public right of way significantly different from that anticipated from permitted uses of the community commercial zone. Applicant's operational hours and access points are optimal to minimize congestion and ensure appropriate traffic pattern flow.
- vi. The dispensary aligns with the City's goals of promoting commercial activity, providing essential goods and services to the community, and enhancing the overall quality of life for residents. The dispensary will be responsibly developed and operated to be a great partner with the City of Reynoldsburg.
- vii. The proposed dispensary complies with all applicable zoning provisions except for the 500 foot rule from neighborhood districts. Applicant will be submitting a variance application in conjunction with this conditional use application to address the issue.
- viii. The proposed dispensary meets the definition and intent of use specifically listed as a conditional use in the community commercial zone. It aligns with the criteria outlined for conditional uses and is consistent with the purpose and objectives of the zoning regulations. The dispensary will contribute to the diversity of businesses within this community commercial district while bring jobs and increased tax revenue to the City.

[illegible]

**HANCOX**  
group  
ARCHITECTURE AND PLANNING  
314 SOFIS CIRCLE  
EAST LANSING, COLORADO 81521  
870-618-6688  
INFO@HANCOXGROUP.COM

# REY



**NOTE:**  
TOTAL IMPERVIOUS AREA = 22,652 FT<sup>2</sup>.  
1 1" DIAMETER OF TREE REQUIRED.  
20" DIAMETER IS EXISTING



## Marie Meeks

---

**From:** Scott Miller <scott@certifiedcultivators.com>  
**Sent:** Wednesday, August 21, 2024 10:47 AM  
**To:** Marie Meeks; Zach Weprin  
**Cc:** Eric Meyer; Mark Riley  
**Subject:** RE: 7365-7369 Livingston Ave - Conditional Use - Marijuana Dispensary  
**Attachments:** REY - Zoning Map Model 8-20-24.pdf; FW\_ Fwd\_ MMD.0700157 - GRW Retail 2, LLC - 10(B) Phase 1 Site - accepted.pdf

[NOTICE: This email originated outside of the City of Reynoldsburg.]

Marie –

Thanks for calling me back. Attached is the updated map I mentioned. The big circles on the west side have a 1-mile radius and are centered on new dispensary locations that were approved by the Ohio Division of Cannabis Control in this current round of licensing. <https://com.ohio.gov/divisions-and-programs/cannabis-control/licensee-resources/applications/10B-facility-site-map>

One of the rules the DCC has put into place for this current round of 200+ new licenses is that they cannot be within 1 mile of another dispensary (existing or current). Here is the DCC's map of the locations that have been awarded to date. Green pins are existing dispensaries today, black pins are new locations the state has just approved.

Also, attached is the email from the State accepting the site. The official license number to use for your report is MMD.0700157.

Thank you,

Scott Miller  
VP-Compliance  
General Counsel  
Certified Cultivators  
937-239-1701  
[certifiedcultivators.com](https://www.certifiedcultivators.com)  
 @certifiedcultivators



---

**From:** Marie Meeks <mmeeks@reynoldsburg.gov>  
**Sent:** Tuesday, August 20, 2024 4:24 PM  
**To:** Zach Weprin <zach@certifiedcultivators.com>; Scott Miller <scott@certifiedcultivators.com>  
**Cc:** Eric Meyer <emeyer@reynoldsburg.gov>; Mark Riley <mriley@reynoldsburg.gov>  
**Subject:** FW: 7365-7369 Livingston Ave - Conditional Use - Marijuana Dispensary

**From:** [jonathon@317opportunities.com](mailto:jonathon@317opportunities.com)  
**To:** [Zach Weprin](#); [Scott Miller](#)  
**Subject:** FW: Fwd: MMD.0700157 - GRW Retail 2, LLC - 10(B) Phase 1 Site - accepted  
**Date:** Thursday, July 18, 2024 11:28:03 AM  
**Attachments:** [image001.png](#)  
[79.1 -- DA-480 -- MMD.0700157 -- GRW Retail 2, LLC.xlsx](#)  
[79.2 -- DA-480 -- MMD.0700157 -- GRW Retail 2, LLC.xlsx](#)

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CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

-----Original Message-----

From: "Bob Pease" <[robert.e.pease@gmail.com](mailto:robert.e.pease@gmail.com)>  
Sent: Thursday, July 18, 2024 11:14am  
To: "Goldrath Jonathon" <[jonathon@317opportunities.com](mailto:jonathon@317opportunities.com)>  
Subject: Fwd: MMD.0700157 - GRW Retail 2, LLC - 10(B) Phase 1 Site - accepted

Bob Pease, CFA  
[robert.e.pease@gmail.com](mailto:robert.e.pease@gmail.com)  
914-772-9987  
[Schedule a Meeting](#)

----- Forwarded message -----

From: [Kathryn.Cornelius-Blume@com.ohio.gov](mailto:Kathryn.Cornelius-Blume@com.ohio.gov) <[Kathryn.Cornelius-Blume@com.ohio.gov](mailto:Kathryn.Cornelius-Blume@com.ohio.gov)>  
Date: Wed, Jul 17, 2024 at 3:59 PM  
Subject: MMD.0700157 - GRW Retail 2, LLC - 10(B) Phase 1 Site - accepted  
To: Bob Pease <[robert.e.pease@gmail.com](mailto:robert.e.pease@gmail.com)>  
Cc: [Andrew.Makoski@com.ohio.gov](mailto:Andrew.Makoski@com.ohio.gov) <[Andrew.Makoski@com.ohio.gov](mailto:Andrew.Makoski@com.ohio.gov)>

Dear **GRW Retail 2, LLC**

This communication serves as for your formal notice that GRW Retail 2, LLC's 10(B) Phase One facility site submitted to the Division of Cannabis Control ("the Division") is hereby **accepted**.

Specifically, GRW Retail 2, LLC submitted the following facility site that meets the requirements for 10(B) dispensary licensure, as outlined under Ohio Administrative Code 1301:18-2-06(I):

7365 East Livingston Avenue, Reynoldsburg, Ohio 43068

**This was site preference 2 of your application.**

Please be advised that the present communication does not constitute a 10(B) provisional dispensary license. The Division will contact GRW Retail 2, LLC via separate correspondence with further direction.

If you have any further questions or concerns, please contact [DCC@com.ohio.gov](mailto:DCC@com.ohio.gov) with the subject line “[MMCP License Number] – [Licensee Business Name] – Phase One Acceptance Letter.”



**Katie Cornelius-Blume**  
**Administrative Attorney**  
Ohio Department of Commerce  
Division of Cannabis Control  
77 South High Street, 20th Floor  
Columbus, Ohio 43215  
[Kathryn.Cornelius-Blume@com.ohio.gov](mailto:Kathryn.Cornelius-Blume@com.ohio.gov)  
[com.ohio.gov](http://com.ohio.gov)

*Promoting prosperity by protecting what matters most.*

Email to and from the Ohio Department of Commerce is open to public inspection under Ohio's public record law. Unless a legal exemption applies, this message and any response to it will be released if requested.  
The State of Ohio is an Equal Opportunity Employer and Provider of ADA Services.

\*\*\*\*\*  
\*\*\*\*\*

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\*\*\*\*\*  
\*\*\*\*\*



## Marie Meeks

---

**From:** Lieutenant Schmidt <LTSchmidt@truotwp.org>  
**Sent:** Monday, August 19, 2024 11:20 AM  
**To:** Marie Meeks  
**Cc:** Development Department  
**Subject:** Re: 7365-7369 Livingston Ave - Conditional Use - Marijuana Dispensary

[NOTICE: This email originated outside of the City of Reynoldsburg.]

Ms. Meeks,

Good morning.

We do not have any comments about this application at this time.

Thanks,

Lieutenant Theo Schmidt, BS  
Fire Prevention  
Truro Township Fire Department  
6305 E. Livingston Ave.  
Reynoldsburg, Oh 43068  
614-729-1921 (Office)  
614-419-0188 (Cell)



"Our Community, Our Commitment"

---

**From:** Marie Meeks <mmeeks@reynoldsburg.gov>  
**Sent:** Monday, August 19, 2024 9:16 AM  
**To:** Lieutenant Schmidt <LTSchmidt@truotwp.org>  
**Cc:** Development Department <developmentdepartment@reynoldsburg.gov>  
**Subject:** 7365-7369 Livingston Ave - Conditional Use - Marijuana Dispensary

Hi Lt Schmidt,

I have attached a Conditional Use Application for 7365-7369 E Livingston Ave for a Marijuana - Dispensary. Please let me know if the Fire Department has any comments about this application by August 26<sup>th</sup>.

If you have any questions please feel free to reach out. Thank you for your help!

Sincerely,

**Marie Meeks**

DEPARTMENT OF DEVELOPMENT

Planner I

—

**City of Reynoldsburg**

7232 East Main Street | Reynoldsburg, OH 43068

**Zoning:** 614-322-6850 | **Direct:** 614-322-6800 – ext. 6720

[www.reynoldsburg.gov](http://www.reynoldsburg.gov)

## Marie Meeks

---

**From:** Mark Riley  
**Sent:** Tuesday, August 27, 2024 3:56 PM  
**To:** Eric Meyer; Marie Meeks  
**Subject:** RE: 7365-7369 Livingston Ave - Conditional Use - Marijuana Dispensary

Smile. You're a busy man.

MR

---

**From:** Eric Meyer <[emeyer@reynoldsburg.gov](mailto:emeyer@reynoldsburg.gov)>  
**Sent:** Tuesday, August 27, 2024 3:52 PM  
**To:** Mark Riley <[mriley@reynoldsburg.gov](mailto:mriley@reynoldsburg.gov)>; Marie Meeks <[mmeeks@reynoldsburg.gov](mailto:mmeeks@reynoldsburg.gov)>  
**Subject:** RE: 7365-7369 Livingston Ave - Conditional Use - Marijuana Dispensary

Thanks. And sorry for the typos in my last email.

---

**From:** Mark Riley <[mriley@reynoldsburg.gov](mailto:mriley@reynoldsburg.gov)>  
**Sent:** Tuesday, August 27, 2024 3:52 PM  
**To:** Eric Meyer <[emeyer@reynoldsburg.gov](mailto:emeyer@reynoldsburg.gov)>; Marie Meeks <[mmeeks@reynoldsburg.gov](mailto:mmeeks@reynoldsburg.gov)>  
**Subject:** RE: 7365-7369 Livingston Ave - Conditional Use - Marijuana Dispensary

Hi Eric,

Looks good to me.

Thanks,  
Mark

---

**From:** Eric Meyer <[emeyer@reynoldsburg.gov](mailto:emeyer@reynoldsburg.gov)>  
**Sent:** Tuesday, August 27, 2024 3:23 PM  
**To:** Marie Meeks <[mmeeks@reynoldsburg.gov](mailto:mmeeks@reynoldsburg.gov)>; Mark Riley <[mriley@reynoldsburg.gov](mailto:mriley@reynoldsburg.gov)>  
**Subject:** RE: 7365-7369 Livingston Ave - Conditional Use - Marijuana Dispensary

Hi Mark,

See EMH&T's review (attached).

EMH&T note in their report that the site is exempt from the peak flow control and water quality treatment since less than an acre of site is being disturbed. Hopefully this answers your stormwater question.

This application is for a conditional (can this site be approved for the use or not) and a variance (can it be 425 feet away from a residential district instead of 500). The stormwater and other items are usually addressed in more detail at the Major/Minor Site Plan phase – which would come next if this project receives the conditional use and variance. If this project gets that far, we'll route that application to you as well.

Best,

Eric



---

**From:** Marie Meeks <[mmeeks@reynoldsburg.gov](mailto:mmeeks@reynoldsburg.gov)>  
**Sent:** Wednesday, August 21, 2024 12:40 PM  
**To:** Mark Riley <[mriley@reynoldsburg.gov](mailto:mriley@reynoldsburg.gov)>  
**Cc:** Eric Meyer <[emeyer@reynoldsburg.gov](mailto:emeyer@reynoldsburg.gov)>  
**Subject:** RE: 7365-7369 Livingston Ave - Conditional Use - Marijuana Dispensary

Hi Mark,

We've sent the application to EMH&T and when we get that report back we will put any engineering comments as a condition of approval or they will be addressed during the PGU phase. We will send you the engineering staff report when it is completed.

Best,  
Marie

---

**From:** Mark Riley <[mriley@reynoldsburg.gov](mailto:mriley@reynoldsburg.gov)>  
**Sent:** Tuesday, August 20, 2024 4:51 PM  
**To:** Marie Meeks <[mmeeks@reynoldsburg.gov](mailto:mmeeks@reynoldsburg.gov)>  
**Cc:** Eric Meyer <[emeyer@reynoldsburg.gov](mailto:emeyer@reynoldsburg.gov)>  
**Subject:** RE: 7365-7369 Livingston Ave - Conditional Use - Marijuana Dispensary

Hi Marie,

Based on the engineering site assessment, the utilities will determine our approval.

MR

---

**From:** Scott Miller <[scott@certifiedcultivators.com](mailto:scott@certifiedcultivators.com)>  
**Sent:** Tuesday, August 20, 2024 4:34 PM  
**To:** Marie Meeks <[mmeeks@reynoldsburg.gov](mailto:mmeeks@reynoldsburg.gov)>; Zach Weprin <[zach@certifiedcultivators.com](mailto:zach@certifiedcultivators.com)>  
**Cc:** Eric Meyer <[emeyer@reynoldsburg.gov](mailto:emeyer@reynoldsburg.gov)>; Mark Riley <[mriley@reynoldsburg.gov](mailto:mriley@reynoldsburg.gov)>  
**Subject:** Re: 7365-7369 Livingston Ave - Conditional Use - Marijuana Dispensary

[NOTICE: This email originated outside of the City of Reynoldsburg.]

Hi Marie -

Thanks for reaching out. We will make necessary upgrades if they are needed based on civil engineering site assessment as well as any input from the City (if any) during the permit process.

Scott

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---

**From:** Marie Meeks <[mmeeks@reynoldsburg.gov](mailto:mmeeks@reynoldsburg.gov)>  
**Sent:** Tuesday, August 20, 2024 4:24:20 PM  
**To:** Zach Weprin <[zach@certifiedcultivators.com](mailto:zach@certifiedcultivators.com)>; Scott Miller <[scott@certifiedcultivators.com](mailto:scott@certifiedcultivators.com)>

**Cc:** Eric Meyer <[emeyer@reynoldsburg.gov](mailto:emeyer@reynoldsburg.gov)>; Mark Riley <[mriley@reynoldsburg.gov](mailto:mriley@reynoldsburg.gov)>

**Subject:** FW: 7365-7369 Livingston Ave - Conditional Use - Marijuana Dispensary

**CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.**

Hi Zach and Scott,

Would you be able to provide more detail on the statement provided in your application that says:

“Where necessary and required through the permit process, Applicant will upgrade/install police and fire protection, storm water facilities, water and sanitary sewer systems”

Are you proposing to make any changes to the storm water facilities/water/sanitary sewer systems, or did you write that statement just to state that you are willing to make any modifications if needed?

Thank you for the clarification!

**Marie Meeks**

DEPARTMENT OF DEVELOPMENT

Planner I

—

**City of Reynoldsburg**

7232 East Main Street | Reynoldsburg, OH 43068

**Zoning:** 614-322-6850 | **Direct:** 614-322-6800 – ext. 6720

[www.reynoldsburg.gov](http://www.reynoldsburg.gov)

---

**From:** Mark Riley <[mriley@reynoldsburg.gov](mailto:mriley@reynoldsburg.gov)>

**Sent:** Tuesday, August 20, 2024 4:18 PM

**To:** Marie Meeks <[mmeeks@reynoldsburg.gov](mailto:mmeeks@reynoldsburg.gov)>

**Cc:** Development Department <[developmentdepartment@reynoldsburg.gov](mailto:developmentdepartment@reynoldsburg.gov)>

**Subject:** RE: 7365-7369 Livingston Ave - Conditional Use - Marijuana Dispensary

Good afternoon Marie,

Based on the (The proposed conditional use is consistent with the following standards: (iv) Can we get more clarity on the upgrades to stormwater facilities, water and sanitary sewer systems)?

Thanks,  
Mark

---

**From:** Marie Meeks <[mmeeks@reynoldsburg.gov](mailto:mmeeks@reynoldsburg.gov)>

**Sent:** Monday, August 19, 2024 9:19 AM

**To:** Mark Riley <[mriley@reynoldsburg.gov](mailto:mriley@reynoldsburg.gov)>

**Cc:** Development Department <[developmentdepartment@reynoldsburg.gov](mailto:developmentdepartment@reynoldsburg.gov)>

**Subject:** 7365-7369 Livingston Ave - Conditional Use - Marijuana Dispensary

Hi Mark,

I have attached a Conditional Use Application for 7365-7369 E Livingston Ave for a Marijuana - Dispensary. Please let me know if the Public Service Department has any comments about this application by August 26<sup>th</sup>.

If you have any questions please feel free to reach out. Thank you for your help!

Sincerely,

**Marie Meeks**

DEPARTMENT OF DEVELOPMENT

Planner I

—

**City of Reynoldsburg**

7232 East Main Street | Reynoldsburg, OH 43068

**Zoning:** 614-322-6850 | **Direct:** 614-322-6800 – ext. 6720

[www.reynoldsburg.gov](http://www.reynoldsburg.gov)



# 2025 Reynoldsburg Planning and Zoning Board

| January |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| S       | M  | T  | W  | T  | F  | S  |
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| 19      | X  | 21 | 22 | 23 | 24 | 25 |
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| February |    |    |    |    |    |    |
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| March |    |    |    |    |    |    |
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| April |    |    |    |    |    |    |
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| 20    | 21 | 22 | 23 | 24 | 25 | 26 |
| 27    | 28 | 29 | 30 |    |    |    |

| May |    |    |    |    |    |    |
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| 18  | 19 | 20 | 21 | 22 | 23 | 24 |
| 25  | 26 | 27 | 28 | 29 | 30 | 31 |

| June |    |    |    |    |    |    |
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| 15   | 16 | 17 | 18 | X  | 20 | 21 |
| 22   | 23 | 24 | 25 | 26 | 27 | 28 |
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| July |    |    |    |    |    |    |
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| 20   | 21 | 22 | 23 | 24 | 25 | 26 |
| 27   | 28 | 29 | 30 | 31 |    |    |

| August |    |    |    |    |    |    |
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| 3      | 4  | 5  | 6  | 7  | 8  | 9  |
| 10     | 11 | 12 | 13 | 14 | 15 | 16 |
| 17     | 18 | 19 | 20 | 21 | 22 | 23 |
| 24     | 25 | 26 | 27 | 28 | 29 | 30 |
| 31     |    |    |    |    |    |    |

| September |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |
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| 7         | 8  | 9  | 10 | 11 | 12 | 13 |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |
| 28        | 29 | 30 |    |    |    |    |

| October |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
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| 5       | 6  | 7  | 8  | 9  | 10 | 11 |
| 12      | 13 | 14 | 15 | 16 | 17 | 18 |
| 19      | 20 | 21 | 22 | 23 | 24 | 25 |
| 26      | 27 | 28 | 29 | 30 | 31 |    |

| November |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    |    |    |    |    | 1  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 9        | 10 | X  | 12 | 13 | 14 | 15 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 23       | 24 | 25 | 26 | X  | X  | 29 |
| 30       |    |    |    |    |    |    |

| December |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          | 1  | 2  | 3  | 4  | 5  | 6  |
| 7        | 8  | 9  | 10 | 11 | 12 | 13 |
| 14       | 15 | 16 | 17 | 18 | 19 | 20 |
| 21       | 22 | 23 | X  | X  | 26 | 27 |
| 28       | 29 | 30 | X  |    |    |    |

|   |                                     |
|---|-------------------------------------|
|   | Planning and Zoning Board - 6:00 pm |
|   | Council/Committee Mtgs - 6:30 pm    |
| X | Holiday- City Offices Closed        |