Historic Preservation Commission

Meeting Date: October 21, 2026

SUBJECT: Application for a Certificate of Appropriateness (COA) to install a portable classroom (accessory building)

HPC2026 – 18 074 10 020 **G. Shan**

Project Information

Owner / Applicant	Roshonda Smith
Location	729 Main Street
Acreage	0.29
Parcel ID	18 074 10 020
Zoning District	General Commercial (GC)

SUMMARY:

The applicant requests the Historic Preservation Commission (HPC) to approve the project at 729 Main Street. This proposed scope of work includes the installation of a portable classroom (accessory building) in the rear yard of the property for student overflow.

HISTORIC AND ARCHITECTURAL SIGNIFICANCE:

The residential structure is located at 729 Main Street Stone Mountain, GA 30083 (18 074 10 020) within the General Commercial (GC) Zoning District. Constructed in 1935, the property reflects the Bungalow building type of 1900 – 1930s. Architecturally, the building exhibits the Craftsman style of the 1910s – 1930s.

ANALYSIS

The applicant proposes to install a portable classroom in the rear yard of the property located at 729 Main Street to accommodate student overflow. Section 6.12 of the Historic Preservation Design Guidelines addresses new construction of commercial properties. Sections 6.12.4 - 6.12.6 are relevant to evaluating the proposed structure's roof form, architectural character, and compatibility with established building patterns within the surrounding area.

Staff evaluated the proposed installation in relation to Sections 6.12.4 - 6.12.6 of the Historic Preservation Design Guidelines. The evaluation considers whether the proposed

portable classroom's design, scale, roof form, exterior materials, windows, entrances, and orientation are compatible with the historic property and surrounding historic district. As the proposed structure is intended for use as a classroom for student overflow, staff should also consider whether its appearance reflects a contemporary structure without detracting from the architectural character of the main existing historic building.

The proposed location in the rear yard may reduce the structure's visibility from Main Street; however, it is not clear if there will be a barrier or a screening to confirm. The submitted plans and material specifications should demonstrate this and how the proposed structure relates to the established architectural character and building patterns of the surrounding area.

This installation of a portable classroom would introduce a new structure to a property containing a historic building. The effect on the property's historic character depends on the proposed structure's scale, design, materials, placement, and visibility. If the structure's design and placement are compatible with the surrounding historic context, its impact on the historic character of the property may be limited. However, if the structure's appearance or scale is inconsistent with the established architectural character of the area, it may detract from the historic character of the property and surrounding district.

CONCLUSIONS

Based on the information provided, staff can partially determine whether the proposal is consistent with the applicable design standards without sufficient documentation of the portable classroom’s proposed materials and dimensions.

Staff Recommendation:

*Staff recommend **APPROVAL with conditions** for the applicant to install the accessory building for student overflow:*

Approved Conditions:

- The proposed accessory building must be constructed of materials that are compatible with surrounding historic buildings in the residential district. Stucco, brick, wood siding and vinyl siding are examples of appropriate new materials.
- The proposed accessory building’s roof shape should be consistent with those buildings within their area of influence.
- The proposed accessory building’s arrangement of windows and entrances, materials, and other orientation to the street are some of the features that should be replicated.

Attachments/Exhibits:

Attachment 1 – Certificate of Appropriateness Application

Attachment 2 – Pictures and supporting documents for the improvements

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Approval by the Historic Preservation Commission (HPC) is limited to compliance with the City of Stone Mountain's Historic Preservation Design Guidelines. This approval does not constitute zoning approval, building permit approval, or authorization under any other applicable City ordinance, code, or permitting requirement. The applicant is responsible for obtaining all additional approvals, permits, and authorizations required prior to commencing work.

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Certificate of Appropriateness (COA) Application

Application Fee: Residential - $50.00 Commercial - $100.00

$PAID 100 - MC

Date Received: _____

Permit Number: _____

Date Complete: _____

Meeting Date: _____

Date Processed: _____

HPC Action Taken: _____

PROPERTY ADDRESS (address at which the work is to be performed)

Property Address: 729 Main Street

APPLICANT CONTACT INFORMATION

Applicant Name [redacted]

Mailing Address [redacted]

Email Address: [redacted]

PROPERTY OWNER'S INFORMATION

Property [redacted]

Address: [redacted]

PROJECT DESCRIPTION

☐ **Routine Maintenance or Repair** *Routine maintenance does not involve a change in materials or in appearance. A COA is not required, but the HPC requests that an application be submitted to be kept on file to ensure that work performed is per the application.* ***If the project makes a change in materials or appearance, then a COA is required.*** Routine maintenance includes but is not limited to the following:

☐ Re-roofing (shingles) ☐ Wood repair (only a portion of siding, porch, fence, etc.) ☐ Windows (repair) ☐ Doors (repair) ☐ Other _____

☐ **Exterior Changes** (visible changes to exterior of existing structure), include but are not limited to the following:

☐ Window(s) ☐ Door(s) ☐ Porch ☐ Lighting ☐ Awning ☐ Other _____

☐ **Construction,** includes but is not limited to the following:

☐ New Building ☐ Additions ☒ Accessory Building ☐ Other Portable Classroom

☐ Major building restoration, rehabilitation, or remodeling

☐ **Site Changes,** include but are not limited to the following:

☐ Fence/Wall ☐ Pool ☐ Mechanical system ☐ Walkway/Sidewalk/Driveway ☐ Other _____

☐ **Demolition or Relocation,** include but are not limited to the following:

☐ Primary Building ☐ Accessory Building ☐ Site Feature ☐ Trees/Vegetation ☐ Other _____

☐ **Other** _____

Bldg 14 x 45



Credit Card Authorization Form

Sign and complete this form to authorize the merchant below to make a one-time charge to your Credit Card listed below.

By signing this form, you give us permission to debit your account for the amount indicated on or after the indicated date. This is permission for a single transaction only and does not provide authorization for any additional unrelated debits or credits to your account.

Please complete all fields.

Credit Card Information	
Card Type:	☑ MasterCard ☐ VISA ☐ Discover ☐ AMEX ☐ Other _____
Cardholde	[redacted]
Card Numl	
Expiration	
Cardholder	

I, Rosha[redacted], authorize City of Stone Mountain to charge my credit card indicated above for $ 200.00 on 10/13/26 (Date).

*There is an additional 5% service fee for all transactions.

Reason for Payment: HPC Review

Billing Details:

Billing Address SAME AS ABOVE

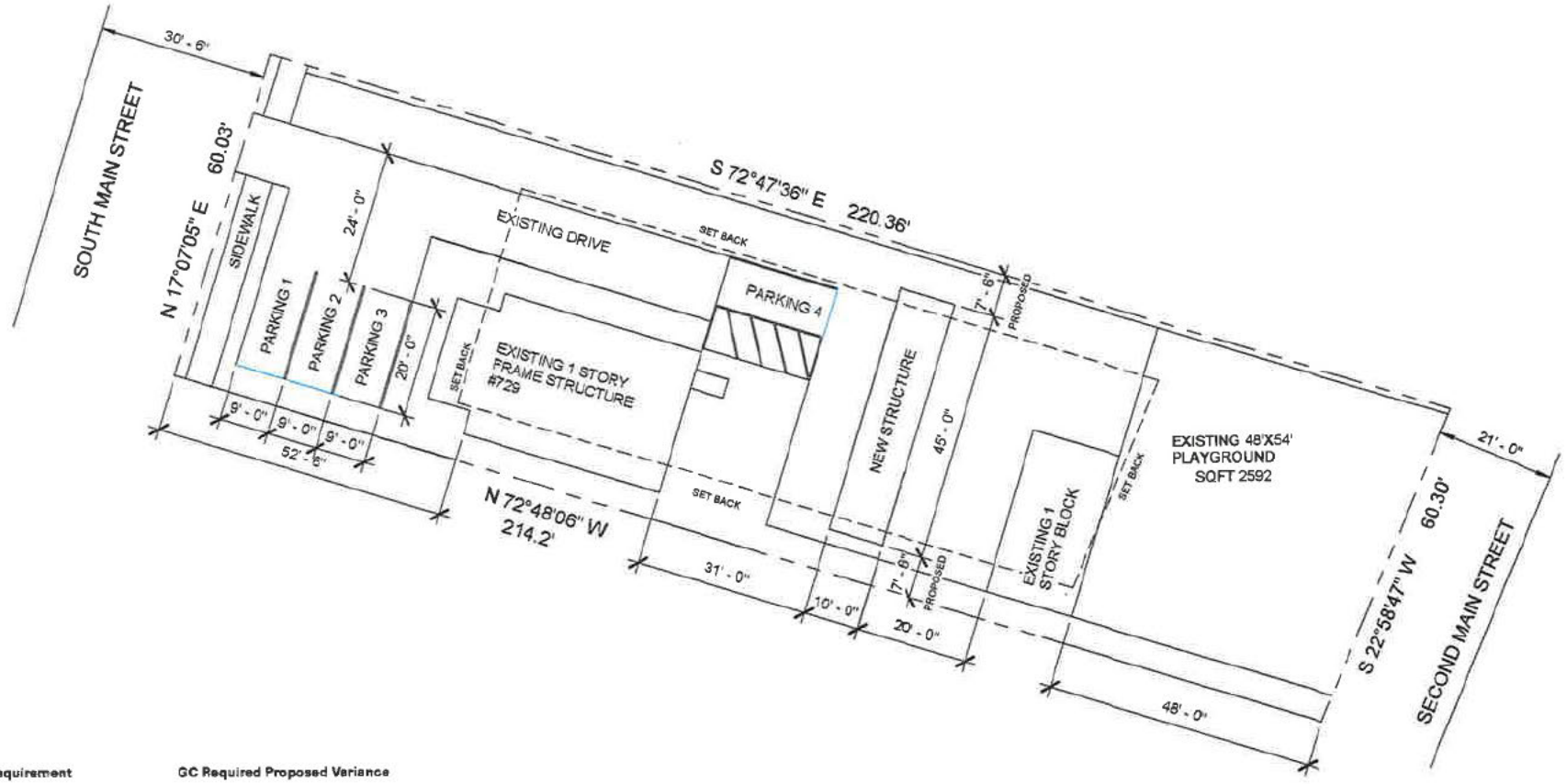
City, State, Zip _____

Phone No. 404-587-0851 Email: rsmith4097@gmail.com

Customer Signature _____ Date 10/13/2026

*Authorization form must be accompanied by copy of the driver's license or other valid i.d. of the card holder.





Requirement	GC Required	Proposed	Variance
Street Yard – South Main St.	50'-0"	Existing	**No Change**
Street Yard – Second Main St.	50'-0"	Existing	**No Change**
Side/Rear Yard	10'/15' *	**7'-6" ±**	2'-6" to 7'-6"
Building Separation	20'-0"	**20'-0"**	**NONE**
Parking	4 spaces	**4 spaces**	**NONE**

Pending Approval

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① Site Plan
1" = 20'-0"

1. Contractor must verify ALL DIMENSIONS prior to proceeding with construction.
2. Contractor must verify compliance with ALL LOCAL BUILDING AND NEIGHBORHOOD COVENANTS.
3. plans indicate locations only; all engineering aspects should incorporate actual site conditions and be performed by licensed engineer, as/if required.
4. Designer must make any modifications, other than "red-line" modifications.
5. Designer assumes no liability in connection with the plan and any construction there from; commencement of construction constitutes acknowledgement by owner and builder of designer's complete liability release.

SCALE: 1" = 20'-0"

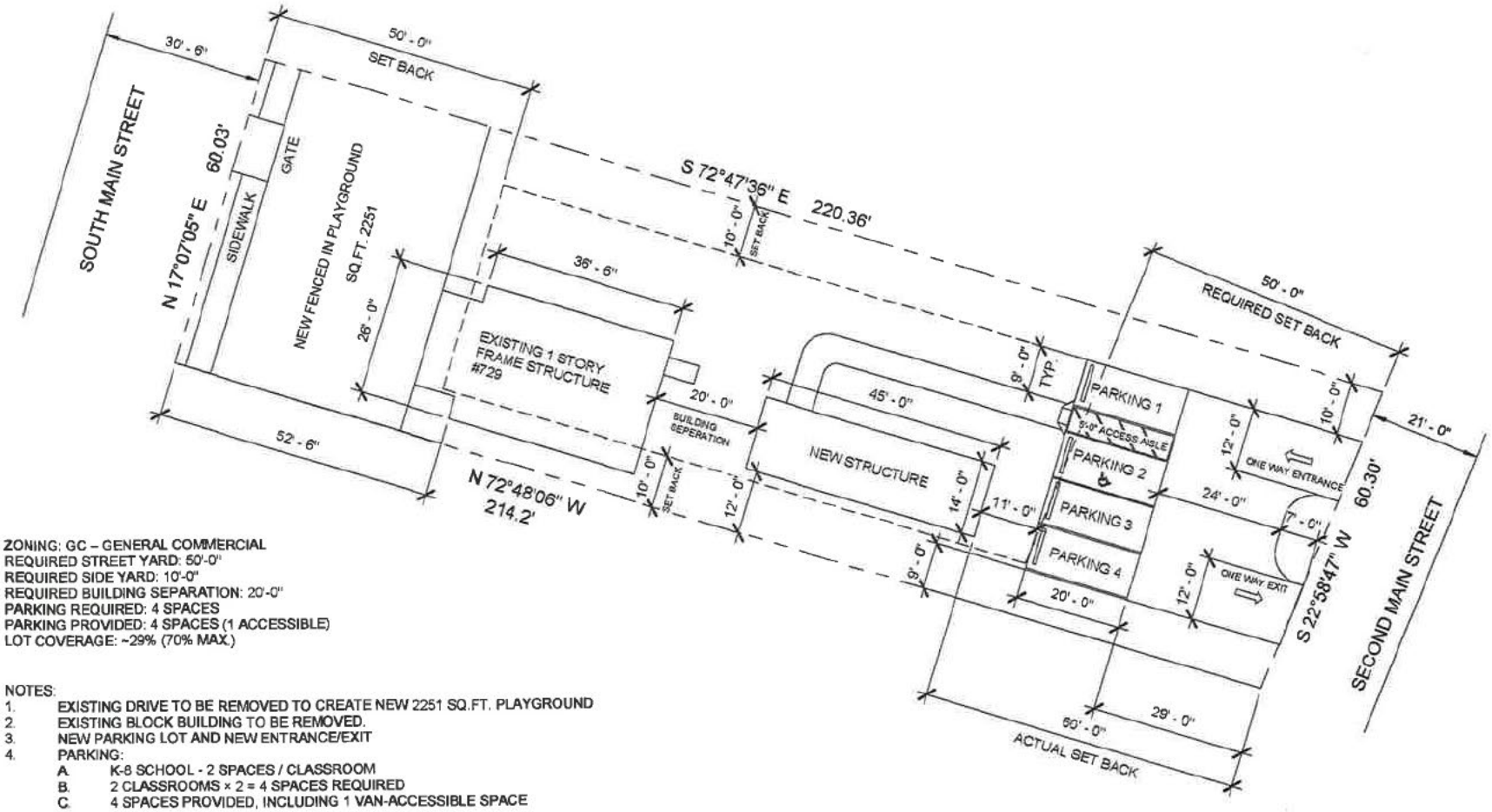
Site Plan

Site Plan for Roshonda Smith

729 Main Street, Stone MTN. GA 30083

IVY ARCHITECTURAL LLC
DAVID ERIC BRINKMAN
770.756.3785
eric.brinkman@ivyarchitectural.com

C1



ZONING: GC – GENERAL COMMERCIAL
REQUIRED STREET YARD: 50'-0"
REQUIRED SIDE YARD: 10'-0"
REQUIRED BUILDING SEPARATION: 20'-0"
PARKING REQUIRED: 4 SPACES
PARKING PROVIDED: 4 SPACES (1 ACCESSIBLE)
LOT COVERAGE: ~29% (70% MAX.)

NOTES:
1. EXISTING DRIVE TO BE REMOVED TO CREATE NEW 2251 SQ.FT. PLAYGROUND
2. EXISTING BLOCK BUILDING TO BE REMOVED.
3. NEW PARKING LOT AND NEW ENTRANCE/EXIT
4. PARKING:
   - A. K-8 SCHOOL - 2 SPACES / CLASSROOM
   - B. 2 CLASSROOMS x 2 = 4 SPACES REQUIRED
   - C. 4 SPACES PROVIDED, INCLUDING 1 VAN-ACCESSIBLE SPACE

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Pending Approval
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① Site Plan
1" = 20'-0"

SCALE: 1" = 20'-0"

Site Plan

Site Plan for Roshonda Smith
729 Main Street, Stone MTN. GA 30083

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C1

LIFELINE
CHRISTIAN WORLD ACADEMY
WHERE LOVE AND LEARNING ABIDE



LCWA BEACON HILL WEEKLY LEARNING RECAP

FALL KICKOFF APPLES AND JOHNNY APPLESEED SEPTEMBER 21 TO 25 2026



Together, we learn with joy, purpose, and belonging.

AN APPLE LEARNING JOURNEY

Our week began with a real person, a handful of seeds, and one compelling question: How can something so small become an apple tree? From the story of John Chapman, children moved into books, sensory exploration, prediction, measurement, experimentation, art, tool work, and dramatic play.

HOW THE LEARNING GREW

STORY: Meet John Chapman and follow the journey of an apple seed.

SCIENCE: Predict, test, observe, count, measure, and compare.

CREATE: Represent new ideas through art, building, language, and play.

Where Love and Learning Abide.

01 JOHN CHAPMAN AND THE JOURNEY OF THE APPLE

A TRUE STORY BECOMES THE WEEK'S INVITATION TO LEARN

The week opened by introducing John Chapman—the young nurseryman remembered as Johnny Appleseed. Apples had already traveled to North America with European settlers, but Chapman's patient work helped apple trees move west with growing communities. History became a living classroom story about care, time, travel, and the possibility held inside one seed.



The story began in community: listening, wondering, and making meaning together.

THE REAL PERSON BEHIND THE NAME

Born in Massachusetts in 1774, John Chapman grew up loving the land and working with plants. As families settled farther west, he carried apple seeds, selected places for nurseries, planted and protected young trees, and returned to care for them.

His nurseries helped apples take root across Pennsylvania, Ohio, Indiana, and parts of Illinois. Because planting apple seeds became the work for which he was known, John Chapman became Johnny Appleseed.

ONE SEED, MANY CONNECTIONS

SEED: A beginning small enough to hold in a child's hand.

NURSERY: A protected place where many young trees can grow.

ORCHARD: Trees cared for over time so families can harvest fruit.

HISTORY	SCIENCE	CHARACTER
Children learned that people, places, and choices help explain how foods become part of community life.	The story raised a testable question: What does a seed need in order to become a plant?	Chapman's patience and care offered a model of stewardship, persistence, and service to others.

Historical background: Library of Congress and USDA Agricultural Research Service.

02 FROM STORYBOOK TO SEED SCIENTISTS

HOW DO SEEDS GROW OBSERVE COMPARE CLASSIFY AND EXPLAIN

The read-aloud How Do Seeds Grow? moved the class from Johnny Appleseed's story into firsthand investigation. Children examined corn, sunflower seeds, pumpkin seeds, and beans. Divided trays made differences easy to see, and the tiny materials invited careful fingers, sustained attention, and rich descriptive language.



Comparing four seed groups in a divided tray



Looking closely at one tiny seed



Sorting by visible features and seed type

SCIENCE

Children noticed size, shape, color, texture, and the idea that different plants begin with different seeds.

MATHEMATICS

Grouping and comparing created an authentic reason to classify, count, and use language such as same, different, more, and less.

FINE MOTOR

Picking up, turning, and placing individual seeds strengthened the pincer grasp used for tools, fasteners, drawing, and writing.

03 BIBLE STUDY AND CHARACTER FORMATION

ADAM AND EVE OBEDIENCE LISTENING AND ACCOUNTABILITY

During Bible study, we read the story of Adam and Eve and made one important distinction: Scripture does not say that the forbidden fruit was an apple. The apple was not the lesson. God gave Adam and Eve a clear instruction, and they chose to disobey it. Our conversation therefore centered on obedience, listening, accountability, consequences, forgiveness, and the opportunity to make a wiser choice.



Our classroom choices visual helped children connect the Bible story with decisions they make each day.

THE APPLE WAS NOT FORBIDDEN

The Bible does not name the fruit as an apple. Because our weekly inquiry focused on apples, we intentionally separated the two ideas. The apple was not forbidden. The central issue was Adam and Eve's disobedience to God's clear instruction.

FROM BIBLE STORY TO DAILY PRACTICE

LISTEN: Stop, look, and hear the whole instruction.

OBEY: Follow what God and trusted adults ask, even when another choice is tempting.

OWN IT: Tell the truth about what happened and accept responsibility for the choice.

MAKE IT RIGHT: Ask forgiveness, repair what we can, and choose a wiser response next time.

OBEDIENCE	LISTENING	ACCOUNTABILITY
Children learned that obedience means choosing to follow God's instruction, not simply avoiding a particular object or food.	We practiced giving full attention, hearing the complete message, and pausing before making a choice.	We named what it means to tell the truth, accept consequences, apologize, and make a better choice next time.

04 TEACHERS MAKE LEARNING VISIBLE

READ ALOUD VISUAL LANGUAGE AND RESPONSIVE GUIDANCE

Intentional teaching connected every part of the apple inquiry. Ms. Smith opened new ideas through the read-aloud How Do Seeds Grow? Ms. Bennett made descriptive language visible with a handmade apple covered in adjectives. At the investigation table, Ms. Amare' stayed close to her three toddlers, modeling each step and adapting the experience for their language, attention, and growing independence.



Ms. Smith reads How Do Seeds Grow? and invites children to notice, predict, and connect.



Ms. Bennett's handmade apple makes adjectives visible through an engaging classroom visual.



At the far end of the table, Ms. Amare' guides her three toddlers within the whole-class investigation.

STORY INTO INQUIRY
The read-aloud supplied the sequence, vocabulary, and questions children carried into firsthand exploration.

WORDS MADE VISIBLE
The adjective apple gave children a memorable way to hear, see, and use descriptive language.

RESPONSIVE GUIDANCE
Close support helped toddlers participate safely while still doing meaningful work for themselves.

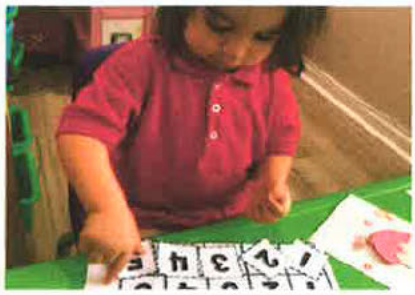
05 TODDLER INQUIRY IN ACTION

EARLY MATH MARK MAKING APPLE EXPLORATION AND PRACTICAL LIFE

Ms. Amare's toddlers did not simply watch the older children learn—their curriculum was intentionally adapted for two-year-old hands, attention spans, language, and independence. They traced, matched, counted, assembled, tasted, and used child-safe tools while adults stayed close enough to guide without taking over.



Tracing circles builds visual tracking and early mark making.



Matching numerals strengthens order and one-to-one thinking.



Tasting and looking inside add sensory language.



Careful pressure builds focus and persistence.



Two hands work together to steady and cut.



Opening an apple reveals its core and seeds.



Dotting a letter builds recognition and hand control.



A pencil craft connects color, shape, and vocabulary.



Small pieces turn art into fine-motor practice.

WHAT THIS PAGE SHOWS

Toddler learning is active, relational, and intellectually meaningful. Each experience combined language, self-help skills, hand-eye coordination, early mathematics, sensory processing, and the confidence that grows when a young child can say through action, "I can do it."

06

LETTER A COMES ALIVE

MULTISENSORY LITERACY AND FINE MOTOR PRACTICE

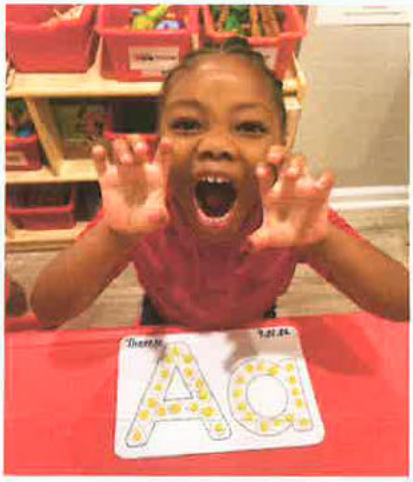
Children met uppercase A and lowercase a through building, rolling, pressing, dotting, and placing. Repeating the same symbol with different materials strengthened letter recognition while also building the hand control needed for future writing.



Building uppercase A with magnetic pieces



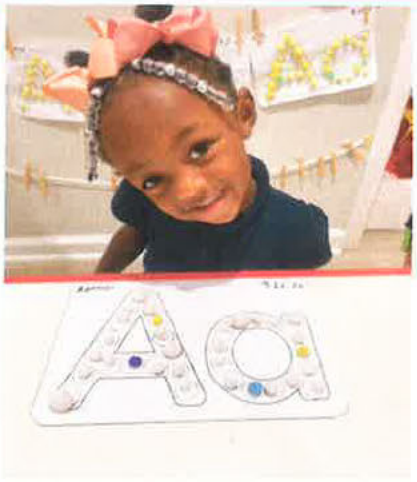
Rolling and pressing play dough onto A/a



Connecting A and a through dot painting



Careful pom-pom placement around A/a



A tactile design for uppercase and lowercase A



Combining letter work with counting practice

NOTABLE PROGRESS

Across the experiences, children practiced visual discrimination, one-to-one placement, bilateral coordination, finger strength, planning, and persistence—foundational skills that support both early literacy and independent work.

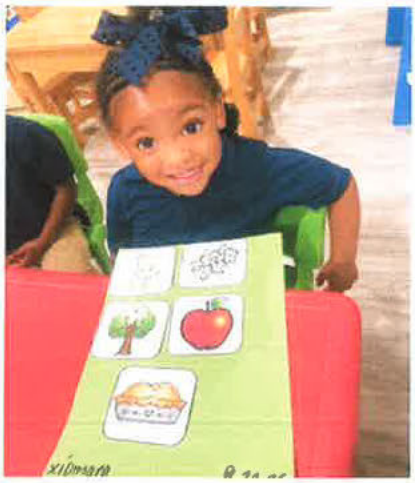
07 APPLE LITERACY AND CREATIVE THINKING

SEQUENCING REPRESENTATION AND ORAL LANGUAGE

After hearing the story and handling real seeds, children represented what they understood. Sequencing cards helped them connect seed, tree, blossom, and fruit, while collage, drawing, and emergent paper-and-pencil work offered different pathways for organizing and communicating an idea.



Sorting apple-related images into a meaningful set



Showing a completed apple picture sequence



Building an apple with layered red pieces



Filling an apple shape with yellow collage pieces



Using color and placement to complete a plan



Representing a green apple with paper pieces

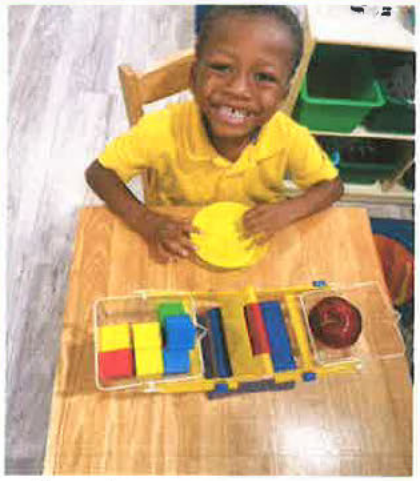
LEARNING MADE VISIBLE

These finished products are more than crafts. They show children selecting materials, maintaining a plan, using spatial awareness, and connecting spoken vocabulary with pictures, symbols, and real objects.

08 APPLE SCIENTISTS OBSERVE AND MEASURE

LOOK TOUCH COMPARE MEASURE AND RECORD

Children used real apples as scientific specimens. They described color, shape, size, texture, and the stem; compared apples with linking cubes; made predictions; and recorded what they noticed on individual investigation pages.



Measuring an apple with cubes and comparing quantities



Studying a green apple before recording observations



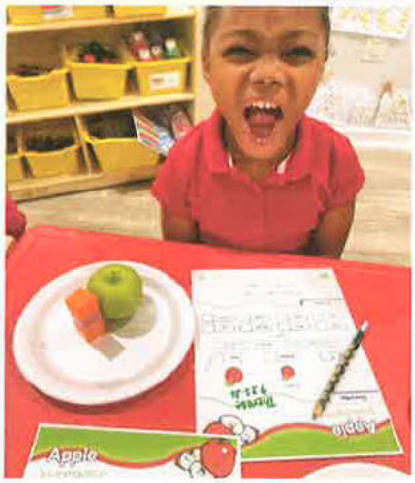
Using an investigation page to organize new vocabulary



Looking closely at a red apple and its visible features



Comparing a yellow apple with a cube tower



Recording size, color, shape, and texture

FROM REAL OBJECT TO RECORDED IDEA

Children practiced prediction, observation, measurement, descriptive language, and recording. Their pages made their thinking visible and helped them connect spoken ideas with marks, symbols, and evidence.

09 WILL AN APPLE SINK OR FLOAT

PREDICT TEST WATCH AND EXPLAIN

Children gathered around a water tub to test one important question: Will an apple sink or float? Each child made a prediction, watched what happened, and used evidence from the test to explain the result.



The class gathered to test one shared science question.



Watching a red apple meet the water



Comparing a prediction with the result



Observing how the apple rests at the surface



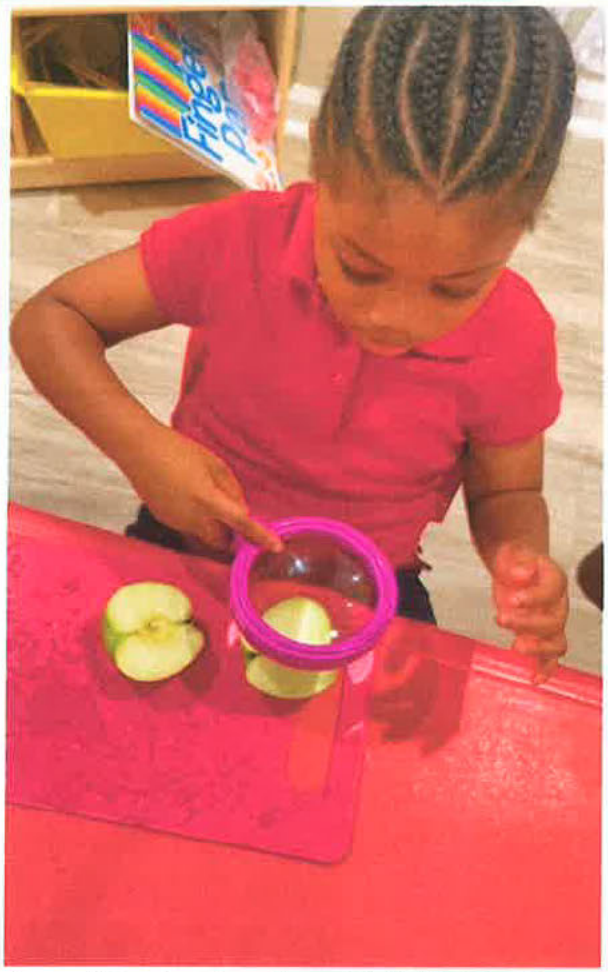
Using evidence to explain what happened

PREDICT	OBSERVE	EXPLAIN
Children stated what they expected before the test and listened to classmates' ideas.	They watched the apple and the water closely and noticed where the fruit remained.	They used sink, float, surface, and water vocabulary to describe the evidence they saw.

10 INSIDE THE APPLE

PREDICT MAGNIFY OPEN COUNT AND COMPARE

The investigation continued with a second question: What do you think is inside your apple? Children drew or described a prediction, studied the fruit with magnifying glasses, and then—with close adult guidance and child-safe tools—opened the apples to search for the core and seeds. Finally, they counted what they found and compared the evidence with their original ideas.



A magnifying glass turns the apple's inside into evidence worth studying.



Applying steady pressure with a child-safe tool



Keeping the fruit steady with the helping hand



Looking closely at a newly opened apple piece



Finding the core and seeds inside the fruit

PREDICT	INVESTIGATE	COMPARE
Children represented what they expected to find before the apple was opened.	They used magnifiers and child-safe knives to collect firsthand evidence.	They counted seeds and checked the actual result against their first ideas.

The conversation then moved from orchard to table: apples can become slices, applesauce, juice, cider, pies, muffins, and other familiar foods.

11 FROM PRACTICE TO INDEPENDENT DESIGN

TOOLS PATTERNS WRITING PROBLEM SOLVING AND CHILD VOICE

Across the learning environment, children used their growing skills in increasingly independent ways. Lacing, patterning, writing, and construction required them to make a plan, choose materials, solve problems, stay with a task, and decide when their work was complete.



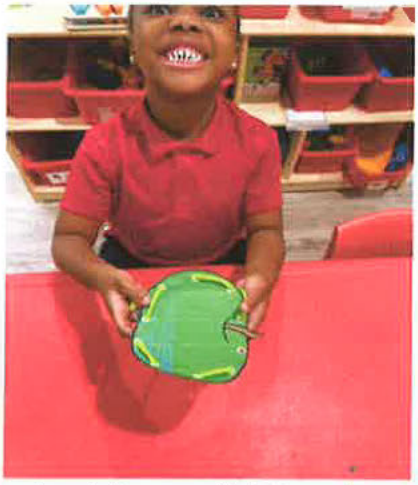
Following a path around an apple lacing card



Sustaining attention during independent paper-and-pencil work



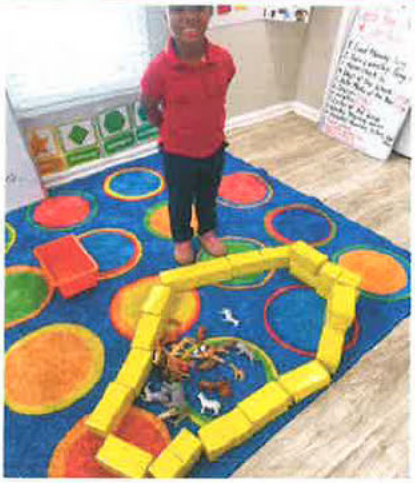
Using marks and symbols to record an idea



Completing an apple lacing pattern



Reading and extending an apple color pattern



Child voice: "I made a barn for my animals. I am Farmer Therese."

NOTABLE PROGRESS

Therese's barn shows the transfer we hope to see: a child takes ideas from the week's farm-and-apple conversations, uses blocks to solve a design problem, assigns meaning to the structure, and explains the work in her own words. Purposeful play makes thinking visible.

12 A MOMENT TO TREASURE WITH PHOENIX

RELATIONSHIP BELONGING AND JOY



Phoenix and Ms. Smith—one joyful pause in a very full week.

"YOU ARE SEEN. YOU ARE SAFE. YOU BELONG."

Phoenix and I paused for a joyful photo together this week. In the middle of busy, beautiful learning, our shared smile offered a simple reminder: relationships are not separate from education—they are the foundation beneath it.

When a child feels known, valued, and connected, curiosity has room to grow. This moment with Phoenix captured the warmth, trust, and belonging we work to build every day at LCWA Beacon Hill.

*— **Roshonda Smith***

NOTABLE PROGRESS	CARRY INTO NEXT WEEK	FAMILY BRIDGE
Children used richer apple-and-seed vocabulary, represented A/a in multiple ways, and sustained attention through multi-step work.	We will keep strengthening comparison language, counting, fine-motor control, responsible choices, and confidence in sharing ideas.	Ask: What did you notice about the seeds? How did you make A? What was inside the apple? How did you show patience or kindness?

Thank you for trusting us to nurture the whole child—mind, heart, spirit, and imagination.

Lifeline Christian World Academy, LLC d/b/a Beacon Hill Academy

LIFELINE
CHRISTIAN WORLD ACADEMY
WHERE LOVE AND LEARNING ABIDE



LCWA BEACON HILL WEEKLY FAMILY LETTER

FALL KICKOFF | APPLES AND JOHNNY APPLESEED | SEPTEMBER 21-25, 2026

Amazing Grace, LCWA Beacon Hill Parents and Guardians!

This week kicks off our fall learning season at LCWA Beacon Hill! This week, apples will be at the center of our learning as students explore the life and story of John Chapman, better known as Johnny Appleseed. Through books, conversation, dramatic play, small-group instruction, and STEAM investigations, our children will discover how apples grow while practicing patience, kindness, sharing, and care for God's creation.

Our Learning Focus

- **Literacy and language:** Students will listen to Johnny Appleseed, answer questions, sequence events, and retell the story. They will learn apple, seed, tree, orchard, stem, skin, flesh, and core while exploring A and a, the short a sound, and J and j.
- **Mathematics:** Students will count and represent apple sets, practice one-to-one correspondence, sort by color and size, make patterns, compare more and less, solve simple add-and-take-away stories, and help create class graphs.
- **Science:** Children will investigate the parts of an apple, sequence the seed-to-tree life cycle, identify what plants need, and observe how cut apples change. Older preschoolers will make predictions and record their observations during an apple-browning experiment.
- **Social studies and oral language:** Students will learn age-appropriate facts about John Chapman, compare fact and legend, follow his journey on a map, and talk about how planting and sharing can help a community.

Enrichment and Small Group STEAM

During our Enrichment and Small-Group hour, STEAM comes alive through our literacy focus, ***Johnny Appleseed***. Georgia Pre-K learning areas remain separate so children can explore the theme through Art, Math, Science, Dramatic Play, Fine Motor, Blocks, and Music.

- **Art:** Students will create apple prints, orchard collages, and seed-pattern art using fall colors, textures, and shapes.
- **Math:** Students will count and represent apples, sort by color and size, create patterns, compare quantities, measure, and contribute to class graphs.
- **Science:** Children will investigate apple parts, sequence the seed-to-tree life cycle, identify what plants need, and safely observe how cut apples change.
- **Dramatic Play:** The LCWA Apple Orchard and farm stand will invite children to plant, harvest, buy, sell, share, and use apple-themed vocabulary.
- **Fine Motor:** Children will strengthen hand muscles and coordination through apple lacing, seed sorting, playdough letters, cutting, drawing, and emergent writing.

Learning Areas Continued

- **Blocks:** Students will build orchards, bridges, tree supports, baskets, and apple-delivery ramps, then test and improve their designs.
- **Music:** Students will connect the Johnny Appleseed theme to fall songs, rhythm, movement, listening, and story retelling.

Faith Character and Inclusion

Our Fruits of the Spirit focus will be goodness, kindness, patience, and faithfulness. Students will practice planting, caring, waiting, helping, and sharing. These lessons will help them understand that growth takes time and that we can use what God has given us to care for other people and our world.

Teachers will provide picture, gesture, home-language, AAC, adapted-tool, and sensory supports so every child can participate and show what they know.

Family Apple Investigation

Choose an apple to investigate at home. Ask your child to name its color and parts, draw what they see, and predict what may happen after the apple is cut. Count together, compare your family's apple preferences, and discuss one way your family can show goodness by helping or sharing. Please continue reading with your child for 5 to 10 minutes each day.

Important Family Reminders

- Please have your child at school by 8:00 AM and no later than 8:30 AM so they can participate in breakfast, morning routines, and the full instructional day.
- Every child must be signed in and out through Procare and on the office attendance sheet each day.
- Please send breakfast, lunch, an afternoon snack, a reusable water bottle, and a complete change of clothes. Label every item with your child's name. Students should arrive in uniform each day.

- CAPS family fees and tuition are due according to your established weekly schedule. Payments may be made in cash or through Procare. Please include the 3.5 percent card-processing fee with Procare card payments.
- Voluntary classroom donations of paper towels, gloves, disinfecting wipes or spray, child wipes, and tissues are always appreciated.
- All apple tasting and food activities will follow allergy and food-safety procedures. Please notify the office immediately if your child's allergy information has changed.

Thank you for partnering with us. We look forward to a week filled with discovery, creativity, faith, and many opportunities for our children to practice goodness in action.

With love and appreciation,

Roshonda Smith
Founder and Headmaster
Lifeline Christian World Academy, LLC
d/b/a Beacon Hill Academy

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