



NORTHWEST LOCAL
SCHOOL DISTRICT

K-12 Grading and Reporting Handbook

Board approved date: TBD



GRADING AND REPORTING HANDBOOK TABLE OF CONTENTS

Grading and Reporting

Key Points Concerning Grading and Reporting	4
Grade Book	5

Homework

Key Points Concerning Homework	5-6
--------------------------------	-----

Classroom Assignments

Key Points Concerning Late Work	6
Key Points Concerning Missing Work	6
Key Points Concerning Incomplete Work	6

Absences

Key Points Concerning Attendance	6-7
----------------------------------	-----

Promotion and Retention of Students

Procedures	7-8
Key Points Concerning Promotion and Retention	8

Determining Final Grades and Completing the Reporting Tools

Key Points in Determining Final Grades for Report Cards and Progress Reports	8-9
Progress Book	9
Grading Key	9-10
Use of Progress Reports	10
Indicating Progress in Social Skills	10
Indicating Progress in Work Habits	10
Comments	10
Special Education IEP Progress Reports	11
Indicating Decisions Concerning Promotion/Placement/Retention	11
Report Card Management	11
Report Cards and Fees	11

Effective Home/School Communication

Tips for Communicating Regarding Student Progress	11
Tips for Written Communication	11-12
Use of E-mail	12
Positive Notes, Cards and Letters	12
Sample Parent Note	12
Tips for Oral Communication	12
Tips for Phone Calls Home	12

Positive Phone Calls	13
Sample Phone Call	13
Contacting Parents When Students are Having Difficulty	13
Other Tips for Making Difficult Phone Calls	14
Sample Phone Call Concerning a Difficult Issue	14
Phone Call Planning Worksheet	15
Classroom Newsletters	16
Sample Classroom Newsletter	17



NORTHWEST LOCAL SCHOOL DISTRICT K-12 GRADING AND REPORTING HANDBOOK

The report card is one component of the grading and reporting system for the Northwest Local School District. It provides a record of a student's academic growth and achievement, social skills and work habits. It reflects the Ohio State Content Standards. The report card, along with conferences, progress reports, and other school-based communication, provides information that will enhance the successful relationship between home and school.

GRADING AND REPORTING

Elementary progress reports and report cards

Progress reports and subject area report cards are used to communicate student performance as outlined in the Elementary Grading and Reporting Handbook. At all levels, consideration is given to academic growth, work habits, and overall development. A progress report is required for all students in grades 3-5 in the first quarter. A progress report is required for all students in grades 1-5 in the second, third and fourth quarters. Kindergarten students do not receive formal progress reports in any quarter.

Middle and High School Progress Reports and Report Cards

Progress reports and report cards are used to communicate student progress to parents. Progress reports are distributed to all students at approximately the middle of each quarter. Report cards will be distributed approximately one week after the end of each quarter. The schedules for distribution can be found on the District and school calendars. The method of distribution is determined by each school principal.

Key Points Concerning Grading and Reporting

- Teachers are required to provide their administrator, parents and students (if developmentally appropriate) a detailed explanation of their classroom grading policy at the beginning of the year in language that is easily understandable.
- Grading procedures shall be related directly to a stated learning goal.
- Criterion-referenced standards shall be used to distribute grades and marks.
- Grades shall be determined to ensure that the grade each student receives is a fair reflection of his or her performance.
- Teachers shall provide students with developmentally appropriate information indicating the importance of each summative assessment and how each summative assessment throughout the course will be evaluated. This information shall be provided before each such assessment is administered.
- Teachers shall properly record evidence of student achievement on an ongoing basis.
- Teachers shall discuss learning outcomes with students, in an age-appropriate manner, at the beginning of instruction.

Grade Book

Each teacher is responsible for keeping an electronic grade book that reflects the standards that are being assessed. Teachers should have documentation in the form of grades and/or checklists of skills to justify the mastery of each standard. Grades should reflect a student's progress towards meeting the standard and should not be based solely on one assessment. District procedures require a minimum of ten evaluations (grades) per grading period for middle school and high school classes that meet every day. Students who are exceeding grade level standards will demonstrate skills that are significantly above grade level standards.

Progress Book is an online grade book that is used by all NWLSD teachers as a helpful tool when figuring a final grade for a progress report or report card. All teachers in grades 3-12 must use Progress Book for documentation of grades and to record final grades. Parents of students in grades 3-12 will also have access to the grade book portion of Progress Book.

Teachers using Progress Book should establish categories and weights within the gradebook. Consideration of weights allow for a majority of the grade to be comprised of measures which evaluate mastery of academic standards including but not limited to: formative and summative assessments, projects, and presentations. Homework and classwork (guided practice) categories should not be weighted at more than 15% respectively. Gradebook categories and weights should be approved by the principal prior to the start of the school year and communicated to students and families.

Applicable Board Policies: 5421

HOMEWORK

Key Points Concerning Homework

- Homework is a flexible and individual instructional responsibility of the teacher in our school system.
- Because of the individual differences and needs of pupils, it is unsound to require or expect of all pupils to experience the same kind of homework in connection to their school instruction. Purposeful homework varies from day to day with each pupil, depending upon the educational capacity, potential and need.
- Homework should be given to primary children (K-2) on a limited basis and should focus primarily on reading. Students in the third, fourth and fifth grade should have an average of 45-60 minutes of homework per night. Middle and high school students should have approximately 60–90 minutes of homework per night. This will vary according to the needs of the pupil. Students taking primarily Honors, AP, and CCP level courses should expect to have at least 90-120 minutes of homework per night.
- Homework should have purpose. Understanding must precede homework assignments. Homework should be checked. It should never be given as “busy work” then disregarded. It should enrich and extend the school experiences.

- The purpose of daily homework is to provide extra practice to help students develop mastery of specific skills and to serve as a communication tool for parents concerning classroom expectations.
- It is important for students to be held accountable for homework. If homework is graded for accuracy, it should count as a minor part of the final grade due to the varying amount of support available to students in the home setting.
- An alternative approach to grading each homework assignment for accuracy and recording the grade is to record if homework is completed for each student and use the degree of accuracy to plan future instruction.

Applicable Board Policies: 2330

CLASSROOM ASSIGNMENTS

Teachers are encouraged to assign independent work to be completed during the school day to all K-12 students. The scope of this work should be developmentally appropriate and occur after sufficient instruction that all students can achieve success, thus encouraging further development of this work habit in all students.

Key Points Concerning Late Work

- Teachers should set due dates and deadlines for all marked work that will be part of a student grade. Such deadlines encourage effective time management on the part of even the youngest student.
- **(K-5)** If work handed in late is penalized, the penalty shall not exceed four percentage points per day for a maximum of five days. (For example: If the work is handed in five days late, the highest grade the student may receive is an 80%.)
- Teachers may exempt students from penalties based on their professional judgment.
- Care should be taken to ensure that penalties (if needed) do not distort accurate reporting of the student's achievement or the student's motivation to complete independent work.

Key Points Concerning Missing Work

- Students are expected to complete all required work and should be given opportunities to do so with communication to parents. (See guidelines for late work). Teachers should carefully consider the impact that a zero can have on a final grade.

Key Points Concerning Incomplete Work

- Teachers may permit a student to complete work at a later time to ensure mastery of material. In such cases, the grade may reflect that this work was completed and submitted at a later time.

ABSENCES

STUDENT ABSENCES AND EXCUSAL PROCEDURES

Per the Northwest Local School District Attendance Handbook, students are required to make up work when absent from school unless excused by the assigning teacher(s) due to lab work or

other assignments that cannot be completed outside of the school environment. It is the student's responsibility to arrange with the teacher for make-up work.

Key Points Concerning Attendance

- Student attendance must be marked on the front of the report card each quarter. Attendance data should be obtained from the school office to ensure consistency between the student data system and the report card.
- Students with excused absences have the opportunity to make up work missed during the excused absence period. One day of make-up time is granted for each excused day of absence. For example, if a student misses three days of school with an excused absence, he/she has three days to complete and submit assignments given during the absence with no penalty.
- Absent students shall be given opportunities to make up all missed summative assessments (marked work that will be part of student grades) without penalty. Students who are absent on the day prior to an announced test will be expected to take the test upon their return to school. If the student is absent on the day of the test, he/she will be expected to take the test or an alternate version on the day he/she returns. Students who are absent for a consecutive number of days, including the test day, will make up the test within the number of school days equal to their absence after they return. Make up tests/exams are scheduled by teachers according to time available to adequately supervise the testing environment.

Applicable Board Policies: 5200

PROMOTION AND RETENTION OF STUDENTS

K-8 PROMOTION AND RETENTION OF STUDENTS ADMINISTRATIVE PROCEDURES

Academic assignment of students shall be in the best educational interest of the student.

Promotion indicates that a student is capable of and prepared for the level of study to which he/she has been assigned.

Placement indicates that a student has not met the criteria for the grade level to which he/she has been assigned. It is meant to be used as an internal flag alerting teachers, administrators, and family members that intensive intervention needs to continue for this student to address existing needs. If a student is placed rather than promoted it is required that the student has a written intervention plan in place and that concerns have been consistently communicated to the parent/family regarding areas of concern.

Retention

Prior to any retention decision, conversation should be had with a member of the AO Curriculum Administrative Team. Any time that a retention recommendation is being considered, the principal should be engaged in ongoing conversation with the family and should involve the family in intervention planning related to the specific areas of concern. The building principal shall be responsible for assigning elementary students. Decisions regarding student placement shall be based on multiple criteria which may include report card grades, progress reports,

achievement test scores, intelligence test scores, competency test results in reading, English composition, and math, psychologist's reports and consultations, teacher judgment, and/or parental opinions. None of these criteria may be used exclusively to retain a student. Academic progress as well as social and emotional development shall be considered in placement and promotion decisions. In gathering information for retention decisions, every effort shall be made to provide for continuous communication between the school and parent. Trial promotion shall NOT be used in Northwest Local School District.

The following courses make up the middle school core courses: language arts, science, social studies, and math. Middle school students are promoted to the next grade level if they successfully complete four units of work. At least three units must be in the core subjects listed above. A minimum numerical average of 60% is required to pass a middle school course. Students who do not meet this requirement will typically be required to attend summer school.

Key Points Concerning Promotion and Retention

- The key to a successful decision on future placement for students is continuing communication between the home and school focusing on both areas of success and areas of concern.
- The academic content standards provide an excellent tool for sharing grade level expectations with parents.
- Teachers should discuss student progress and intervention plans with families throughout the entire school year.
- Parents will be informed continuously if their child is not working at grade level/meeting the standards set for that grade level. Information about the student's weaknesses will be provided to the parents. Parents will be given specific suggestions for help that they may use with their child. The school team will provide information to the parents about what is being done to help the student succeed.
- Pupils may be retained in the same grade level if they do not meet the middle school promotion requirements described above and are not successful in the recommended summer school classes.
- If an eighth grade student turns 15 years of age, or a seventh grader turns 14 years of age, or a sixth grader turns 13 years of age by the opening day of the following school year, they may be advanced to the next grade with the approval of the principal regardless of the number of subjects passed.

Applicable Board Policies: 5410

DETERMINING FINAL GRADES & COMPLETING REPORTING TOOLS

Key Points in Determining Final Grades for Report Cards and Progress Reports

- Careful consideration should be given when weighting grades to ensure the importance of each measurement.

- **(Grades 3-12)** No grade below 40% can be assigned as a final quarter grade on the report card.
- At the discretion of the principal, an incomplete (I) may be given. Upon completion of work, the grade will be updated. An example of this would be for a student who has been hospitalized for an extended period of time.
- Teachers shall mark and/or provide feedback on formative assessments (short cycle assessments, unit assessments, quarterly assessments, homework, independent work in class, etc.). Teachers must be careful that such feedback encourages students in their mastery of the material rather than discourages them.
- Marks from summative assessments shall be included in grades (district-wide assessments, chapter tests, exams, etc.)

Progress Book

Teachers are required to use Progress Book to enter final grades and comments for progress reports and report cards. Teachers of students in grades 3-12 are required to use Progress Book as an electronic grade book. Progress Book is a valuable communication tool between schools and families. As such, teachers should update Progress Book at a minimum of once every week.

Grading Key

The keys below are to be used to indicate a student's progress in specific academic skill areas on the report card.

Grades K-1

(3) Meeting Standards

The student consistently meets the standards as required for the grade level.

(2) Approaching Standards

The student is approaching the standards as required for the grade level, and is making progress towards meeting standards.

(1) Below Standards

The student is not meeting the standards required for this grade level.

Grade 2

(4) Exceeding Standards

The student exceeds the standards as required for the grade level.

(3) Meeting Standards

The student consistently meets the standards as required for the grade level.

(2) Approaching Standards

The student is approaching the standards as required for the grade level, and is making progress towards meeting standards.

(1) Below Standards

The student is not meeting the standards required for this grade level.

Grades 3-12

The report card for Grades 3-12 is subject oriented based on mastery of the academic content standards. The grading scale is A-F as shown on the report card. The corresponding percentage key adopted by Northwest Schools follows:

- A = 90% - 100%
- B = 80% - 89%
- C = 70%-79%
- D = 60% -69%
- F = 59% and below (minimum grade = 50%)

A portion of the report card for students in grades 3-5 is also standards based. The key below is to be used to indicate a student's progress on the specific standards listed on the report card.

(M) Meeting Standards

The student consistently meets the standards as required for the grade level.

(APP) Approaching Standards

The student is approaching the standards as required for the grade level, and is making progress towards meeting standards.

(X) Below Standards

The student is not meeting the standards required for this grade level.

Use of the Progress Report

The progress report is intended as a means of communicating with parents concerning a child's strengths and weaknesses in specific skill areas prior to the end of the quarter. This allows time for the family to work with the student to improve his/her grades. A progress report is required for all students in grades 3-12 in the first quarter. A progress report is required for all students in grades 1-12 in the second, third and fourth quarters. Kindergarten students do not receive formal progress reports in any quarter.

Indicating Progress in Social Skills (K-2)

Acquiring appropriate social skills is an essential part of a child's development. To determine a child's progress in the development of appropriate social skills, they should be observed in a variety of social situations including, but not limited to, group work, individual work, whole class activities and recess. For students in kindergarten-grade 2, areas of concern should be indicated with an "X". Satisfactory areas should be indicated with "S".

Indicating Progress in Work Habits (K-2)

Learning to work independently and cooperatively is an important part of a student's academic development. In order to determine a student's progress in work habits, they should be observed during work time, small groups, seat work and learning centers. For students in kindergarten-grade 2, areas of concern should be marked with an "X". Satisfactory areas should be indicated with "S".

Comments

The progress report and report card for students in grades 3-12 includes areas for comments. The report card team has generated a numbered list of comments that may be used by teachers. A list of these comments can be found on the ProgressBook: GradeBook web page when you go to the Report Card Entry page and click on the word "Comment" or "Comment2".

Special Education IEP Progress Reports

Students with Disabilities will receive an IEP Progress Report each quarter that outlines student progress on their goals and objectives. These progress reports should be placed inside the report cards when they go home with students. This will provide parents with a good overview of their child's performance in both the standards-based setting and in reaching their individual goals based on their disabilities.

Report Card Management

Report cards will be distributed to every student in kindergarten through 12th grade four times per year. Specific distribution dates are found on the district calendar. Report cards are printed through the district electronic grade book software, Progress Book.

Report Cards and Fees

Report cards may not be held due to failure to pay school fees. Progress reports should also not be held.

EFFECTIVE HOME/SCHOOL COMMUNICATION

There are many ways a district can gain the support of parents/guardians and keep them informed about what is happening in their child's classes. This section includes some suggestions for establishing and maintaining effective communication between home and school.

TIPS FOR COMMUNICATING REGARDING STUDENT PROGRESS

The most important tip for effective communication is to be certain that anything you distribute in writing is accurately and professionally done. Some principals ask that home communication be pre-approved prior to sending. If this is not the case in your school, have a colleague read your communication checking for spelling or grammar errors, accuracy of information and to make sure your message is easily understood.

Tips for written communication

- For notes, permission slips, reports, requests and explanations of school activities, **use a form of reproduction that is easy to read.**
- **Keep your own record** of everything you put in writing to parents or school personnel. The easiest thing is to keep a copy.
- **Avoid grammar or spelling errors.**
- **Write clearly and concisely** so parents will understand your message. Be accurate on times, dates and locations.
- **Avoid education jargon.**
- **Type your message neatly** or write it clearly in longhand.
- Send your communication home **far enough in advance** so that parents can act if you expect a response.

- **Ask a colleague to read your communication** before it goes home to see if it can be improved.
- **Give a copy to your administrator.**
- **Set up a system** for getting responses back on items like field trip permission slips.

Use of e-mail

- Be aware of privacy laws and what you put into an e-mail.
- Remember e-mail is a public record.
- Any sensitive issues should be addressed during an in-person conference or over the phone with parents NOT in an e-mail.
- If you have any concerns, such as if a particular topic or incident should or should not be discussed in email, DON'T.
- Avoid the use of student or teacher names in the subject line of an email.

Positive notes, cards and letters

Take advantage of “Good News” and share it with parents. Postcards, birthday cards, get well cards and notes are all ways to spread good news to parents.

- Keep a file of postcards, note cards and various cards so they are readily available.
- Set a goal; plan to send home a specific number of notes each week.
- Address parents by name and mention their child by name to personalize the notes.
- Keep the notes brief and to the point.

Sample Note

Dear Mr. and Mrs. Copper,

I just wanted to let you know what a wonderful job Darius did presenting his science project. It was evident that a lot of hard work went into his project and he did a great job sharing his work with our class. You should be very proud of the great work Darius is doing.

Sincerely,

Mrs. Smith

Tips for oral communication

Since much of your direct communication with a parent is oral (by phone or in person) with no written record of what was said, **keep a log**. A log is useful for recording...

- feedback to your advice to parents.
- parents' suggestions for helping their children.
- discipline problems and your responses.
- symptoms of student drug or alcohol abuse and your responses.
- indications of child abuse or neglect and your responses.

Tips for phone calls home

In order to call at the most convenient time for parents and guardians, it is recommended that you have a survey that you either distribute to parents/guardians at “Meet the Teacher” informational meeting or send home with your students at the beginning of the year. In this survey have parents tell you:

- the best time to call,

- the phone number that is best for you to call (cell, home, work),
- the name that they prefer to be called,
- their concerns for their student,
- their hopes for their student for the academic year, and
- anything they feel may help you know their child better.

Positive phone calls

Positive phone calls home are a very effective way to develop good communication with parents. Set a personal goal for the number of phone calls you will make each week and keep a log of your calls. Try to call when you know that you are most likely to reach parents/guardians. If a positive relationship has already been developed, parents will be more open to discussions if you have to call them about a problem.

1. Plan what you will say to parents before you call.
2. Describe the student's positive behavior that prompted your phone call.
3. Tell the parent how pleased you are with the student's good behavior.
4. Ask the parent to share your good news with their child.

Sample Phone Call

Parent: Hello

Teacher: Mrs. Miller, this is Mrs. Smith, Abby's teacher. I just wanted to let you know how hard Abby is working in math. She is a really great worker. She is attentive, follows directions, works hard and always tries her best.

Parent: Abby does seem to like math more this year and she talks about you all the time.

Teacher: That is great to hear, I really enjoy having her in my class.

Parent: Thanks for calling to tell me this; you have really made my day.

Teacher: I feel that it is just as important to tell parents when their child is doing well in school, as it is to call when students are having problems.

Parent: That is great to hear, I appreciate that.

Teacher: Well, thank you. I have a favor to ask you, could you please tell Abby that I called and how pleased I am with her work at school. I want her to know that I notice all her efforts.

Parent: I will definitely tell her about this call. Thanks again for taking the time to call me. I look forward to talking with you again.

Contacting parents when students are having difficulties

Contacting parents when a student is having an academic or behavior problem is an important component of the home-school connection. The outcome of such a communication can either be the start of a communication partnership that will support the student in his/her student's success. As in presenting an effective lesson, the first step is preparation. Write out what you want to say word-for-word or in an outline format. Have a colleague read through your script to be sure your message is clear. Answer the following questions to determine if you need to call home:

Have you:

- thought about "If this were my child, would I want to be contacted?"
- thought about what you have already done to solve this problem?
- planned your next step to solve the problem?

Other tips for making difficult phone calls

- Always begin with something positive about the student.
- Describe the student's specific behavior that prompted your phone call.
- Tell parents specifically what you have already done to deal with the problem.
- Ask for parent suggestions for how to deal with the situation. Tell the parent/guardian what you are prepared to do; be prepared to work with them and adapt what you are planning to do.
- Assure the parent that you are confident that the problem can be solved.
- Remember, it is not unusual for parents to take the problem personally, this is their child.
- You have to be a good listener, as well as a good talker for the phone call to be effective.
- Take notes as you are talking to the parent/guardian.
- Promise to follow-up and make sure that you do. The best way to do this is to set a date and time to call back.
- A phone call planning sheet follows these tips to help you plan your communication.

Sample phone call to make parents aware of a problem

Parent: Hello

Teacher: Mrs. Miller, this is Mrs. Smith, Zach's teacher. I just wanted to let you know about a problem we have been having at school. Zach is a good boy but he is having a problem with paying attention in class. I am concerned because his grades may begin to suffer. This is something that neither of us want to see happen.

Parent: I am glad you called, you are right; I am very concerned with Zach's schoolwork. He had this problem last year and I did not find out until his LA grade went from a "B" to a "D".

Teacher: Well, I don't want that to happen. Zach is a good student but I am afraid that his grades will fall if we don't solve this problem. I have spoken with Zach and explained my concerns and I have also moved his seat so that I can keep an eye on the situation. Last week his work was not of the quality that he is capable of so today Zach spent recess with me discussing the problem and correcting last week's errors. Can you tell me what you did to help Zach last year?

Parent: Well, it was the end of the year and we did not really find a solution. Can you send me a note each day telling me if Zach did his work and was not fooling around?

Teacher: Well, I was thinking about a way we could solve this problem and I thought maybe we could communicate through his homework planner. How about if I put a smiley face each day Zach has a good day and a short note on days Zach has had a problem. Could you check it each evening and sign his planner so I know you know what is going on each day?

Parent: Yes, I think that would work for me. I appreciate you doing that.

Teacher: Well, thank you. I have a favor to ask you. Could you please tell Zach that I called and how we are going to help him with this problem? I will talk to him at school.

Parent: I will definitely talk to him about this call. Zach's education is important to me; I want him to do well.

Teacher: I know we can help Zach if we work together. Zach is a great boy. Thanks for talking with me. I will give you a call back and let you know how he is doing.

Phone Call Planning Worksheet:

Student Name

Date

Parent or Guardian's Name

Phone Number

Something positive to open the conversation:

Problem to be discussed:

What steps you have already taken to solve the problem?

Get parent input:

Present your next step or solution (what you will do and what you want parents to do).

What will you say to express confidence to solve this problem?

Tell the parent you will keep in contact.

Personal notes from the phone call:

Keep a record of all contacts with parents

When you set your goal of making positive contact with parents, be sure to plan a way to keep a record of all communication. There are many ways you can track your calls and notes home to parents. Create a system that works best for you. Set aside a page of your grade book, keep a notebook or use the enclosed sample communication log in this handbook. Take time to review your contacts on a regular basis to be sure that all students and their parents receive notes and

calls. All parents and students, not just the best and brightest or those who are having problems, will benefit from your personal attention and praise.

Classroom Newsletters:

Below are a few ideas of things you may want to include in a weekly newsletter:

- Primary essential understandings to be studied for the week / instructional focus
- Any projects that will be started or that are due – reminder dates
- Upcoming field trips / special events
- Assessments
- Student recognition (Student of the Week, Good Citizen)
- Days of special area classes
- PTA events
- Titles of books being read in the classroom
- Ideas for what parents can do to help at home (practice math facts, read a book that coincides with what is going on in the class)
- Titles of good books to read
- Menu for the week
- Word wall words
- List of spelling words
- Donation of any needed supplies
- Data updates
- Problem of the week in math

If you are considering a monthly newsletter, you may want to include the following:

- Any or all of the ideas from above
- Topics of instruction for the month (American Indians, book study)
- Dates to remember: field trips, project due dates, PTA events
- Things to watch for that will be coming home
- Good websites for parents and students
- Opportunities for parents to volunteer to help in the classroom / school

Dear Parent(s),

The purpose of my newsletter is to communicate with parents and keep you informed of classroom activities, goals, objectives and evaluations. I will provide you with some helpful hints of things you can do at home to help support your child's learning.

I also want to hear from you. There will be space provided at the bottom of each newsletter that you may tear off and return to me with any questions or concerns.

This will be a (weekly, monthly) newsletter which you can expect to come home every (Tuesday, first Monday of the month).

My hope is to establish ongoing communication with you. Please feel free to contact me at any time.

If there are specific topics you would be interested in me including in the newsletter, please write them at the bottom of this letter and send them to me.

Sincerely,

Ideas for newsletter: _____
