



Dyslexia Foundation of Memphis

Fall Saturday School Starts Soon. Is your child ready to face school this year?

Thoughts From The Prez

There are many reasons I like being the Director of the Dyslexia Program. The main reason is that I get to meet the new parents who come to "check out" our program. These poor parents are so scared, and so lost, and so confused. They don't know which way to turn to get help for their children. I can remember so vividly how I felt when we came to the meeting for parents who are interested

Thoughts (Continued on page 7)

Understanding Dyslexia: A Different Way of Learning

Dyslexia is a common learning difference that affects the way individuals process written language. It is not a reflection of intelligence or effort, but rather a unique way the brain interprets and organizes information. People with dyslexia often have difficulty with reading, spelling, and writing, but they can excel in other areas such as problem-solving, creativity, and critical thinking.

One of the key characteristics of dyslexia is the difficulty in decoding words, which can make reading a challenging and

Understanding (Continued on page 4)

Reflections of the Foundation

Cain says I must write two articles for the newsletter! "Two?" I said. "Why two?"

"Because you always write two and our readers expect you to write two," he said.

Well, being a talkative person, I guess I can write two, because I don't want Mr. C to be mad at me. And anyone who knows me knows I love talking about our Foundation.

I started thinking about my life and the Foundation. What part has the Foundation played in my life and my family's life. Well, the more I thought, the more I realized what a big part of my life the Foundation has been. Cain and I and our two children and three grandchildren have been involved in the Foundation for over 40 years! WOW! That is over half my life and Cain's life. For our children it is more than three-fourths of their lives.

What do we have to show for it? Well, for one thing some really great friends, a sense of pride for having really helped hundreds of children and their families.

I hear from many of the past members and students of the Foundation. They tell me how much the Foundation has meant to them. So many times a family comes to the Dyslexia Foundation as a last resort.

Reflections (Continued on page 3)

Dyslexia Foundation of Memphis

August 2025

Volume 25, Issue 3

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Fall 2025

New Parent's Meeting	Sept 4
Application Deadline	Sept 6
Tutor Workshop	Sept 6
Student's First Day	Sept 13
Thanksgiving (Holiday)	Nov 29
Student's Last Day	Dec 6

Spring 2026

New Parent's Meeting	Jan 8
Application Deadline	Jan 10
Tutor Workshop	Jan 10
Student's First Day	Jan 17
Spring Break (Holiday)	March 14
Easter Break (Holiday)	April 4
Student's Last Day	April 18

Summer 2026

New Parent's Meeting	May 28
Application Deadline	May 30
Workshop	May 30
Student's First Day	June 6
July 4 (Holiday)	July 4
Student's Last Day	Aug 29

2025 Paid Members

Congratulations...If your name is listed below, you remembered to send in your dues and are a current paid member! Is your name here or did you forget? No problem you can send a check for \$20.00 *or more* to either:

Karen Carson	The Dyslexia Foundation
7532 Hatch Circle	P.O. Box 240792
Arlington, TN 38002	Memphis, TN 38124

and pay your dues today. Dues make it possible for us to send you Our Dyslexia Newsletter and other mailings during the year as well as support several other projects. Our dues have not increased in the last 15+ years—still only \$20.00! Where else can you find a group of dedicated people that work so hard to keep cost down? Please help us by renewing your membership.

Bennett, Sharon & Tamika
Bing, Cheryl & Lee Ann
Bogard, Latricia
Brotherton, Patsy
Carson, Cain & Karen
Cook, Kathie & Kaycie
DeBruler, Jennifer & Bradley
Fitzhugh, Linda
Fogelman, Joshua
Hensley, Terry & Kristin

Hill, Joy
Kennedy, Melissa
Landrum, Paula
Mason, James & Bridget
May, Brenda
Mudder, Rachel
O'Neal, Lisa
Perry, George & Rachel
Robles, Osiris
Roseberry, Laryssa

Ruffell, Jeremy & Shani
Salter, Fayzeo
Steadman, Jim & Andrea
Vickers, Carolyn
Vining, Ann
Wolfe, Bob & Ann

Let's work together to make our list of paid members grow and GROW! (If you have sent in your check and your name is not here, please let us know — Errors do happen a lot)

Stephen J Cannell—Dyslexic Success Story



Although Stephen J. Cannell passed away in 2021, to most people he looked like he had everything: fame, fortune and a close family life. However, the rise to the top was anything but a sure bet for the high school boy who flunked three grades because of his undiagnosed dyslexia and was told he would never realize his ambition of being a writer. With the inspiring words of a creative writing teacher, the support of his wife Marcia and the perseverance and dedication to a rigid work ethic that was to serve him so well in life, he spent 5 years honing his craft -- without selling a thing. But he was always confident that the opportunity would come. It came, and he was ready.

Stephen J. Cannell was the award-winning author of 12 novels and the creator/co-creator of over 40 television programs. Over his thirty-year career in Hollywood, he scripted over 450 show episodes and produced more than 1500 episodes. Some of his more well known television shows include *the Rockford Files*, *The A-Team*, and *21 Jump Street*.

Stephen J. Cannell was raised in Pasadena, California. His father ran an interior design firm. From an early age, Stephen suffered from undiagnosed dyslexia, which made it nearly impossible for him to do well in school--he either flunked or was held back many times. Even

Cannell (Continued on page 6)

Graduates from Books



The following students completed books during the 2025 Summer Semester:

Book A

Micaela Pascual

Book B

Mark Ruffle

Book E

Grace Steadman

When a student finishes a book they receive their choice of a trophy or a medallion at an award ceremony on the last day of school. These awards can be engraved for just a few dollars. We have an agreement with First Place Awards to engrave these awards for a discounted price. Therefore should you wish to have the award your child chose engraved take it to 1st Place Awards, 377-9214 and be sure to tell them to give you the Dyslexia Foundation discount.

Perfect Attendance



A big salute goes out to the students and staff who did not miss any days and also only missed only one day during the entire Summer 2025 semester!

Thanks for your dedication to the Foundation.

Students

Sullivan Kennedy
Joseph Mason
Grace Steadman

Staff

Cielo Cruz
Linda Fitzhugh
Grace Steadman
Karen Carson
Cain Carson

**FEW THINGS OFFER GREATER RETURN
ON LESS INVESTMENT THAN PRAISE.**

Bill Walsh, NFL Hall of Fame Coach

Reflections (Continued from page 1)

They have tried so many things and nothing seems to work for their children. They have all but given up hope that their children can be helped. I'm sure I felt much the same way when we started here with our own children.

My advice is simple "What have you got to lose?" So, give us a try.

I know we must look like a simple alternative, but thanks to the desperation of these families to help their children and our willingness to reach out a friendly, helping hand, they grow to trust us and the Foundation program. The families come, and come, and keep coming and as predicted their children get better. Then the parents (who come and tutor) realize that not only did the Foundation help their children but, it helped them too! And I am the lucky person who gets to watch as the whole family gets the help they need. Then before you know it our supervisors begin to see the difference in these families. So, the moral of this story is, if you are out there in the world feeling like you and your children are falling through the cracks of life, why not give us a try? I bet you will be glad you did. I know I'm glad that I took the chance and I have never regretted the choice I made some 40 years ago to bring my children, grandchildren, and my loving husband to the Foundation and I bet you will feel the same way in the years to come.

God Bless you all and God Bless the Foundation too!

So, until the next newsletter, have a wonderful remainder of the summer. We will talk again in the fall semester.

As ever,
Karen Carson
President

Would you like to see your name in print?

We need guest columnists to contribute articles for the newsletter. No professional writing experience necessary, just a desire to share your experience with others. You can either snail mail it or e-mail it to me at

cain.carson@memphisdyslexia.org

Rocks in a Jar

A while back I was reading about an expert on the subject of Time Management. One day, this expert was speaking to a group of business students and to drive home a point he used an illustration those students will never forget.

As this man stood in front of the group of high-powered overachievers he said, "Okay, time for a quiz." Then he pulled out a one-gallon, wide-mouthed mason jar and set it on a table in front of him. Then he produced about a dozen fist-sized rocks and carefully placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes." Then he said, "Really?" He reached under the table and pulled out a bucket of gravel. Then he dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the spaces between the big rocks. Then he asked the group once more, "Is this jar full?"

By this time the class was onto him. "Probably not," one of them answered. "Good!" he replied. He reached under the table and brought out a bucket of sand. He started dumping the sand in and it went into all the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" "No!" the class shouted. Once again he said, "Good!"

Then he grabbed a pitcher of water and began to pour it in until the jar was filled to the brim. Then he looked up at the class and asked, "What is the point of this illustration?" One eager beaver raised his hand and said, "The point is, no matter how full your schedule is, if you really try hard, you can always fit some more things into it." "No," the speaker replied, "that's not the point. The truth this illustration teaches us is: If you don't put the big rocks in first, you'll never get them in at all."

What are the 'big rocks' in your life? Time with your loved ones? Your faith, your education, your finances? A cause?

Remember to put these BIG ROCKS in first or you'll never get them in at all.

So what are the 'big rocks' in your life?

I hope you will make tutoring at the Dyslexia Foundation one of your "big" rocks; so that you will always have time for us and our children.

Understanding (Continued from page 1)

slow process. This can lead to frustration and a lack of confidence in academic settings. However, with the right support and strategies, individuals with dyslexia can overcome these challenges and achieve great success.

Early identification and intervention are crucial for helping individuals with dyslexia. Specialized teaching methods, such as multisensory instruction, can make a significant difference. These methods engage multiple senses to help reinforce learning, making it easier for dyslexic individuals to grasp and retain information.

It's important to recognize that dyslexia is not a limitation but a different way of learning. Many successful people, including entrepreneurs, artists, and scientists, have dyslexia and have used their unique perspectives to make significant contributions to their fields. For example, Sir Richard Branson, the founder of Virgin Group, has often spoken about how his dyslexia has been an asset in his entrepreneurial journey.

Creating an inclusive environment that accommodates different learning styles is essential. This includes providing resources such as audiobooks, speech-to-text software, and extra time on tests. Encouraging a positive mindset and celebrating the strengths of individuals with dyslexia can also foster a supportive and empowering atmosphere.

In conclusion, dyslexia is a learning difference that requires understanding and tailored support. By recognizing the strengths and potential of individuals with dyslexia, we can help them thrive and contribute their unique talents to the world.

db
qp

"WELCOME TO HOLLAND"

By Emily Pearl Kingsley

I am often asked to describe the experience of raising a child with a disability - to try to help people who have not shared that unique experience to understand it, to imagine how it would feel. It's like this...

When you're going to have a baby, it's like planning a fabulous vacation trip - to Italy. You buy a bunch of guidebooks and make your wonderful plans. The Coliseum. The Michelangelo David. The gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands. The flight attendant comes and says, "Welcome to Holland".

"Holland?!" You say. What do you mean, Holland? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy.

But there's been a change in the flight plan. They've landed in Holland and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guidebooks. And you must learn a whole new language. And you will meet a whole new group of people you would never have met.

It's just a different place. It's slower paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around and you begin to notice that Holland has windmills, Holland has tulips, Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy, and they're all bragging about what a wonderful time they had there. And for the rest of your life, you will say, "Yes, there's where I was supposed to go. That's what I had planned.

And the pain of that will never, ever, ever go away, because the loss of that dream is a very significant loss.

But if you spend your life mourning that you didn't get to Italy, you may never be free to enjoy the very special, the very lovely things about Holland.

The subject of this essay was the reaction of a parent whose child was born with Downs syndrome. "Dear Abby" dedicated this poem to all the parents and grandparents of babies born everywhere with various disabilities.

Christmas Song Quiz

To help get you in the mood for Christmas, although it is a little early, name these Christmas Carols. See how many you get. If you get stuck, the answers are somewhere in the newsletter. Fun to play with family over the holiday.

The clues of course are the first letter of the words in the title or first line of the song.

S C I C T T—Santa Clause is Coming to Town

I S M K S C I Saw Mommy. . . You are on your own now - good luck!

J B—

W T K—

R T R N R—

T L D B—

D Y H W I H—

A I A M—

F T S M—

O C A Y F—

I C U A M C—

O L T O B—

J T T W—

S N—

L I S—

W C I T? -

T T D O C—

G R Y M G—

H T H A S—

W W Y A M C—

Someone out there either has too much spare time or is deadly at Scrabble.
(Wait till you see the last one)!

DORMITORY: When you rearrange the letters:
DIRTY ROOM

SNOOZE ALARMS: When you rearrange the letters:
ALAS! NO MORE Z 'S

ASTRONOMER: When you rearrange the letters:
MOON STARER

DESPERATION: When you rearrange the letters:
A ROPE ENDS IT

THE EYES: When you rearrange the letters:
THEY SEE

THE MORSE CODE: when you rearrange the letters:
HERE COME DOTS

SLOT MACHINES: When you rearrange the letters:
CASH LOST IN ME

ELECTION RESULTS: When you rearrange the letters:
LIES - LET'S RECOUNT

A DECIMAL POINT: When you rearrange the letters:
IM A DOT IN PLACE

THE EARTHQUAKES: When you rearrange the letters:
THAT QUEER SHAKE

ELEVEN PLUS TWO: When you rearrange the letters:
TWELVE PLUS ONE

AND FOR THE GRAND FINALE:

MOTHER-IN-LAW:
When you rearrange the letters:
WOMAN HITLER

Thanks to all who Donated

Listed below are the wonderful people that made donations to the Foundation during the Summer Semester. Thanks to all of you for your help. All of the items are appreciated greatly

Snacks, Store / Gift Cards

Victoria Wakefield

Corporate Donations & Cash through Individuals

Jim & Ann Vining Bob & Ann Wolfe
Joshua Fogelman

Please Note: We try very hard to make sure we have not left anyone off a list and everyone's name is spelled correctly. In spite of that, crazy keys are still pressed and mistakes are made. Please let us know of any errors and we will try and make the corrections. We never want to leave anyone out!

Cannell (Continued from page 2)

though one of the courses he had trouble with was English, he wrote in one of his yearbooks that it was his ambition to be an author.

Stephen Cannell was severely dyslexic. He has written about studying for hours for tests and still failing, and his frustration with his struggles. Cannell stated that he had problems dialing a telephone, spelling words, doesn't know his left from his right, and is a very slow reader. After a lot of work, he managed to graduate from high school and attend the University of Oregon. He worked for his father's design firm while he wrote television scripts and story ideas after work. Cannell was finally diagnosed at age 35 after his daughter, exhibiting many of his own habits, floundered in school and was tested for a learning disability.

Cannell had lived his whole life with his own academic failings despite his confidence in his own intelligence. Yet his dyslexia was also responsible for his career. Dyslexics often exhibit right brain abstract thought processes — visualizing words into a story. The writing process is all about utilizing this process. He began writing consistently and constantly during college, putting to paper his thoughts and his visions and not worrying about misspellings. He began writing for television in the late 1960's and won his first Emmy in 1978.

Cannell stated that he fears dyslexic students will quit on themselves before they get out of school. He viewed his dyslexia as a gift, not a curse, as it was responsible for his outstanding and remarkable career. Cannell was a tireless spokesman for dyslexia. You can learn more about him, and his work by visiting his website, www.cannell.com.

in finding out more about our program. I was a nervous wreck. I had never heard the word dyslexia much less how to "fix" a child that has dyslexia. I cried all the way through the meeting. I honestly don't remember a word that was said. I remember Mrs. Vickers trying to console me and explain that everything would be ok with the help of the Dyslexia Foundation. You know, she was right.

Forty years later, I realize she was right, not only for our children, but for the hundreds and hundreds of children that have gone through this wonderful Foundation. And I have had the pleasure of being a part of this wonderful Foundation. Watching the children and parents come in at rock bottom, hopeless and beaten down, then they start working with our program and a miracle happens. They develop hope and they learn that having Dyslexia is not the end of the world but a beginning! The next thing you know the children have learned to read, and how to study and they are making passing grades in school and then they are making A's & B's. Then those squiggly lines become words. Not only words, but words they can read! Our program really works.

I was talking to a parent just today that has only been in our program a short time and she told me a story about her child. Her child went to kindergarten and did well. The student made satisfactory progress in everything but reading. The teacher was going to let the child go on to first grade, but this parent was not satisfied. Because of the low grades the student had in reading, the parent felt the child needed more help. She enrolled her child in the Dyslexia program and WOW! The child started to learn how to read and read well. So come fall, she re-enrolled the child in kindergarten with the same teacher as the previous year. This time, the child did great and the teacher was amazed. She could not believe that in 3 short months that the child who had struggled the year before in reading was doing so well in reading now. Our programs can work

wonders. The program can and does help children who are struggling in regular school. This example is just one child, but I have seen it happen many times, even with adults...like me! When my children and I came to the Foundation, I already had my Bachelor's degree from college and was just starting on my Master's degree. I made o.k. grades but nothing to shout about. After one semester, I started using what I learned at the Foundation in my classroom with my students and was very pleased with the results. Then I used what I learned at the Foundation on me! The results were astounding. I started making As in graduate school! So, it seems like an "old dog" can learn to do things differently. So why don't you give us a try! Have a Happy Fall! ^{db}

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.

John Lubbock

Christmas Song Quiz Answers

S C I C T T Santa Clause is Coming to Town
I S M K S C I Saw Mommy. . You are on your own
now - good luck!

J B Jingle Bells
W T K We three kings
R T R N R Rudolf the red nosed reindeer
T L D B The little drummer boy
D Y H W I H Do you hear what I hear
A I A M Away in a manger
F T S Frosty the snowman
O C A Y F O come all ye faithful
I C U A M C It came upon a midnight clear
O L T O B O little town of Bethlehem
J T T W Joy to the world
S N Silent night
L I S L I S L I S Let it snow, Let it snow, Let it snow

W C I T ? What child is this
T T D O C The twelve days of Christmas
G R Y M G God rest ye merry gentleman
H T H A S Hark the Herold Angels sing
W Y A M C We wish you a merry Christmas

The Dyslexia Foundation of Memphis

Dear Parents and Tutors:

We are again planning a 12 week fall program. It will be conducted on Saturdays from 8:15 a.m. to 12:30 p.m. The program will run from Saturday, September 13 to Saturday, December 6, 2025 at **Lord of Life Lutheran Church**, 6865 Poplar Pike, Memphis, TN 38119.

Workshops, which are **mandatory** for all personnel who want to be a tutor, will be held Saturday September 6, 2025, from 8:30 a.m. to 3:30 p.m. at Lord of Life Lutheran Church **BRING A LUNCH!!!!**

The Dyslexia Foundation's own language curriculum is used for instruction. Students **MUST** take part in the full curriculum for the entire 12 week period.

The following policies must be understood by all who apply to the program - - as tutors or students:

1. Only those who have been recommended will be accepted as students. Please contact the Director if you have questions about being accepted.
2. All tutors must be sixteen years of age or older.
3. All participants must be current members of The Dyslexia Foundation of Memphis. Dues are \$20.00.
4. A certain dress code will be observed by everyone.
5. **ALL WORKSHOPS ARE MANDATORY FOR ALL PERSONNEL WHO WANT TO BE A TUTOR.**
6. All personnel must fulfill all obligations as set forth in the application contract.

Please apply for the subject you prefer to tutor, math or language. New parent-tutors apply only for reading. The following areas require tutors:

1. Reading (All tutors tutor Language)
2. Math

Workshops and daily staff meetings will provide instruction in the use of the materials. Supervision will be given over all areas of instruction.

- If Parent, Friend, or Sibling (16 or Older) **Can** Tutor: Registration fee \$75.00, + Tuition \$300.00 = \$375.00 + \$20.00 Dues if not already paid for the year. For total of \$395.00
- If Parent, Friend or Sibling **Can Not** Tutor Registration fee \$75.00, + Tuition \$300.00, Paid Tutor \$480.00 (\$40.00 a Saturday) for a total of \$875.00
- Dues \$20.00 Yearly

The entire amount is due with the application before September 6, 2025 It cannot be refunded. Remember parents who tutor must fill out an application.

All applications must be returned before September 6, 2025. If you are unable to meet this deadline please call and notify the Director of your intentions. Neither students nor tutor applications will be accepted after that date unless verbal approval has been made. An exception will be made for new families who were tested during the Summer 2025 semester.

If you have any additional questions, please contact the director before the application deadline.

SEND APPLICATIONS TO:
Dyslexia Foundation of Memphis
7532 Hatch Circle
Arlington, TN 38002

Sincerely,
Karen Carson
901 337-8731
901671-7399

WAIVER OF LIABILITY

In partial consideration of the willingness of Lord of Life Lutheran Church to allow its facility to be used by The Dyslexia Foundation of Memphis, of which my child is a participant, the undersigned parents or guardians of the child(ren) listed below, acknowledge that Lord of Life Lutheran Church shall be free from all liabilities and claims for damages and/or suits for or by reason of any injury or injuries to me, my child(ren), or property, from any cause or caused whatsoever while in or upon the property of Lord of Life Lutheran Church during any and all functions of The Dyslexia Foundation of Memphis held on said premises.

I further agree to indemnify and hold harmless Lord of Life Lutheran Church from all liabilities, charges, expenses (including counsel fees) and cost on account of or by reason of any such injuries, liabilities, claims, suits or losses however occurring or damages growing out of same.

Children: _____

Signed this _____ day of _____, 2025

Parent or Guardian _____

RELEASE

I, individually, (and/or as parent, and/or guardian of the named minor) for and in consideration of the acceptance of my application to enter and my receiving permission from The Dyslexia Foundation of Memphis, hereinafter called "Foundation", to participate in the succeeding Dyslexia Summer and/or Saturday School, do hereby release, remise, waive, surrender and forever discharge The Dyslexia Foundation of Memphis together with all of their officers, agents, officials, directors, supervisors, tutors and employees, collectively hereinafter called "Foundation", from any and all liability, claims, demands, actions, or causes of action whatsoever arising out of or related to any injury, illness, loss or damage, including death, relating to participation in the succeeding Dyslexia Summer and/or Saturday School.

I further agree that in the event of any injury or emergency requiring medical attention that if I am assisted by the Foundation in receiving treatment and willingly accept such treatment that I will in no way hold the Foundation responsible for the consequences of my treatment of any problem resulting there from, whether administered by the Foundation or a third party called by the Foundation. Should I become unconscious or unable to give my consent for medical treatment and it becomes necessary for the Foundation to render assistance or have a third party administer medical treatment, I agree not to hold the Foundation responsible for the consequences of my injuries or any claims, losses or damages arising there from. I further agree that I will be responsible for any medical bills incurred in my treatment, and will not hold the Foundation responsible therefore.

Student(s) and/or Tutor(s) name(s): _____

Signature of parent(s) if under 18: _____ Date: _____

Dyslexia Foundation of Memphis

Student Application

Semester: _____

Name _____ Birth Date ____ / ____ / ____ Age ____ Grade ____

School _____ Dominant Hand ____ Sex: ____ Glasses Yes / No

Name _____ Birth Date ____ / ____ / ____ Age ____ Grade ____

School _____ Dominant Hand ____ Sex: ____ Glasses Yes / No

Parents Name _____ Telephone (____) _____

Address _____

City: _____ State: _____ ZIP: _____

E Mail Address _____

My child has permission to be given (if needed): Tylenol Yes/No

Please list any allergies or other medical information that might be needed:

Has your child been tested and recommended for admission into this program? _Yes / No

If so, Where? _____ Year? _____

Enclose the Registration Fee for each child with the application to hold your child's place in our program. The tuition is due at the beginning of the fall semester or alternate arrangements can be made by contacting a Director.

If Parent, Friend or Sibling (16 or Older) **Can** Tutor:

Registration fee \$75.00, Tuition \$300.00 for a total of \$375.00 + Dues \$20.00 Yearly

If Parent, Friend or Sibling **Can Not** Tutor

Registration fee \$75.00, Tuition \$300.00, Paid Tutor \$480.00 (\$40.00 a Saturday)

for a total of \$875.00 + Dues \$20.00 Yearly

Dues \$20.00 Yearly

Fees are not refundable

Dyslexia Foundation of Memphis

7532 Hatch Circle

Arlington, TN 38002

Signature of Parent and/or Guardian _____ Date _____

____ **Return Applications by Specified Deadline** ____

Notice of Nondiscriminatory Policy as to students: The program admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students in the program. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, or other programs.

Emergency Contact Information: Name: _____

Relationship: _____ Phone Number: _____

Name _____

(Last) (First) (Middle)