



Dyslexia Foundation of Memphis

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

Summer Review Update

Tutors come in all sizes, ages, and with different reasons for coming to the Foundation to tutor. Let me tell you about a tutor we had recently. She came to help her granddaughter. Then, her granddaughter went to camp instead of coming to the Dyslexia Foundation. But as she said many times, "a promise is a promise" and she felt like she should honor her promise to tutor. She would remark many times that it had been a long time since she had been in school and they did not use phonics to teach the students reading. They taught reading by

Summer (Continued on page 2)

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

Rocks (Continued on page 4)

Thoughts from the Prez

Well, our summer semester was one to go down in history as the most diverse summer semester in many years. We started the semester needing tutors and we ended the semester with an excess of tutors. All through the month students, tutors, and even supervisors kept developing problems that kept them away from school. But Ms. Landrum would not be deterred. She just kept on teaching and the students kept on learning. The students benefited from her wealth of knowledge and so did I because, since my desk was right next to her, I listened as she worked with the students. I could not help thinking how lucky the Foundation is to have someone like Paula teaching our students. Her breadth of knowledge of the English language is amazing. After 10 mistake free days, I heard her make what I thought was a mistake. I was thrilled to be able to gently correct the only mistake she made. At the time, she was tutoring 2 students in two different books. Later that evening when I got home, and the dust had settled a little I looked the definition of the word up and found we were both right. She is absolutely incredible!

Then I started looking around at the other tutors and supervisors. Wow,

Prez (Continued on page 4)

Dyslexia Foundation of Memphis

August 2022

Volume 22, Issue 3

Inside this issue:

Paid Members	2
Graduates & Perfect Attendance	3
How to help the Foundation	5
Creative Writing Stories	6-8
Applications	10
The Store	13

Fall 2022

Supervisor's Saturday	Aug 27
New Parent's Meeting	Sept 8
Application Deadline	Sept 10
Tutor Workshop	Sept 10
Student's First Day	Sept 17
Thanksgiving (Holiday)	Nov 26
Student's Last Day	Dec 10

Spring 2023

New Parent's Meeting	Jan 12
Application Deadline	Jan 14
Tutor Workshop	Jan 14
Student's First Day	Jan 21
Spring Break	March 11
Annual Meeting	TBD
Easter Break (Holiday)	April 8
Student's Last Day	April 22

Summer 2023

New Parent's Meeting	June 13
Application Deadline	June 16
Workshop	June 15 & 16
Student's First Day	June 19
4th of July (Holiday)	July 4
Student's Last Day	July 14

2022 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.

Azariah, Butler
Barnes, James & Sharon
Barnes, Nathan
Barton, Lisa
Bitzer, Art & Brenda
Black, Brad & Lindsay
Boggan, Alex & Loftin
Brotherton, Joe & Patsy
Burkett, Lakia
Cannon, Joseph & Abigail
Carson, Cain & Karen
Davis, Christian
Davis, Jennifer
Ellis, Stephanie
Fitzhugh, Linda
Gillespie, Pam
Grills, Linda

Hall, Mark & Tamera
Hammond, Christopher
Hastings, Sparkel
Hibbler, Kenya
Hill, Alex & Joy
Kincade, Wenona
Landrum, Paula
Law, Peter & Sue
Lehigh, Bob & Patti
Malani, Sumaira & Soyab
Mason, Bridget
May, Brenda
McClanahan, Jennifer
McCloud, Shelby
Mejia, Lisa
Mitchell, Amy
Newman, Bonnie

Owens, Kenith
Perry, George & Rachel
Rakowsky, Josh & Cindy
Rhondon, Reshonda
Savory, Lelia
Sineath, Stewart
Steadman, Jim & Andrea
Taras, Mary Katherine
Tilley, Gillian
Vining, Ann
Wallach, Troy & Lynlie
Williams, Dr. Natarhas
Williams, Sherita
Wolfe, Bob & Ann
Young, Brett & Mistie

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 alot)

Summer Continued from page 1)

using the “see – say” method of reading. The teacher would show the student the word and the student would say the word and try to memorize it. This method is OK but as soon as you see a word you had never seen before and you had a poor memory, there was no one around to tell you what the word said. Then you were lost because you could not sound it out. So, this poor tutor was out of her skill set. She had never had the great rules like we teach or learned the phonic sounds. But she was game to try and try she did. Still, she felt she was letting the student down. I kept reassuring her that if she would just keep using our language curriculum it would come. It is a good way to teach children to read and I guess I must have gotten though because before you know it, she was doing great and so were the students. She was so pleased that the students were really reading that she said she would come back for another semester! Hurray, another convert. I hope if you feel like you can not teach anyone to read that you will remember our “granny” tutor who stuck with the program and truly made a difference in a child's life. So you come this fall and make a difference for a child also. I'm proud of our language curriculum and if you will give it a try, you can make a difference too. What a great feeling that is!

Hope to see you in September.

Respectfully submitted,
Karen Carson, Director

Graduates from Books



The following students completed books during the 2022 Summer Semester:

Book A
Abigail Gamez-Mejia

Book B
Jordan Hall

Book D
Grace Steadman

Book E
Ava Hammond

Books H & I
Lakia Burkett

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 Trophies 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.

db
qp

A Special Congratulations

to

LAKIA BURKETT



Who gradated the entire program by completing all 8 books.

Why is 'dark' spelled with a 'k' and not a 'c'?

Because you cannot "C" in the dark

We Don't Want To Lose You!



The post office will not send out your change of address after just a few months. So keep us in the information loop by returning this form; or you may e mail us at caincarson@memphisdyslexia.org. In the meantime, you may miss receiving two or three news letters.

Name

Address

City State Zip

Tear off this part of the page and mail to the Dyslexia Foundation of Memphis.

P.O. Box 240792

Memphis, TN 38124

Perfect Attendance



A big salute goes out to the students and staff who did not miss any days during the entire Summer 2022 semester! Thanks for your dedication to the Foundation.

Students

Ava Hammond

Eesa Malani

Staff

Karen Carson

Ava Hammond

Paula Landrum

Mary K. Taras

what dedication! It is really amazing at the diversity of our language tutors. We had two grandmothers holding their own against two tutors in their teens. It is heart warming to watch them all working so hard to make a difference in all the student's lives. You can see the difference daily as the session progresses. One of our teens had a student who came into the program just weeks before angry and hating school. This teenager saw the problem and on his own developed a game of football that got this student interested in learning and was becoming a student that was no longer a "problem" but a success story. In just four short weeks this student has completely changed his mind-set about learning. This is not an isolated incident but happens over and over all summer long. I talked with one parent that said 2 weeks ago her son hated school and everything connected with it. But just one week into summer school he could not wait to come to school. What a difference a caring environment makes in the life of a child especially, the life of a child with Dyslexia.

The Dyslexia Foundation is so good at changing lives constantly. I am constantly getting calls, letters, or meeting former students or their parents who have been at Summer School who have gone on to college and then into the world and are very successful.

Remember that we have another program, Saturday School, starting in September and ending in December. Then another Saturday School session starting in January and ending in April. Check our webpage, www.memphisdyslexia.org, for the exact dates and tuition schedule for the other semesters the Dyslexia Foundation has this year. Then, make plans to attend year-round. This will keep the gears "oiled", their self-esteem high, and the children will get the most benefit from our school. You, the parents, will get the most benefit and support for your child by attending the year-round program.

I hope I will see you in September and I hope **you** and your child will join us for our Fall Semester. Till then, my very best wishes always.

Karen E. Carson, President

FAIRNESS

"FAIR" does not mean that every child gets the same treatment.

"FAIR" means that every child gets what he or she needs.

Richard Lavoie video - "How Difficult Can This Be?"

Executive Director of Riverview School,

Cape Cod, Mass.

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.

I love this story and use it often. It is a great reminder for each of us as we go through our day-to-day routines. For if you put all the small things you have to do first you will never have time for the big things in your life. So, put in the big things in your jar- then put the medium and the small - and finally the sand and the water. And presto everything fits. I hope you will make your child and the Dyslexia Foundation one of your big rocks because we need dedicated people like you to keep the Foundation going strong! Please help.

Many Ways You Can Help The Foundation

amazon.com
Smile

You shop. Amazon gives.

With Christmas, fast approaching believe it or not, if you purchase anything from Amazon.com, you can help us raise money to help serve more dyslexic children and their families without spending any extra money. All you need to do is [signup](#) for Amazon Smiles and choose Dyslexia Foundation of Memphis as your cause to start shopping, and raising money. [Click on the link](#) and it will automatically take you to the Amazon Smiles site and set up your Amazon account to benefit the Dyslexia Foundation. You can also type in the following address to do the same thing: <https://smile.amazon.com/ch/23-7420143>

Thanks for taking the time to help our Foundation.

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We always need supplies all year long , and there is not enough space in the newsletter to list it all so we have come up with an new idea to tell everyone what we need. It is our Giving Tree! We put leaves on the tree with items the Foundation needs and ask everyone who would like to help to take a leaf and bring in the item. We have put the tree on our [website](#) with a list of items we need, Your help will be greatly appreciated.

GoodSearch
You Search, We Give!



You can help us serve more dyslexic children and their families without spending any extra money. All you need to do is [signup](#) for GoodSearch. Once your account is set up, if you use GoodSearch to do your web searches the Foundation will receive a donation for each search you do. You can also type in the address in your browser <http://www.goodsearch.com/?charityid=840583> to set up your account.

If you also use the GoodShop option, each time you shop on the web, part of what you spend will be automatically donated to our Foundation at no cost to you. It doesn't get much better than that! It is like getting free money for the Foundation each time you search the web

Does your workplace participate in a United Way campaign? Then you can designate your pledge to the Dyslexia Foundation of Memphis through United Way's Donor Choice Program. Simply follow the instructions on your pledge card, or write our name and address. Contact your human resources department or local United Way agency for more detailed instructions about giving a gift to the Dyslexia Foundation of Memphis through a United Way campaign. What a great way to help your company reach its 100% participation goal, make sure you know where and who is benefiting from your donation and helping the Foundation all at the same time. It is a win, win, win deal for everyone.

Student stories from Creative Writing

The following stories were created during this Summer Session in their Creative Writing class. The subject they wrote on was the difficult issues students must face in school. We hope you take the time to read them and appreciate how "creative" our students are.



This is the picture that inspired this story

BONNIE SITS ON A WALL

By: Caleb, Gavin, Eesa, Chase, and Brayden.

Bonnie sits on the wall. She's waiting for the bus. She is excited...at least a little bit. She hopes to make some friends at school. This is the first time she's gone to school. She doesn't have friends. There are no children in her neighborhood. And she just moved there a month ago. She is sad and lonely. She has spent a lot of time with her Mom, and playing alone. She's hoping to have some stories to tell her Mom when she gets home again.

Bonnie really wants to have a friend, but she is afraid that she doesn't know how to make friends. She is a shy person. And, what if she is the only girl in the class? It is scary to go to a new class. It takes bravery to go to a new school. There is nobody there that she knows. She hopes she knows how things work, but she isn't sure. There are likely to be some boys there. They are strange to her, and she is afraid that they won't want to be her friend. But girls are even worse for her. She asked herself, "What if they all like each other, and have no time for me?"

The bus arrived. The door opened, and, gulping some air, Bonnie took herself up the steps. She looked down the aisle and saw a girl her age. She had brown hair with a bow, was skinny, but had chubby cheeks and the biggest smile you ever saw. She waved at Bonnie and said, "My name is Sarah. Do you want to sit with me? This is my first day at school, and I don't know anybody."

Bonnie and Sarah sat chatting happily with each other. They spoke about their favorite toys. Sarah's favorite toy was a stuffed dog. Bonnie's favorite toy was a stuffed cat. They thought it would be funny to see them together. Would the dog chase the cat?

The bus arrived at the school, and everyone got off. As they walked toward the school door, a boy named Zeke said "Hi Sarah". She ran to him, a surprised look, and a big grin filled her happy face. "I didn't know you were going to be at this school!" He said, "Would you like to come over to my house after school?" Bonnie said, "I'd love to play with you after school!" They walked together to the classroom, chatting happily.

Bonnie wondered what happened! She thought she had a friend, but suddenly all she saw was Sarah's back.

Bonnie's feelings seemed to fall off a cliff. Sadness rose up. "I'll have to look for another friend", she thought. As she walked through the door behind Zeke and Sarah, Bonnie glanced around the room, looking for a new friend. A girl named Zoya sat in a desk near the window. Bonnie was assigned a desk right next to her. Zoya asked Bonnie, "What's your name?" Bonnie, after giving her name, asked, "Do you want to be friends?" Zoya looked unhappy and nodded, "no".

Bonnie felt like Zoya had slapped her in the face. Her heart stopped. She felt a loneliness like being in a dark cave where she can't reach the light. Zoya saw sadness filling Bonnie's face. She said, "I'd like to be your friend, but I haven't met anyone nice in this school. They all say that I'm not like them, and they don't like me...." Bonnie responded, "I haven't found anyone who wants to be my friend." Her feelings began to brighten as Zoya continued: "I'm sorry that I said 'no'. I was afraid that you would be like them. Would you like to come to my house after school and play?" Bonnie was very happy to go to Zoya's house, "I'll ask my Mom, and then meet you". Bonnie got Zoya's phone number.

When Bonnie got home, she put down her backpack and said, "Mom I met a nice girl at school. Her name is Zoya. She invited me to play at her house. She lives only three blocks from here. May I play with her?" Her Mom agreed. And so, Bonnie called Zoya on the phone, while her eyes sparkled with happiness. "At last, I have a friend!" she thought. But when Zoya answered the phone, she was not happy. "My Mom said that I can't have friends over today". Bonnie was so surprised that she simply hung up the phone, without another word. She went to her bedroom, picked up her favorite stuffed cat and flopped onto her bed. Tears were not what she wanted.

The next day at school, she met Zoya, and found out that Zoya had wanted to tell her that her Mom, was going to the store, and that was why she couldn't play.

At recess, Zoya and Bonnie sat on a bench talking. A third-grade girl named Patricia walked by and said: "What are you doing, ladies? That's my bench!" Bonnie had already had trouble with bullies. She stood up as tall as she could and said, "Is your name printed on this bench? I didn't see it. Where is the printing?" Patricia made a mistake. She pushed Bonnie down. But Mrs. Appleberry, the Playground Monitor, saw what happened. She called, "Patricia! Come here!" Patricia looked guilty and said, "I didn't do anything. She was sassing me!" Mrs. Appleberry

Stories (Continued on page 7)

was not impressed, and stomped over, took Patricia by the wrist, and said, "I saw what happened." Patricia repeated, "I didn't do anything! She was a sassy-pants to me!" Mrs. Appleberry, took her to the Principal's office anyway.

After fifteen minutes of quiet, Patricia was told to call her mother and explain what happened. When she had her Mom on the phone, she said, "A girl on the playground made me mad. She was sassy, and I got the blame." Mrs. Appleberry took the phone, and after introducing herself, said, "Your daughter is in trouble because she pushed a first-grade girl to the ground. She, just now, told you a lie". Patricia mumbled an angry, "Hmmm". Patricia's Mom said, "Patricia, you are grounded. When you get home this afternoon, go straight to your room!"

Zeke saw the whole thing and went to Bonnie. "Patricia tried to bully me too," he said. "What you did was very brave". Behind Zeke was Sarah. Sarah was smiling. She laughed: "I'm happy that you did that. I'm glad you are my friend."

Bonnie was thankful and said so. Bonnie went back to the bench and sat down. She felt very proud of herself. Zeke and Sarah both said at the same time, "Do you wanna play a game?" Bonnie was eager to play a game. They decided on tag.

While they were playing, Bonnie tripped. Her shoe was untied. She fell on her head, and got a cut. So, she cried. Mrs. Appleberry took her to the school nurse for a band-aid. The nurse asked her what had happened. She needed to know what happened so that she could call Bonnie's Mom and tell her exactly why Bonnie had a cut.

Bonnie's Mom came to the school to pick up Bonnie. Her Mom made her go to bed for a while. Bonnie was really sad. She had a headache. She was bored. Her Mom gave her the Nintendo Switch. She was able to watch YouTube videos. Her Mom wondered why she wanted to watch videos when her head hurt. Bonnie figured out that watching videos made her head hurt, and so she turned off the Switch. She played an imagination game, with her Barbie Doll and her favorite stuffed cat.

Her Mom was listening at the bedroom door, and thought, "Bonnie's okay. She's playing with her toys". She went to the kitchen and called Sarah's Mom. She invited Sarah to come over after school.

When Sarah got home from school, her Mom asked her if she wanted to go over to Bonnie's house to play. Sarah felt great! "Yeah! I'd love to go. Just give me a second." She ran to her bedroom, grabbed her stuffed dog and told her that she was going to put her in the back-pack. She barked at her stuffed dog, "Don't poop in my back-pack".

When she got to Bonnie's house, she let her dog out of the back-pack. She checked and found that her dog had not pooped in the pack. "Thank you, Cloe", she murmured. She showed her dog to Bonnie, "This is Cloe. What is the name of your stuffed cat?" Bonnie said, "I named her 'Morgan'.

Just as she got the name off her lips. Sarah began to bark, and make Cloe chase Morgan around the room. Both girls laughed and snorted. Sarah accused Bonnie of a "piggy-laugh". And they became good friends.

The moral of this story is that: Every day you can make a new friend.

"ESMIRELDA"

By Trinity, Loftin, and Collin

Esmirelda woke up in a terrible mood. Her favorite clothes were in the washing machine. Breakfast was horrible. Her brother was quiet, trying hard to not make her mad. Her Mom undercooked the eggs...they were runny. Esmirelda almost said out loud, "Not this again. This is disgusting. It is almost the grossest breakfast in the Western World." She pushed it aside. She went to the cupboard to look for cereal. A smiley face on the box of Cheerios grinned out of the cupboard at her. She immediately slammed the cupboard door. A voice from her mother floated across the room, "Esmirelda, what are you doing?" Esmirelda didn't answer. She started toward her bedroom. As she strutted across the room, her brother tried to be helpful. He said, "I hope you cheer up". Her eyes went dead as she turned toward her brother, "I don't cheer up. When I look at you, I throw up."

Her Mom called from the sink, washing dishes. She glanced up and said, "Esmirelda, go to your room until you can behave. Your brother deserves more respect than that." The young lady pumped her arms (downward) and stomped out of the room.

In her bedroom she turned on the TV, and found that the channel that carried her favorite programs was off the air for repairs. "Oh Whatever!"

Back in the kitchen, Esmirelda's brother twisted around in his chair and, just as he fell off the chair, remarked, "She's a weirdo". Mom's voice came from the other side of the kitchen, "When one person calls another weird, that makes the first person weird." As he got up off the floor, he didn't find that very helpful. He felt himself

Stories (Continued on page 8)

getting a little grumpy, "Mom? Why does Ezzy get so grumpy? I just can't figure her out." She asked, "Do you ever wake up grumpy for no reason at all?" He nodded a yes as he reached for a third piece of toast. Mom added, "The only thing you can do is to not let her grumps get into you."

Loftin, and Collin

My friend was suspended. They thought he was a terrorist. They were afraid he was going to start a fire. He threatened some kids. He was a nerd. He liked science. He was creative, but nobody knew about his talents until he got really angry.

Chad had insulted Greg. He accused Greg of smelling bad. "You useless piece of stinky garbage, take a shower before next week! You musty!" Greg knew that there was no shower in his home. His home life was depressing. His Mom and Dad were divorced. His Mom worked hard, but had very little income...and sometimes she didn't show much affection for him. She was just too tired.

Greg continually felt lonely, and left out. An aggressive anger, a jealous frustration, a madness, a fury, needed to be focused on somebody else. When Chad began his rant, Greg felt scared. He wanted to kick Chad and run. Instead, he just ran. Chad's friends caught him and pulled him back. Chad just laughed, a wicked, sneering laugh. "You stupid freak! You pile of fertilizer...." Then the bell rang, and everyone had to go to class.

That evening, Greg sat in his neat and tidy room. A picture of Albert Einstein hung next to a picture of Babe Ruth. But the home-run Greg planned was not pretty. He thought about making a pipe flame-thrower with the tips of wooden matches. He typed into the search engine on his school laptop: "How to make a pipe-bomb". As he was about to push the "save-button", he thought, "Oh, this could get me into a lot of trouble". And, he pushed "delete" instead.

The next day, in the hallway outside their classroom, as the teacher walked by, Greg remarked to Chad, "You should get a life instead of picking on kids who aren't as big as you." Greg had planned the remark. He knew that Chad wouldn't hit him right in front of the teacher. What he didn't plan is that the teacher heard him. She stopped and asked, "What was that...?" Greg accused Chad of picking on him at recess. The teacher said, "Both of you need to go see Mr. Band." As they walked over to the principal's office, Chad muttered, "This is your fault...Dork". Greg shrugged, thinking "Chad, you are never going to see how you hurt people. You keep blaming others for what you do".

The pair got to the office, and as Greg was about to knock, Chad pushed him out of the way, and pounded on the door, intending to blame Greg. He grabbed Greg's shoulder and pulled him back in front of the door. The Principal was not in his office. They heard a voice behind them, "Chad, what is the matter with you?" It was Mr. Band. "Into my office... now!"

Two boys with shoulders bent, and heads down; confused and frightened, slumped through the door. Chad sat on one side of the room, and Greg sat on the other. Chad gave Greg a really angry look. Mr. Band asked, "Boys, what is this all about?"

The discussion was like this: "Chad is a bully on the playground..." "No! I'm not!" "His friends grabbed me and pulled me back to Chad. They all laughed at me." "No, they didn't! You made fun of us!" "They didn't have any reason to laugh at me. They just wanted to make me feel little." "Here's what actually happened...Greg came up to me and was laughing while he told me how terrible I am. He grabbed me and pushed me against the locker". "That's just a lie. I wouldn't have ever done that. Chad would."

Mr. Band interrupted what was becoming an argument. "Chad, are you bigger than Greg?" He was reluctant, but agreed, "Yeess". "Do you think I should believe that Greg can push you around in the hallway?" Chad looked at his knees and said, "It's true...I promise". Mr. Band said, "Chad, I'm not that dumb". Why do you think it is okay to push other kids around?" Chad was silent. Greg piped up: "I think Chad should not be in our school, because he is a bully. He's been on me for a long time."

Mr. Band thought for a moment, and then in a quiet voice said, "Chad, your grades are terrible. Greg is really good in math. This is your punishment. You two are going to meet in the lunch room, every other day during recess for the next two weeks. And Greg, you are going to help Chad do his math homework."

Chad frowned at Greg. He felt shamed and miserable. Greg didn't want to help Chad. He wanted Chad to feel how he felt...unhappy, not-good-enough, depressed. But Mr. Band wanted Chad to feel better about himself.

In the lunch room the next day, Greg helped Chad with fractions. He added two fourths and four eighths. Chad didn't know why that was important. Greg's Dad was a carpenter. He explained to Chad, that his dad would have needed to do that almost every day. Chad had never thought about that before.

Greg saw an opportunity. He said, "Chad, maybe using some of these fractions would help you figure it out. Come on over to my house after school, and we'll make a birdhouse. My Dad gave me some tools. They're in the garage, and we could have a good time.

They became friends.

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 8:30 a.m. to 12:30 p.m. The program will run from Saturday, September 17 to Saturday, December 10, 2022 at **Lord of Life Lutheran Church**, 6865 Poplar Pike, Memphis, TN 38119.

Workshops, which are **mandatory** for all personnel, will be held Saturday September 10, 2022, 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.**
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 10, 2022 It cannot be refunded. Remember parents who tutor must fill out an application. The above figures require an enrollment of 50 students in order for the Foundation to offer the Fall Program at this tuition cost.

All applications must be returned before September 10, 2022. 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 2022 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 _____, 2022

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

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: _____

Dyslexia Foundation of Memphis
Tutor Application

Name _____ Social Security # _____
(Last) (First) (Middle)

Address _____
(Street) (City) (State) (ZIP + 4)

Telephone (____) _____ Date of Birth ____ / ____ / ____ Sex _____

E Mail Address _____

Please describe any previous experience working with children: _____

Are you a current member of the Dyslexia Foundation of Memphis? _____

If not, please enclose a check for dues (\$20.00). Make checks payable to: Dyslexia Foundation of Memphis.

Please read carefully before signing:

I hereby make application for employment as a tutor in the Dyslexia Foundation of Memphis program. I understand that I am required to attend all training workshops without compensation. This application, if accepted, is binding only as long as I perform satisfactory service as a tutor. If I do not meet the requirements for attendance and services, a loss of pay will result. Hired tutors will be paid by the day at monthly intervals.

Signature of Applicant: _____ Date _____

I have tutored: Math _____ Language _____
 Social Studies _____ Social Values _____
 Auditory _____ Small Group Reading _____
 None of the above _____

=====

The following is for hired tutors only: Please list two references.

Name _____

Address _____ Telephone _____

Name _____

Address _____ Telephone _____

To be read and signed by parent of tutors under 18 years of age:

I hereby agree to support my child in his/her commitment to the Dyslexia Foundation. I am aware that this is a one-to-one tutoring situation and that he/she is required to be present every day.

Signature of Parent or Guardian _____

Return Applications by Specified Deadline

Order Form

To order by phone call (901) 337-8731

Name: _____ Phone: _____

Address: _____

City: _____ State: _____ ZIP: _____

Qty	Description	Size	Price	Total
	Classic Dyslexia Foundation Cook Book		\$12.00	
	"See What It's Done For Me" T-Shirt		\$12.00	
	"Famous Dyslexics" T-Shirt		\$12.00	
	"Famous Dyslexics" Apron		\$12.00	
	"Famous Dyslexics" Tote Bag (18" X 16")		\$12.00	
	"Gift of Dyslexia" T-Shirt—Blue		\$10.00	
	Please include \$3.00 per item for S & H			
		Total Due		

If you order 3 or more items, they are \$10.00 each

To view any of the items, please check our website, www.memphisdyslexia.org

THANK YOU FOR YOUR SUPPORT

