



Dyslexia Foundation of Memphis

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

The Foundation may be in trouble.

This has been an interesting year! Starting in January I was in the hospital. I was lucky I only missed one Saturday but it got me thinking... then again, another hospital visit in February, again only missed one Saturday but it was the first day of the semester again everyone knew what to do; but again, what about next time. Then Miss Linda broke 3 toes in her foot and she damaged her elbow and was in a cast for both. Thank God she is a trooper and did not miss any Saturdays. Then Miss Paula came hobbling in with gout. Wow! We are falling apart!! Then I realized we 3 have

Help (Continued on page 2)



Reflections from the Prez.

I've written many articles for the Dyslexia foundation newsletter over the years. I've written these articles from many different places. But never from a doctor's office waiting to be called back for a little surgical procedure. As we grow older, the chances of being in a doctor's office become more and more likely. It is a fact of life that we will have to be seeing a doctor about something. The more I

Reflections (Continued on page 7)

The summer semester is history!!!`

The summer semester is in the history book. For those of you who are keeping score, this summer we tried something new and it was not received very well. As an experiment we made the summer semester the same as fall and spring semesters, we made it meet Saturdays instead of Monday through Friday. The main reason was that most of our supervisors and tutors now work Mondays thru Fridays. So, hi ho to Saturdays we go. We had about 15 students sign up mostly new ones and 6 tutors mostly new ones. So, the semester was not a total lost. Now if we can keep all of these and if the others come back ... we should have a great Fall Semester.

It sure is fun to watch the new students learning and becoming more sure of themselves. Our new tutors are doing a great job too. They all have such varied backgrounds that getting to know them has been very interesting also.

Having been in the Foundation for over 40 years, it never ceases to amaze me how varied our members are. We have had every walk of life. We have had doctors, lawyers, and educators. When they came into the Foundation, every one of these parents were confused about what to do to educate their children. Even the parents who have dyslexia themselves had no idea how to help their children. I feel this is

Summer (Continued on page 3)

Dyslexia Foundation of Memphis

August 2023

Volume 23, Issue 3

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Fall 2023

| | |
|------------------------|---------|
| New Parent's Meeting | Sept 7 |
| Application Deadline | Sept 9 |
| Tutor Workshop | Sept 9 |
| Student's First Day | Sept 16 |
| Thanksgiving (Holiday) | Nov 25 |
| Student's Last Day | Dec 9 |

Spring 2024

| | |
|------------------------|----------|
| New Parent's Meeting | Jan 11 |
| Application Deadline | Jan 13 |
| Tutor Workshop | Jan 13 |
| Student's First Day | Jan 20 |
| Spring Break | March 16 |
| Easter Break (Holiday) | March 30 |
| Student's Last Day | April 20 |

Summer 2024

| | |
|----------------------|--------|
| New Parent's Meeting | May 30 |
| Application Deadline | June 1 |
| Workshop | June 1 |
| Student's First Day | June 8 |
| Student's Last Day | Aug 24 |

2023 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.

Barton, Lisa
Bitzer, Art & Brenda
Bloodworth, Kim
Bogard, Laterrica
Boggan, Alex & Linsey
Brotherton, Joe & Patsy
Carson, Cain & Karen
Carson, Colby
Colligan, Debbie
Cupples, Stacy
Douglas, Dave & Betty
Dunn, Whitney
Faulkner, Danica
Fitzhugh, Linda
German, Memphis
Hall, Jordan & Tamera
Hammond, Chris

Hastings, Sparkel
Hawks, Becky
Hayes, Wilhamina
Hibbler, Kenya
Hill, Brayden & Joy
Jackson, Raven
Jenkins, Elexus
Kahhniashvill, Anna
Landrum, Paula
Lewis, Jason
Malani, Soyab
Mason, Bridget & James
May, Brenda
McClanahan, Jennifer
Mottley, Rachel
Mudder, Terry,
Owens, Natasha

Pennington, Lisa & Jo
Perez, German & Teresa
Perry, George & Rachel
Robles, Osiris
Rockett, Rosalyn
Ross, Jehan,
Salter, Fayzeo
Sineath, Stuart
Steadman, Jim & Andrea
Vining, Ann
Walker, Lisa
Williams, Ashley
Williams, Linda
Windless, Wanda
Wolfe, Bob & Ann
Wynn, Daylen
Young, 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)

Help (Continued from page 1)

been keeping the Foundation going for a very long time! Not by ourselves but with a lot of other people through the years. So, we could use a few more dedicated people to learn our jobs so in the event that something happens to one of us the Foundation could continue without a lag Each of our jobs is unique and takes some training to be able continue without a training period to maintain the contentious of the school. We need people to shadow us so we would have the Foundation covered if something were to happen to any one of us. Please give this some prayerful thought. It would break my heart to have to close our school and the Foundation for lack of training.

Thank you!

Murphy's Laws and Corollaries

1. Nothing is as easy as it looks.
 2. Everything takes longer than you think.
 3. Anything that can go wrong will.
 4. It is impossible to make anything foolproof because fools are so ingenious.
 5. Whenever you set out to do something, something else must be done first.
 6. The chance of the bread falling with the jelly side down is directly proportional to the cost of the carpet.
 7. Every solution breeds new problems.
 8. If there is a possibility of several things going wrong, the one that will cause the most damage will be the one to go wrong.
- Corollary: If there is a worse time for something to go wrong, it will.

Graduates from Books



The following students completed books during the 2023 Summer Semester:

Book B

Jacob Hawks

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.

Perfect Attendance and almost 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 2023 semester! Thanks for your dedication to the

Foundation.

Students

Almost Perfect Attendance

Jacob Hawks Joseph Mason
Briana Martinez-Mudder Daylen Wynn

Staff

Perfect Attendance

Cain Carson Karen Carson
Linda Fitzugh Paula Landrum

Almost Perfect Attendance

Latricia Bogard Colby Carson
Rachel Mudde Fayzeo Salter

Summer (Continued from page 1)

probably because there are so many variations of dyslexia's symptoms that two people are usually different and grouping individuals can be difficult. That is one reason why at the foundation we like to teach the students individually, so that each student gets the best instructions that they need to succeed in school and in life; and success in life is why we are here.

But, more important is success in the children's minds. You don't have to feel that others think you are a success as long as you think you are. One person may be a doctor another may be a waitress, and another may be a janitor. The job you have does **not** determine whether or not you are a success. How you feel about yourself is the key. Forty five years ago I was a teacher with doubts about how good a teacher I was. Then, I came to the Foundation and started teaching boys and girls with Dyslexia. When I saw how they improved in reading and self-esteem I began to feel better about myself. I had always been a shy person. I never felt that I lived up to my parents expectations of what I should be. I'm the only one in my family with a Masters in Education but in my families opinion, I was a girl teaching kindergarten children. My father said "Anyone can do that with or without a college degree". After working with the children at Saturday School, I realized that I was Dyslexic also and I was learning how to teach me how to believe in me! I started teaching older children and went on to become the Director of the West Tennessee branch of the Learning Disability Association of America (LDA). The next thing I knew, I was President and Director of our Foundation. That lead to giving presentations about Dyslexia to groups of teachers, parents, and adults who were interested in learning more about Dyslexia and the Foundation. The shift was that I was not dependent on what others thought about me but what I thought about myself, and my self-esteem.

It is important work we do here at the Foundation. We are not just teaching students to read and write but to believe in themselves. To believe that they can do anything that want to do. Better grades in school should not determine what you are, How you feel about yourself is the real key to becoming who you are. The Foundation can help do that for our students...with your help. So come volunteer to be a tutor and change not only the student's lives but your life also

db
qp

Most Frequently Asked Questions About the Foundation

GENERAL INFORMATION

- Q Where are you located?
A Lord of Life Lutheran Church
6865 Poplar Pike Ave.
Memphis, TN 38119
- Q How do I enroll my child in the tutoring program?
A To enroll your child, print the Student Application on page 10 of this newsletter and send it to the address on the page.
- Q When does the next session begin?
A New Parents meeting is on Thursday Sept. 7 at 7 pm at Lord of Life Lutheran Church
Tutor Workshop is Saturday, Sept 10 - from 8 am - 2 pm
First Saturday for students Saturday September 16 - 8:30 am - 12:35 pm
- Q How much does it cost?
A If you tutor, \$375.00
If you cannot tutor and must hire a tutor \$875.00
- Q How can I pay for it?
A Cash, check, money order, or credit card
- Q Can you make monthly payments?
A Yes, we prefer the entire tuition to be paid when submitting the application. But the tuition can be paid monthly, as long as the entire tuition is paid by the end of the semester.
- Q Who can work as a tutor?
A Anyone 16 years or older
- Q What if I don't have experience tutoring?
A We will train you how to tutor.

TESTING

- Q Where is the testing done?
A At Paula Landrum's Church in Millington.
- Q How much does Testing cost?
A \$150.00
- Q How can I pay for it?
A Cash, check, money order, or credit card
- Q How do I schedule testing?
A Call for more details and an appointment, 901-373-7218
- Q Will the test be accepted by the school?
A It depends on the school

Did You Comprehend?

I am often asked "Why does my child have trouble understanding what he has read?" Well instead of a lengthy explanation, I thought this article would help you understand that sometimes you can read the word without understanding the meaning behind it. Now be honest how many times did you have to read this before you REALLY understood what you were reading?... Enjoy!

We polish the Polish furniture.

He could lead if he would get the lead out.

A farm can produce produce.

The dump was so full it had to refuse refuse.

The soldier decided to desert in the desert.

The present is a good time to present the present.

At the Army base, a bass was painted on the top of a bass drum.

The dove dove into the bushes.

I did not object to the object.

The bandage was wound around the wound.

The insurance for the invalid was invalid.

There was a row among the oarsmen in the third row about how to row.

They were too close to the door to close it.

The buck does funny things when the does are present.

They sent a sewer down to stitch the tear in the sewer line.

To help with planting, the farmer taught the sow to sow.

After a number of Novocain injections, my jaw became number.

I shed a tear when I saw the tear in my clothes.

The wind was too strong to wind the sail.

I had to subject the subject to a series of tests.

How can I intimate this to my most intimate friend?

I spent last evening evening out a pile of dirt.

What are Accommodations?

Accommodations are changes in testing materials or procedures that enable students to participate in assessments in a way that allows abilities to be assessed rather than disabilities. They are provided to “level the playing field.” Without accommodations, the assessment may not accurately measure the student’s knowledge and skills. Instructional accommodations allow students to access the curriculum in your classroom in a way that they can understand it even though their reading, writing, or math skills are below grade level. This allows students to continue to move in the curriculum and not get “stuck” at their skill level.

Accommodations are generally grouped into the following categories:

- Presentation (e.g., repeat directions, read aloud, use of larger bubbles, etc.)
- Response (e.g., mark answers in book, use reference aids, point, etc.)
- Setting (e.g., study carrel, special lighting, separate room, etc.)
- Timing/Scheduling (e.g., extended time, frequent breaks, etc.)

If the whole class has the option to use the accommodation if it assists their learning, then that is the use of “**Universal Design**”. Students who require accommodations on their IEP will feel more comfortable using them when other students in the class have that option too. This is especially true of older students. Of course, cost and time factors need to be considered. Make sure that what you are doing is an accommodation and not a modification. A modification changes the learning output, requirements, and performance levels. Accommodations are changes in the teaching environment that allow students to produce the same output, requirements, and performance levels. Some students will require both accommodations and modifications.

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



Adaptations are:

- ✓ Appropriate for all curriculum areas and classroom routines
- ✓ Consistent with the goals of school improvement
 - ✓ The rule rather than the exception in inclusive classrooms

Adaptations are not:

- ✓ Watering down the curriculum
- ✓ Allowing a student to sit in the same classroom with peers
- ✓ Substituting “pull aside” for “pull out”
- ✓ Separate lesson plans for each learner

There are two kinds of adaptations:

- **Accommodations** are changes that do not alter expectations in any significant way.
- **Modifications** are changes that alter expectations in a significant way.

Accommodations can be for anyone in your class that can’t access the learning in the regular way or can’t demonstrate what they know in the regular way.

Try accommodations with anyone who is having problems and see what happens.

Test Taking



Students may need to have tests modified in format but not content in their classes. The following are ways to accomplish this need.

1. Show small parts of the test at a time. This can be done by cutting the test apart and presenting one part at a time. Staple or tape these to another sheet of paper to turn in.
2. Another method is to fold the test part by part so only a portion is showing at a time.
3. For fill in the blank tests, provide a word bank. This can be done by using 3x5 cards (usually limit to no more than 5 choices), or write on the test or another sheet of paper the word bank.
4. For multiple choice tests, group 5 questions at a time. If there are too many distracters eliminate some according to the age and ability of the student.
5. For essay tests, go through a pre-writing activity in which the student talks through his/her thoughts on the question. Jot down key points the student is verbalizing. Provide these key points to the student to write sentences. You may need to cue the student to write a good sentence for each key point.
6. For math tests, provide 3x5 cards with samples of problems learned in the unit being tested. These may be developed during instruction. Lay them before the student and tell them to look at the problem and compare to sample problems to complete.
7. Transfer math problems to large graph paper or turn notebook paper sideways to have columns for students who have difficulty keeping columns straight when completing math problems, especially multistep problems.
8. Story problems should be discussed when read. Sometimes having the student, with or without your assistance, draw a picture of the problem will make it easier to select what to do.
9. Read, discuss, then cross out information not needed in Math Story Problems as the student identifies them.
10. Highlight specific directions on the test. Students often fail when they don't understand the directions.
11. If more time is needed on a test, this should be discussed with the general education teacher and the special education teacher to make arrangements.
12. Some students need simply to have tests read to them. This may require that you restate the question in language the student understands.

EDUCATIONAL WEB SITES

Listed below are several interesting web sites. Each has a great deal of information covering many areas of the LD community. If you need information or have a question more than likely one of these sites has the answer.

<http://www.schwablearning.org> – The Schwab Foundation for Learning – Includes articles by Rick Lavoie

<http://www.ldonline.org> – Interactive guide to

learning disabilities for parents, teachers and children - Includes - Dr. Larry Silver answers questions

<https://learningally.org> - Recording for the Blind & Dyslexic

<http://www.interdys.org> – International Dyslexia Association

<http://www.national@chadd.org> – Children and Adults with Attention Deficit / Hyperactivity Disorder

<http://www.cec.sped.org> – Council for Exceptional Children

<http://www.nichcy.org> – The National Information Center for Children and Youth with Disabilities

<http://www.copaa.net> – The Council of Parent Attorneys and Advocates

<http://www.ed.gov> – U.S. Dept. of Education

**The difference between rich and poor people.
A nice prospective!**

Difference Between Rich/Poor People?

One day, the father of a very wealthy family took his son on a trip to the country with the express purpose of showing him how poor people live. They spent a couple of days and nights on the farm of what would be considered a very poor family.

On their return from their trip, the father asked his son, "How was the trip?" "It was great, Dad." "Did you see how poor people live?" the father asked. "Oh yeah," said the son. "So, tell me, what did you learn from the trip?" asked the father. The son

Rich & Poor (Continued on page 7)

am around children the more I see signs of dyslexia, ADD, and ADHD. I'm not sure if I see more children with these learning difficulties or if these learning problems are becoming more noticeable because I know what to look for. Probably a little of both. The very sad part is that our Foundation is not being used to help these children become better students and more productive individuals. I guess I see the importance of the Saturday School Program and how it can really help ALL students and ALL children.

I have seen kids of all ages and several adults come to Saturday School and all were helped by our program. Some had medical problems, as well as school problems. I feel the root problem for most of these children is confidence. Because if you lack confidence, you will NOT TRY. I think as adults we often forget how hard it is for a young person to try when they lack the confidence to stand up in front of their peers and answer questions or give a report. I am not sure as adults we have grown out of being afraid of being in front of a group of our peers. As adults we mask our feelings better, or do we? It is still difficult for many of us to deliver an answer, a speech, or anything else in front of a group.

It is great to watch our students gain confidence. One of the reasons that we have the students recite the rules before class is to promote self-esteem and confidence and it is fun to listen to them and remember when they would only whisper the rule. You can sure tell which rules are their favorite rules. The truly odd thing is that they are not the ones they learned first or the shortest...It is the CVC rule. The CVC (consonant, vowel, consonant) rule is actually one of the longest rules. If you don't know it, ask your child what it is. At first, I was amazed that they picked that rule most often. Then, the more I thought about it. I think the reason the students like the CVC rule is that they were proud of themselves for learning a long rule by memory. It gave the confidence!

It is another way to judge the student's confidence in self! Our program at Saturday School teaches many things besides language. We also teach:

- Reading skills
- Listening skills
- Good behavior is rewarded
- Good manners are rewarded

We teach that when you meet someone for the first time you should shake hands with them (now that COVID rules are slacking off). A while back, one of our students was introduced to his parent's boss. The child stuck his hand out to shake the boss's hand. The boss was so impressed that he almost forgot to shake with the student and the student stood very still with his hand extended till the boss shook his hand. The boss then commented on how impressed he was at the gesture. (How do you think the parents felt?) Our program teaches many things beyond just "school stuff". If you have never tutored, come try it and see what a difference you can help make in a child's life. If you are not a member of the Foundation, come by and take a look at our program. We love showing it off.

Hope to see you soon. Have a great Fall.

Karen Carson,
The Prez.

answered: "I saw that we have one dog and they had four. We have a pool that reaches to the middle of our garden and they have a creek that has no end. We have imported lanterns in our garden and they have the stars at night. Our patio reaches to the front yard and they have the whole horizon. We have a small piece of land to live on and they have fields that go beyond our sight. We have servants who serve us, but they serve others. We buy our food, but they grow theirs. We have walls around our property to protect us, they have friends to protect them."

The boy's father was speechless. Then his son added, "Thanks, Dad, for showing me how poor we are." Isn't perspective a wonderful thing? Makes you wonder what would happen if we all gave thanks for everything we have, instead of worrying about what we don't have.

Appreciate every single thing you have, especially your friends!

"Life is too short and friends are too few"

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 16 to Saturday, December 9, 2023 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 9, 2023, 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 16, 2023 It cannot be refunded. Remember parents who tutor must fill out an application.

All applications must be returned before September 9, 2023. 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 2023 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 _____, 2023

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