



Dyslexia Foundation of Memphis

Summer School Begins Soon !!



Thoughts from the Prez

Well, our wonderful Ladies pulled it off again!!! Thanks to the efforts of Jo Pennington, Patti Lehigh, Ann Wolfe, Kathy Curtis, Nona Kincade, Joyce Futrell and many more the Annual Meeting was a rousing success. We raised over \$1,000.00 for our Foundation and we all had fun doing it. The speakers for the evening former student and graduate Chris Carson and mother of a former student and graduating senior from I.C. Kathy Curtis gave a personal witness account that the Dyslexia Foundation really works. It really makes a difference in your life and can change that life for the good. Despite a disappointing attendance everyone had a grand time...eating Bar-B-Q...chatting with old and new friends...listening to inspirational speakers...voting for officers and board members....And...bidding on neat items in the silent auction.

It was so good to see former students and program graduates.

To see how much they have changed and or how much they have not changed. Every time I'm feeling low and think to myself, "My, its hard to get up on Saturday morning!" or "My how I hate to spend so much of my summer here at school" Then God reminds me that there is more to life than sleeping late and goofing off in the summer,

Summer School to Start Soon

The Summer Program of the Dyslexia Foundation starts June 20. This is the best educational bargain in Memphis. For only \$550.00, or free if you tutor, your child can get 160 hours of instruction.

Many of these hours are one to one teaching, which is the most effective teaching for children with learning differences. If you went to some other tutoring places, that same \$550.00 probably would not get you 10 hours tutoring and they probably would not be one to one. So why are we so reasonable? — Because along the way we had some very generous benefactors that made it possible for us to hold our cost down. Not to mention wonderful places like St. Francis of Assisi Catholic School who allow us to use their classrooms for a very low rent. This foundation is so blessed and in return, we bless others with the gift of reading. One of our

students wrote recently that he loved reading because it could take him anywhere he wanted to go at anytime. So sign up now and take advantage of this great offer while you can. — See you at Summer School.

Important Dates to Remember Summer 2005

Application Deadline	June 11
New Parents Meeting	June 14
Supervisors Day	June 15
Workshop	June 16 & 17
Student's First Day	June 20
Student's Last Day	July 15

Fall 2005

Application Deadline	Sept 1
Supervisors Saturday	Sept 10
New Parents Meeting	Sept 15
Workshop	Sept 17
Student's First Day	Sept 24
Thanksgiving Break	Nov 26
Student's Last Day	Dec 17

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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.

Get Ready to Read!

1. **An early literacy program from the National Center for Learning Disabilities designed to bring an easy-to-use screening tool to parents and early childhood professionals and to ensure that every child becomes a successful reader. The site also includes free activity cards and online games.**

For more information, go to: <http://www.getreadytoread.org>

2. **Tips for Parents of Preschoolers** - Provides a one-page printable guide from Reading Rockets about how parents can help their preschoolers prepare for reading. *For more information:* http://www.pbs.org/launchingreaders/pdfs/tips_1.pdf

3. **Things to Print from Between the Lions** - Contains pictures to color, numbers and letters, stories, books and bookmarks. ***For more information:*** <http://pbskids.org/lions/printables/>.

4. **Scholastic's Read and Rise** - Offers a new early literacy magazine to improve reading achievement among African-American children. ***For more information:*** <http://www.nul.org/pdf/2003guide.pdf>

5. **Early Readers** - Provides a feature which allows people to hear how a typical early reader sounds.

For more information: <http://www.pbs.org/parents/issuesadvice/talkingandreading/literacyupdates/readingdevelopment/kindergarten.html>

6. **Talk about Reading** - Provides parents with research-based advice on preparing young children to learn to read. ***For more information:*** <http://www.readingrockets.org/article.php?ID=38>

7. **Literacy Tips** - Offers tips on engaging young readers. ***For more information:*** <http://pbskids.org/lions/tips/>

8. **Reading Guide** - Contains information about reading in both English and Spanish.

For more information: <http://www.latimes.com/extras/readingby9/parentguide/>

9. **A Child Becomes a Reader** - Offers two guides for parents to help their children become stronger readers.

For more information: <http://www.nifl.gov/partnershipforreading>

10. **The National Reading Panel** - Presents information on over two year's worth of research and hearings.

For more information: <http://www.nationalreadingpanel.org/>

11. **Preventing Reading Difficulties** - Offers the full text of a report from the Committee on the Prevention of Reading Difficulties in Young Children. ***For more information:*** <http://www.nap.edu/html/prdyc/>

12. **Reading and LD** - Offers a briefing paper on reading and LD ***For more information:*** <http://www.nichcy.org/pubs/facts/fs17.pdf>

Taken from the NCLD News Letter at www.ld.org



Graduates

The following students completed books during the Spring Semester:

Book A

Kirby Allen
Sherman Bonds

Book C

Michael Veal

Book I

Lisa Pennington

GRADUATED FROM THE ENTIRE LANGUAGE PROGRAM

Lisa Pennington

This represents a great effort on the part of students, tutors and supervisors. We are so proud of all our graduates. Keep up the Great work one and all.

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.

Congratulations to the following students and tutors who graduated this year.

High School Graduates

Katie Curtis	IC
Emily Douglas	Bolton
Brooke Porter	SBA

College Graduate

Jonathan Miller CBC

Donations

Listed below are the donations that many of you so generously gave during the spring semester. Thanks to all of you for your help. All of the items are greatly appreciated.

Alice Freyaldenhoven	Items for the Store
Joyce Futrell	Snacks
Jessica Jarrett	Bags for the store
Diane Lindsey	Case of Cups
Jo Pennington	Items for Store
Lorie Lance	Items for Store
Nona Capooth	Items for store
Diane Lindsey	Cookies for Annual meeting
Cindy Sturman	Items for store and Coffee filters

Wonderful Membership who worked so hard to make the silent auction possible and the annual meeting possible... a hardy THANK YOU!!!!

Perfect Attendance

A big salute goes out to the students who did not miss any Saturdays during the entire Spring 2005 semester! Thanks for your dedication to the Foundation.

Students

K. Allen
P. Barlow
L. Pennington

Tutors

K. Carson
S. Curan
P. Landrum
B. Porter
J. Pennington

REMEMBER

All tutors must attend the workshops on June 16 & 17, 2005 if they are planning to tutor during the 2005 Summer School Program.

Don't forget to fill out and send in your Summer School Application on page 12.

Hear Me Out
I AM

**Hear Me Out... I have a learning disability,
But that is not who I am.
Who I am on the inside is what matters.
I am just like everyone else.
I am a human with many thoughts and feelings.
I am not dumb.
I just can't read as fast as everyone else.
There is nothing weird about us.
I AM WHAT I AM.
It matters not what you call me.
I will keep on going.
No learning disability is going to stop me from knowing what to do.
Having a learning disability is not bad.
It is not a crime.
It's just that I learn differently than the others.
But all that matters is that I am!**

Copied from National Center for Learning Disabilities Newsletter

Do You Have An E-Mail Address?

Would you like to save the Foundation some money and get your newsletter sooner? We have realized after much prodding that it is very cost effective to have the News Letter sent to those members who are into e-mailing by using e-mail instead of snail mail. So E-mail us your address and we will e-mail you the next news letter. You can even e-mail us your application if you want to...My aren't we becoming techies.

Thanks

Please send an e mail request to

Memphisdyslexia@aol.com

An acknowledgment will be sent confirming your request as quickly as possible.



Paid Membership List

Congratulations... You remembered... These *smart* people remembered that dues are due the first of *each year* and they are current paid members! Is your name here or did you forget? No problem you can send a check for \$15.00 or *more* to:

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

.... and pay your dues today. Dues makes it possible for us to send you Our Dyslexia Newsletter and other mailings during the year. (Cain says if I don't quit writing the Great American Novel each Quarter then the dues will have to go up ... so be sure to take advantage of our low annual dues ... still only \$15.00!)

2005 Paid Members

Allen, Doris	Harting, Hilda	Quarles, Elizabeth
Barlow, Rebecca	Jones, Tachina	Rose, Monica
Bertling, Bunny	Kincade, James and Wenona	Sturman, Cindy
Betts, Kayleith	Lance, Lorie	Tyler, Pam
Bonds, Loyce	Landrum, Paula	Veal, Jean
Carson, Cain and Karen	Lehigh, Patti	Vining, Ann and James
Curtis, Kathy	Lindsey, Diane	Wilson, Heather Bertling
Douglas, Peg	Lynch, Regina	Winfield, Alesia
Ector, Gwendolyn	Nelson, Sandra	Wolfe, Ann
Egler, Rita	McCauley, Terri	Wright, Rachel
Griffin, Debbie	Pearson, Paige	
Groendyke, Carolyn	Penna, Maria	
	Pennington, Jo	

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)

Wish List

Here is a list of items that were requested by the Program Directors. Some are just wishes others are needed. If you have any of the following items or know of a company that will donate them please do so. Thanks "The Staff"

Notebook paper	Pretzels	Peanut butter crackers
Incentive Prizes	Jar Peanut Butter	Trash bags (36 & 13 gal)
Diet drinks	Styrofoam cups (6 or 8 oz.)	Whiteout
Hot chocolate (sugar-free)	Pencils	Jr Strength Tylenol
Coffee	Kleenex	Camera and film
Copy paper	Cheese crackers	Reusable Ice packs
Paper towels	Zip lock bags (Gallon and Quart)	Soccer and basketballs
Microwave Popcorn	Staplers	Hardbound Dictionaries
Chips (Individual bags)	Chewable Tylenol	

Help, we especially need your help in replenishing the store room supplies. If you would like to give a donation of snack food, or toys to the "store", we would sure love to receive them. We need snack foods like pretzels, peanut butter, popcorn, crackers, apples, etc. The toys, games or puzzles are used for rewards in our store where the students may redeem their tokens for toys - We need your help.



Yes, Please renew my membership so I will not miss out on any of the wonderful information you provide.

My Name: _____

Phone: _____

Address: _____

City, State: _____

Zip: _____

I have enclosed my check for \$15.00.

Send to: Karen Carson
7532 Hatch Circle
Arlington, TN 38002

We Don't Want To Loose 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@hotmail.com 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

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God lets me run in to a former member of the Foundation who straightens out my priorities in a hurry. When someone embraces you and with tears in their eyes says, "Thank you for being their when my child and I needed you. Our child is successful today because the Dyslexia Foundation was there for us when we need a boost." I cannot begin to tell you how that lifts your spirits. It makes all the hard work and long hours worth it. Because many years ago (almost 25) there was a group of Mothers and their children who helped me and made it possible for Cain and me to raise our children with learning disabilities.... Because I am so sure that our family would not have survived had it not been for the love and support that we received from the Dyslexia Foundation. Since I cannot repay them, I must pass on the love and be there with a shoulder to cry on and a sympathetic ear. So, when you are tired and feeling low think of those future members whose children will need your help and then just keep on keeping on. Hope to see you all at the summer program.

May God Bless you and the Dyslexia Foundation

As Ever,
Karen Carson
"The Prez"

Reasons why the English language is so hard to learn:

- 1) The bandage was wound around the wound.
- 2) The farm was used to produce produce.
- 3) The dump was so full that it had to refuse more refuse.
- 4) We must polish the Polish furniture.
- 5) He could lead if he would get the lead out.
- 6) The soldier decided to desert his dessert in the desert.
- 7) Since there is no time like the present, he thought it was time to present the present.
- 8) A bass was painted on the head of the bass drum.
- 9) When shot at, the dove dove into the bushes.
- 10) I did not object to the object.
- 11) The insurance was invalid for the invalid.
- 12) There was a row among the oarsmen about how to row.
- 13) They were too close to the door to close it.
- 14) The buck does funny things when the does are present.
- 15) A seamstress and a sewer fell down into a sewer line.
- 16) To help with planting, the farmer taught his sow to sow.
- 17) The wind was too strong to wind the sail.
- 18) After a number of injections my jaw got number.
- 19) Upon seeing the tear in the painting I shed a tear.
- 20) I had to subject the subject to a series of tests.
- 21) How can I intimate this to my most intimate friend?



Parent Tips for Working with Teachers

Parents play a vital role in their child's education. They are equal partners in the team that develops their child's IEP and they care deeply that their son or daughter learns and grows as a student and as a person.

In the course of their child's educational career, parents may interact with a large number of professionals (e.g., their child's special education teacher, occupational therapist, speech therapist, physical therapist, and perhaps many different consultants). Being able to work effectively with these many professionals, exchanging ideas and concerns, communicating openly about what's working and what's not, are important elements in their child's educational success. This section offers suggestions to parents on how to establish and maintain good working relationships with the professionals involved in their son's or daughter's education. These tips were collected from several parents of children of a variety of ages, with a variety of disabilities.

The Basics

- Remember that, as a parent, you know your child best and have the greatest investment in him or her. You need to diplomatically but strongly advocate for your child.
- Develop relationships with the teachers who work with your child.
- Get information and know your options.
- Remember that the people you are working with also care for your child.
- You need to be credible and informed to have people listen to and respect what you say. Be sure to learn what your rights are.
- Be aware that parents have a lot of power. Don't wait for two months to check in for results. If something is not resolved quickly work on it. Teachers don't always have as much leverage as you think. You may be able to help your child's teacher resolve something much faster. Work as a team.
- Remember that working with the school can be a very emotional, personal process because this is your child. It's very easy to feel defensive. Try to describe your needs in behavioral terms, not emotional terms.

- Keep things in perspective: Ask yourself, "Is what my child doing typical for his age group, or does his behavior have to do with his disability?" Encourage those who work with your child to do so, too.
- Know that everything you do is not written in stone. You can change things. Just because you decide something at the end of June doesn't mean you have to do it for the next year. You can change it at the end of October if it's not working. You can call the committee back and ask to reevaluate the situation.
- Reaffirm that "I don't expect you to fix my child" but to help him learn.
- Remember to think of your child first. The disability is just part of who your child is. Remind people of your child's strengths. Encourage teachers to praise him.
- Ask the teacher to have your child be in the helper position at all times, not always the one being helped.
- Encourage a work ethics at home. Put value on those traits that promote success in school: Responsibility, consequences for behavior, organization, and punctuality. Jobs at home translate into expectations. A sense of cooperation and self-worth.
- If you are not sure about how to talk with teachers, connect with other parents. It's like an adult buddy system. Talk to other parents about what they are doing. You can get a parent advocate to work with you – someone who's gone through what you're going through.

Communication

- The most important thing to do is to establish open communication. Try to be non-threatening. You can make friends and get what you need.
- Look at yourself closely to identify habits or attitudes that interfere with effective communication or your being taken seriously.
- Be sure to communicate any concerns to ideas right away over the phone or with a note, while the discussion can be relatively casual. By communicating early you can avoid becoming angry and frustrated; by intervening early, you can avoid a situation growing into a bigger problem or crisis.
- One very effective way to keep communication open is to use logs books. The teachers and others who



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Parent Tips

Tips for Parents of Preschoolers

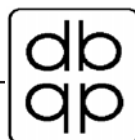
Read early and read often. The early years are critical to developing a lifelong love of reading. You can't start reading to a child too soon!

- Read together every day.
Read to your child every day. Make this a warm and loving time when the two of you can cuddle close together. Bedtime is an especially great time for reading together.
- Give everything a name.
You can build comprehension skills early, even with the littlest child. Play games that involve naming or pointing to objects. Say things like, "Where's your nose?" and then, "Where's Mommy's nose?" Or touch your child's nose and say, "What's this?"
- Say how much you enjoy reading together.
Tell your child how much you enjoy reading with him or her. Look forward to this time you spend together. Talk about "story time" as the favorite part of your day.
- Read with fun in your voice.
Read to your child with humor and expression. Use different voices for different characters. Ham it up!
- Know when to stop.
If your child loses interest or has trouble paying attention, just put the book away for a while. Don't continue reading if your child is not enjoying it.
- Be interactive.
Engage your child so he or she will actively listen to a story. Discuss what's happening, point out things on the page, and answer your child's questions. Ask questions of your own and listen to your child's responses.
- Read it again and again and again.
Your child will probably want to hear a favorite story over and over. Go ahead and read the same book for the 100th time! Research suggests that repeated readings help children develop language skills.
- Talk about writing, too.
Draw your child's attention to the way writing works. When looking at a book together, point out how we read from left to right and how words are separated by spaces.
- Point out print everywhere.
Talk about the written words you see in the world around you and respond with interest to your child's questions about words. Ask him or her to find a new word every time you go on an outing.

Get your child evaluated if you suspect a problem.

Please be sure to see your child's pediatrician or teacher as soon as possible if you have concerns about his or her language development, hearing, or sight.

Taken from the NCLD News Letter at www.ld.org



The Dyslexia Foundation of Memphis

Dear Parents and Tutors:

We are again planning a 4 week summer program. It will be conducted week days from 8:30 a.m. to 3:30 p.m. The program will run Monday June 20, 2005 to Friday, July 15, 2005 at St. Francis of Assisi School (SFA), 2100 N. Germantown Parkway, Cordova, TN 38016.

Workshops, which are mandatory for all personnel, will be held on June 16 & 17, 2005, from 8:30 a.m. to 3:30 p.m. at St. Francis of Assisi School **BRING LUNCH!!!!**

The Dyslexia Foundation's own language curriculum is used for instruction. Students **MUST** take part in the full curriculum for the entire 4 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 tested and recommended will be accepted as students. Please contact a Director if you have questions about being accepted.
2. Unexcused absences by anyone (students and/or personnel) can result in dismissal from the program and all future Foundation programs. Illness is the only acceptable reason for absence. Any other excuse must be cleared before the absence by the board.
3. All tutors must exceed sixteen years of age.
4. All participants must be current members of The Dyslexia Foundation of Memphis. Dues are \$15.00.
5. A certain dress code will be observed by everyone.
6. ALL WORKSHOPS ARE MANDATORY FOR ALL PERSONNEL.
7. All personnel must fulfill all obligations as set forth in the application contract.

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

1. Reading
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.

The tuition will be **\$550.00 per student**. The entire amount is due with the application before June 11, 2005. It cannot be refunded. Remember parents who are going to tutor must apply. The above figures require an enrollment of 80 students in order for the Foundation to offer the Summer Program at this tuition cost.

All applications must be returned **before June 11, 2005**. 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 Spring 2005 semester.

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

SEND APPLICATIONS TO:
Karen Carson
7532 Hatch Circle
Arlington, TN 38002

Sincerely,
Karen Carson
377-8731



WAIVER OF LIABILITY

In partial consideration of the willingness of St. Francis of Assisi 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 St. Francis of Assisi 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 campus of St. Francis of Assisi during any and all functions of The Dyslexia Foundation of Memphis held on said premises.

I further agree to indemnify and hold harmless St. Francis of Assisi 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 _____, 2005

Parent or Guardian _____

RELEASE

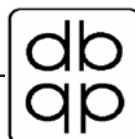
I, individually, (and/or as parent, and/or guardian of the named minor) for and in consideration of the acceptance of my application to enter and my receiving permission from The Dyslexia Foundation of Memphis, hereinafter called "Foundation", to participate in the succeeding Dyslexia Summer and/or Saturday 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 therefrom, 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 therefrom. I further agree that I will be responsible for any medical bills incurred in my treatment, and will not hold the Foundation responsible therefor.

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

Signature of parent(s) if under 18:

Date:



Dyslexia Foundation of Memphis

Summer Student Application

I wish to enroll:

Name _____ Birth Date ___ / ___ / ___ Sex _____ Grade _____

School _____ Dominant Hand _____ Glasses Yes / No

Name _____ Birth Date ___ / ___ / ___ Sex _____ Grade _____

School _____ Dominant Hand _____ Glasses Yes / No

Parents Name _____ Telephone (____) _____

Address _____ ZIP + 4 _____

E Mail Address _____

My child has permission to be given (if needed): Tylenol

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

Has your child been tested and recommended for admission into this program? _____

If so, Where? _____ When? _____

Are you a current member of the Dyslexia Foundation? _____

If not, please enclose a separate check for dues (\$15.00). Make this check payable to: Dyslexia Foundation of Memphis.

Enclose the full tuition for each child. Tuition is not refundable.

Make checks payable to: Dyslexia Foundation Programs.

Signature of Parent and/or Guardian _____

___ **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 Daytime 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 (\$15.00). 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 Deadli



Cook Book Order Form

To order by phone call 377-8731

Name: _____ Phone: _____

Address: _____

City: _____ State: _____ ZIP: _____

Qty.	Description	Price	Total
	Dyslexia Cook Books	\$12.50	
	Shipping and Handling charges		
	for orders \$1.00 to \$25.00 \$2.00	Cook Book Total	
	\$25.01 to \$50.00 \$4.00	S&H	
	\$50.01 to \$75.00 \$6.00		
	Orders over \$75.00 are 10% of order	Amount Due	
	Thank you for your order.		

Dyslexia Foundation
of Memphis
P.O. Box 240792
Memphis, TN 38124

Attention: Postmaster This document contains dated material.

