



ANNUAL IMPACT REPORT: SCHOOL YEAR 2024-2025

## CHANGING THE CONVERSATION ABOUT LEARNING DIFFERENCES IN BERMUDA

[WWW.BCCL.BM](http://WWW.BCCL.BM)

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## A Message From Our Head of School

As BCCL proudly celebrates its 10th year, I am filled with gratitude for the families, educators and community partners who have supported our journey from a small, pioneering school to a vibrant and growing community dedicated to learning.

What began in 2015 with a shared vision — to create a flexible and inclusive learning environment for students who learn differently — has evolved into a dynamic center of excellence that champions the potential of every child. Today, BCCL supports over 50 students with a team of 24 dedicated educators.

Our students thrive because they are seen, heard and taught in ways that reflect who they are and how they learn.

This year's Impact Report is a testament to the power of personalized education. It showcases the thoughtful programs and new initiatives we have launched, the academic and emotional growth of our students and the innovative ways we continue to support families both inside and beyond the classroom.

Our 10-year milestone is more than just a moment to reflect — it is a call to keep going. We remain deeply committed to ensuring that no child in Bermuda is left behind due to a learning difference and that every student has the opportunity to build confidence, experience success and unlock their potential.

Thank you for believing in our mission. Together, we are changing the conversation about learning differences in Bermuda — one child at a time.

Warm regards,  
**Cindy Corday, BS.Ed., M.Ed. (Hons)**  
Co-Founder, Head of School  
Bermuda Centre for Creative Learning



# New Initiatives in 2024-2025



## INNOVATING FOR IMPACT

As the Bermuda Centre for Creative Learning (BCCL) marks its 10th anniversary, the 2024-2025 academic year has been a time of significant growth, programmatic development and renewed commitment to our mission: to ensure that every student who learns differently has the opportunity to thrive. This year, we launched several new initiatives designed to increase access, support early intervention, raise public awareness and expand the scope of our educational offerings.

### Appointment of BCCL's First Director of Advancement and Communications

As part of our long-term strategic planning, we appointed Jane Vickers as BCCL's first Director of Advancement and Communications, effective September 1, 2024. This key leadership position supports the goals outlined in BCCL's *Thrive Initiative Strategic Plan* (2023-2026) and signals a new chapter in our growth and sustainability.

Jane brings over 35 years of experience in fundraising, marketing and community engagement. She is a passionate advocate for learning support and believes deeply in the power of personalized education to transform lives. Her appointment reflects BCCL's continued investment in strong community relationships, long-term sustainability and mission-aligned growth.

The Director of Advancement and Communications role was developed as a direct outcome of extensive community consultation and is grounded in the four pillars of the *Thrive Initiative*: Financial Sustainability, Operational Strength, Educational Excellence and Infrastructure Growth.

### BCCL Dyslexia Education and Public Awareness Campaign

To align with Dyslexia Awareness Month in October, BCCL launched the island-wide **#UntilEveryChildrenCanReadBDA** campaign to increase awareness of dyslexia and the urgent need for timely support. The campaign featured a comprehensive series of outreach activities, including:

- A sold-out public forum focused on early identification and intervention for language-based learning differences
- Presentations to educators and partner organisations
- A social media campaign to promote inclusivity and understanding around learning differences



On September 27 and 28, BCCL, in partnership with Mindset Bermuda and The Reading Clinic, hosted a free, sold-out forum “Unlocking Potential: A Dyslexia Awareness and Education Event.” The forum welcomed over 70 educators from both government and private schools to engage with the latest research and practical strategies for supporting students with dyslexia and other learning differences.

The **#UntilEveryChildCanReadBDA** campaign served to elevate the national conversation and strengthen BCCL’s role as a thought leader in the field of literacy and education in Bermuda. BCCL looks forward to building on this momentum in the year ahead.



## Launch of Dyslexia Screening and Educational Consulting Services

In response to growing demand for accessible, early-stage intervention, BCCL launched two services available for all families in Bermuda:

- The **BCCL Dyslexia Screening Program** offers a structured process for identifying whether a child may be at risk for dyslexia. The screening includes parent and teacher questionnaires, a scheduled in-person screening at BCCL and a virtual results meeting with the family. A written report is provided outlining the child’s risk level and recommending any next steps. While not a diagnostic tool, the screening gives families timely, actionable information to support their child’s learning journey.
- The **BCCL Educational Consulting Service** supports families who are navigating the often complex landscape of learning support. Designed for children who may not yet attend BCCL or whose needs fall outside our scope, the service provides expert guidance on understanding assessments, locating resources, and future educational planning. Through this program, we help families make informed decisions and connect with appropriate programs, specialists and schools in Bermuda or abroad. Consulting also includes regular check-ins to assess progress and update learning strategies.



These services help bridge the gap for families in need of clarity, confidence and direction as they seek the best path forward for their child's education.

### **Introduction of the BCCL Reception Years Program**

Recognizing the importance of early intervention and foundational learning, we introduced a Reception Years Program for four-year-olds. The program offers a play-based, inquiry-led curriculum in a nurturing, small-group setting that supports the development of early literacy, numeracy, executive functioning and social-emotional learning. Our Reception Years Program ensures that young learners are met where they are, and that they are supported holistically from the very start of their academic journey.

Enrollment for the inaugural cohort is now open for September 2025.

### **Launch of the BCCL Secondary School Program**

In March, we announced the launch of BCCL's Secondary School Program for Years 10-13 (beginning in September 2025), marking a significant step forward in extending our personalized learning model into the high school years.

Developed in partnership with the WASC-accredited and internationally recognized Christa McAuliffe Academy of Arts and Sciences (CMASAS), this full-day program offers a personalized, mastery-based curriculum that allows students to progress at their own pace. It is especially well-suited to learners who benefit from flexible learning paths, as well as those with commitments in areas such as sports, music or the arts.

The program is designed to give students both structure and freedom, with personalized morning instruction with courses designed by CMASAS instructors and support from BCCL teachers. Afternoon off-site experiences include work placements, community service, life skills development and hands-on projects. Students will also have access to over 200 electives, seven world languages, AP courses and more than 30 online clubs, all while working toward a globally recognized U.S. high school diploma from CMASAS.

Whether preparing for university, entering the workforce or exploring other passions, the BCCL Secondary School Program will provide students with the skills, confidence and knowledge to thrive in today's ever-changing world.

Enrollment for the inaugural cohort is now open for September 2025.

### Introducing Georgia — BCCL's Therapy Pup and now Official School Mascot

Social-emotional learning is at the heart of everything we do at BCCL, and this year, we proudly introduced our therapy pup Georgia as our official school mascot. Georgia plays a key role in promoting emotional well-being, helping students regulate stress and creating a sense of calm and connection throughout the school day. As both a comforting companion and a symbol of BCCL's inclusive, student-centered culture, Georgia has quickly become a cherished member of our community and is now a visible ambassador for our school's values of empathy, belonging and pride.





## Our Story

Bermuda Centre for Creative Learning first opened its doors in 2015 with a dream to empower students by providing a personalized and flexible learning environment that supports their learning styles. Underlying this was the desire to provide Bermuda's children with evidence-based, best teaching practices so that parents would not have to make the painful decision to separate their families by sending their children off-island to meet their educational needs.

Launched through a mutual friendship between co-founders Lisa Smart, a parent of a child with a learning difference who struggled to find the right educational environment on the island, Cindy Corday, an early childhood and primary education specialist

experienced in school leadership, and Lindsey Sirju, a special education teacher and educational therapist, BCCL opened its doors on Reid Street in Hamilton, with 11 students.

Fast forward 10 years and BCCL continues to grow, supporting more children with learning differences and their families. We currently have a team of 24 educators supporting 51 students. Through the BCCL Foundation and generous community support, we are able to provide tuition bursaries for those who qualify. Fifty percent of our students received financial assistance in the 2024-2025 school year. We also work to raise awareness about learning differences among educators, families and the general public, because we believe in a Bermuda where every child has the opportunity to thrive.

# Our Vision

A Bermuda where every child's learning needs are supported, and they have the opportunity to thrive.

# Our Mission

To empower our students by providing a personalized and flexible learning environment that focuses on their social, emotional and academic needs.

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**BCCL has truly been a game-changer for our son.**

“Da'lan faced significant academic challenges and had trouble advocating for himself at his previous school. Since starting at BCCL in September 2024, we've been nothing short of amazed. His confidence has blossomed emotionally, socially and academically. BCCL has been incredibly supportive, helping him navigate his struggles and even suggesting additional programs to guide him toward a successful future. We are deeply grateful to BCCL and all of the staff for their dedication and support.”

-Divina & Alan Looby (Da'lan Looby)



# Our Approach

**BCCL is a co-ed private school recognized by the Ministry of Education. We are the only school in Bermuda that exclusively enrolls students who learn differently.**

Our mission is to empower students by providing a personalized and flexible learning environment that focuses on their social, emotional and academic needs. We continually research and apply evidence-based, best teaching practices for children ages 6-15<sup>11</sup> who all share one thing in common: they learn differently.

Our students have strength as well as language-based and/or attention-based learning differences, such as:

- Dyslexia (reading and/or spelling)
- Evidence-based, best teaching practices
- Dysgraphia (writing)
- Dyscalculia (math)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Executive function skills deficits
- School-related apprehension

We understand that students with language and/or attention-based learning differences struggle in and outside of school and are at risk for anxiety and depression. Each enrollment application is carefully reviewed and considered.



Through our Social-Emotional and Academic Learning Action Plan and the holistic approach embedded in our teaching practices, we are committed to supporting our students' growth and cultivating a positive school experience. Our teachers continually track concepts that students have mastered, allowing students to move year levels throughout the year.

Our current location at Cedar House on Cedar Avenue in the City of Hamilton was purpose-built and completed in December 2018. The facility includes space for large and small group experiences, as well as assigned rooms for therapeutic interventions.

<sup>11</sup> BCCL will begin accepting students ages 4-18 starting September 2025 with launch of its Reception Year and Secondary School programs.

## The BCCL Difference:

- » U.K. National Curriculum
- » International Primary and Middle Years Curriculum
- » WASC-accredited U.S. Secondary School Diploma
- » Personalized Learning Plans
- » Social-Emotional and Academic Learning Action Plan
- » Rolling Admissions for Children Ages 4-18
- » Low Student-to-Teacher Ratios
- » Student-centered Approach and Flexible Classrooms
- » Community- and inquiry-based learning
- » Family-centered support



# Supporting Families



**BCCL's commitment to providing wrap-around support for families contributes to our students' well-being and success. Our teachers and leadership team understand families' journeys and partner with parents to create an environment where children feel valued and embraced for who they are.**

We understand the considerable emotional stress that comes with a child being diagnosed with a learning difference. We often get inquiries from members of the public about how to get an assessment for their child or navigate the system for support. We try to help them the best that we can.

From July 2024 until June 2025, **230** parent consultations were provided via phone, in-person and virtual sessions with BCCL families. These meetings included 30- to 45-minute conferences with parents to review students' personalized learning goals, progress and/or plans to increase their skills. Additionally **209** meetings occurred with healthcare providers, community partners, agencies and other school officials on behalf of students' welfare.

In the 2024-2025 school year, **152** new families contacted us for guidance to help with one or more of the following:

- Learning more about our enrollment process
- Beginning their child's assessment process
- Understanding the results of the assessment
- Seeking financial support to send their child to BCCL
- Securing interventions for their child

In May 2024 we began offering an educational consulting service to support families whose children may not be ready for BCCL, or whose needs fall outside of our scope of service, to navigate the journey of assessments and finding support on the island or abroad. In October 2025, we launched the BCCL Dyslexia Screening Program to all families in Bermuda to help determine whether a child may be at-risk for dyslexia and if further assessment is needed. Overall, 7 children were screened and the results showed they are all at-risk. As part of the screener, their parents received a feedback meeting and a report to share with their child's school, while they begin the formal assessment process.



# Understanding Learning & Attention Differences

Learning and attention issues are more common than many people think. One in five children in the U.S. has learning and attention issues, but only a small subset of these children are formally recognized and receive specialized instruction or accommodations<sup>(1)</sup>.

To compare these statistics with Bermuda, in 2024, about **8,424**<sup>(2)</sup> students were enrolled in preschool through secondary. If 20% of that number had learning disabilities, that would equal roughly **1,685** children with learning and attention deficits island-wide. BCCL and local specialists believe that actual numbers may be higher in Bermuda.

Children with learning and attention issues are as intelligent as their peers and can achieve at high levels, but too often they are misunderstood as lazy or unintelligent. Without the right academic or emotional support, they are much more likely than their peers to repeat a grade, get suspended and drop out. Individuals with learning and attention issues also struggle in the workplace and have high rates of involvement with the criminal justice system. But with the correct support and interventions, this downward spiral can be prevented. BCCL believes that with supportive teaching strategies and increased awareness with parents, educators and communities, students with learning differences can thrive academically, socially and emotionally.

## SNAPSHOT OF LEARNING AND ATTENTION ISSUES IN THE U.S.

**1 in 5 children in the U.S. has learning and attention issues.**



Only a small subset receives specialized instruction or accommodations, while the majority of children with learning and attention issues are not formally identified.

<sup>1</sup> Source: Horowitz, S. H., Rawe J., & Whittaker, M.C. (2017). The State of Learning Disabilities: Understanding the 1 in 5. New York: National Center for Learning Disabilities.

<sup>2</sup> Source: Bermuda Digest of Statistics 2024

# Traditional School Model's Limitations

In the traditional school model, students are placed at a year level based on their chronological age. Some students will grasp concepts easily, while others will struggle and begin to fall behind. Those who have difficulty retaining concepts and do not have the learning support they need will continue to fall further and further behind. From an early age, children begin to internalize how well they are — or are not — succeeding in school. Advancing students from year to year based solely on their age, rather than skill mastery, can negatively impact students' social-emotional and academic growth. Without support, students that fail to retain concepts often develop work avoidance and off-task behaviors that interfere with their learning, as well as the learning of others.

Teachers often spend more time managing student behavior and less time teaching. When under stress, teachers can resort to punitive disciplinary measures which further impact a child's self-esteem.

Schools are often not equipped to support children's individual learning styles, as well as their social-emotional and academic needs. Those who are not supported and fall behind their peers are at risk for anxiety, depression and risky behaviors that have long-term negative consequences.



## RISKY BEHAVIORS

Substance abuse: alcohol, marijuana and cocaine

Start having sex at a younger age and with more partners

Problems with the law and more likely to go to juvenile court

Suffer with anxiety & depression

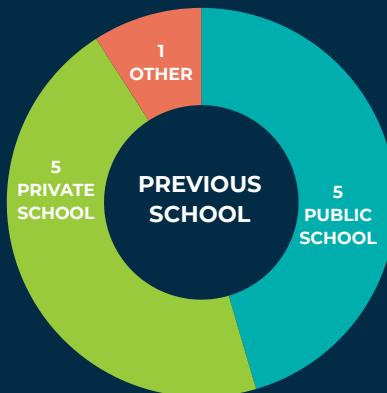
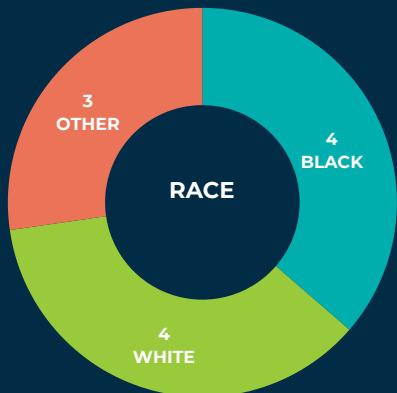
Disruptive in school as a result of poor impulse control

Upon getting a license, have dangerous and distracted driving

# Our Demographics

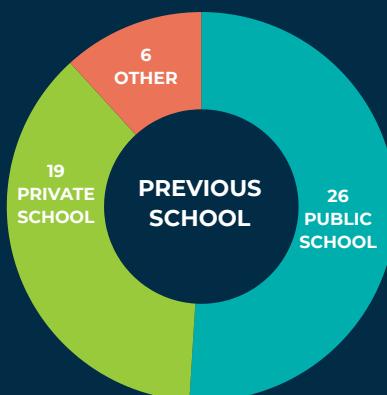
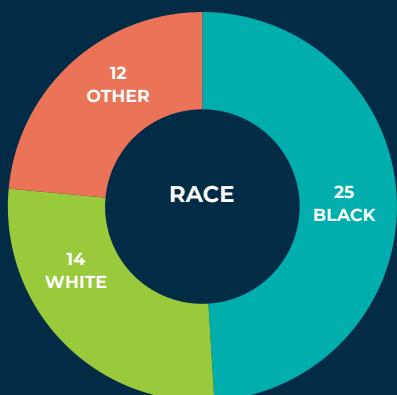
THE BEGINNING - SCHOOL YEAR 2015-2016

3 MALES & 8 FEMALES



FAST FORWARD TO TODAY - SCHOOL YEAR 2024-2025

33 MALES & 18 FEMALES



21

BURSARIES  
AWARDED

\$262,000  
TOTAL FUNDS GRANTED

# Our Holistic Approach



Students who struggle in school are at risk for anxiety and depression. Skills such as self-awareness, self-management, social awareness, relationship skills and responsible decision-making are embedded in students' personalized learning goals, which our teachers track, along with academic targets. Our teachers also incorporate a variety of mindfulness techniques to help students self-regulate when they are feeling stressed:

- Throughout the school day, students are provided with brief brain breaks between lessons, which allows them to reset, focus and retain concepts.
- Yoga is taught once per week, and physical education is provided daily at Victoria Park, Bernard's Park and the W.E.R. Joell Tennis Stadium.

- Since 2018 BCCL has been welcoming comfort pups into the school, which has had a calming effect in the environment, helping students with their social and emotional development. Students enjoy walking, reading to and brushing the pups. In some instances, taking a break to visit a pup in the school office reduced students' anxiety levels.
- Community-based learning is provided weekly from November through May. Rather than a stand-alone field trip, students receive more in-depth knowledge and acquire skills that build from week to week.

The use of these holistic approaches has made a tremendous difference in students' behaviors, leading to a positive school experience. We look forward to expanding our partnerships with like-minded community organizations over the next year.

## Our Organizational Values:

- Empathy
- Empowerment
- Community

*Through these values, we foster a love of learning in the children we serve, as well as confidence in their abilities.*

## Our Community Partners:

- The AgraLiving Institute
- Bermuda National Trust (BNT)
- Bermuda Underwater Exploration Institution (BUEI)
- Bermuda Zoological Society (BZS)
- Jump 2B Fit

## Our Learning Ethos:

We encourage our students to be:

- Resilient
- Curious
- Motivated
- Creative
- Collaborative
- Kind
- Community-minded



“

## **My experience in the Mentorship Program has been great.**

“I have enjoyed the opportunity to work more closely with the students in small groups. My weekly check-in meetings with my mentor and academic advisor from the University of Sunderland assist with my progress in the classroom and make me feel supported. BCCL is an amazing place to complete the mentorship program because staff are really helpful and friendly.”

- Ryan Nesbitt, Upper Primary Years Teacher Assistant Mentee

## **Evidence-Based, Best Teaching Practices**

We continually research and apply evidence-based, best teaching practices that directly impact student outcomes. Reading, writing and math are taught in small ability groups that focus on a student's individual skill level. Teachers continually track concepts that students have mastered, allowing them to move year levels throughout the school year. The U.K. National Curriculum is implemented, along with the International Primary (IPC) and the International Middle Years (IMYC) Curriculums. The IPC and IMYC integrate core subject concepts through project-based learning. BCCL teachers are trained in the Orton-Gillingham approach, a prescriptive way to teach literacy.

The Read Naturally Live™ reading intervention program is provided to all students (when they are ready) to increase reading fluency and comprehension. DoodleMaths, DoodleTables and DoodleEnglish are implemented in the school day, and students can also access these programs at home. Since 2023 we have taken a two-pronged approach to supporting our students in math. There is a math support teacher to scaffold all students' learning and a targeted ICAN Math program, administered through The Reading Clinic and subsidized by BCCL, for those who have a formal diagnosis of dyscalculia.

# Teaching Reading

## DOING WHAT WORKS

**Reading is not a natural process, but one that must be taught explicitly and systematically. Structured literacy helps all children learn to read and is crucial for children with dyslexia, who often have trouble with the basic skills of reading. Structured literacy builds a solid foundation so that children can develop more advanced reading skills, which includes three types of teaching:**

- **Systematic:** Reading skills are taught in a logical order. Children must master the basics before moving on to more complex skills.
- **Explicit:** Teaching is clear and direct. There is no guesswork.
- **Diagnostic:** Teachers constantly assess students to make sure that they're mastering concepts before moving on. Instruction is individualized.

BCCL teachers are trained to facilitate the Orton-Gillingham (OG) approach, which is a direct, explicit, multisensory, structured, sequential, diagnostic and prescriptive way to teach literacy when reading, writing and spelling do not come easily to individuals, such as those with dyslexia. Our students benefit from receiving the OG approach in daily small group interventions.

Some students have additional support from The Reading Clinic tutors in a one-on-one session during the school day. Having both types of support has helped to close students' reading level gaps.

In addition to daily instruction for small-sized ability groups, BCCL implements intensive 1:1 and 2:1 reading support to students two to three times a week. Previously taught concepts were reinforced through hands-on activities and game-based learning with the understanding of the structure of how the English language works. The progress of each student was closely monitored, allowing them to move to a new concept when possible. Of the 28 students who received reading intervention between September 2024 and May 2025, 9 moved up one year level. There was a total of 960 sessions for this period. In addition, teachers and families were kept informed of each child's progress. Without this intensive support, students would not have been able to retain skills, move up reading levels and experience success in their daily learning. This additional reading support will continue for the 2025-2026 school year.



# The Science of Reading



## WHAT IT IS, WHAT IT IS NOT\*

The Science of Reading is an approach to teaching reading that is based on decades of multidisciplinary research and evidence on how children best learn to read. It focuses on teaching based on five key ideas that are equally prioritized: phonemic awareness, phonics, fluency, vocabulary and comprehension. Though some misconceptions have arisen about the Science of Reading, it must be emphasized that this is not a program or a product that can be purchased, nor is it a phonics-based approach that simply drills phonics.

Most importantly, it is not “complete”—research continues to be conducted with new evidence still being uncovered. Understanding the Science of Reading can help educators (and families) in their journeys to teach all children to read, including those with diverse needs and cultural backgrounds. Educators and families can monitor this field and work together to bring the latest developments in best practices into the classroom.

\*Source: Reprinted from the National Centre on Improving Literacy. [www.improvingliteracy.org](http://www.improvingliteracy.org)

## WHAT IT IS

### A Collection of Research

Research, over time, from multiple fields of study using methods that confirm and disconfirm theories on how children best learn to read.

### Ever-Evolving

There is new research and evidence, all the time. As populations, communities and approaches evolve, so should practice.

### Teaching Based on the Five Big Ideas

**Phonemic Awareness:** The ability to identify and play with individual sounds in spoken words

**Phonics:** Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns

**Fluency:** The ability to read words, phrases, sentences and stories correctly, with enough speed and expression

**Vocabulary:** Knowing what words mean and how to say and use them correctly

**Comprehension:** The ability to understand what you are reading

## WHAT IT IS NOT

### Phonics-based Programs that Drill Phonics Skills

Phonics is an integral part of teaching reading based on science, but it is just one of the five big ideas that should be taught so all children can learn to read.

### Complete, with No Further Research Necessary

As with any science, it is never complete: we can always know more. More study happens all the time and researchers, teachers and families can work together to bring the best research into classrooms.

### A Program, an Intervention or a Product That You Can Buy

The Science of Reading could be considered an approach to teaching reading that is based on decades of research and evidence. It is NOT a specific program.

# The Missing Piece

## SOCIAL-EMOTIONAL LEARNING

Social-Emotional Learning (SEL) supports children's academic success and well-being. It promotes curiosity, relationship-building, conflict resolution, and the ability to consider other perspectives.

We believe that SEL begins at birth, helping children develop and manage their emotions. SEL skills are often thought of as "soft skills" that only need to be taught in the early years; however, research supports the significant role of SEL at all grade levels. Having these skills can lower levels of emotional distress and disruptive behavior, while promoting the healthy development and academic achievement of all students and significantly raising test scores.

Students spend the majority of the school day in classrooms, and these spaces are at the heart of the learning process. SEL is most effective at the classroom level when supported by evidence-based programs that ensure supportive learning environments and high-quality, consistent opportunities for SEL integration.

When SEL is integrated throughout all classrooms with a comprehensive, school-wide approach, students can learn and practice SEL through explicit instruction, trusting relationships and frequent opportunities to express their voices and perspectives.

Every student wants to make connections with others and have friends and teachers who care about them. They want to feel safe and supported. SEL does not happen by chance: there needs to be a plan in place to ensure that it is ingrained in the school curriculum.



## SOCIAL-EMOTIONAL LEARNING IN ACTION AT BCCL

In 2018 our team began researching best practices in SEL. CASEL (The Collaborative for Academic, Social and Emotional Learning) was chosen for its clear and concise resources, which highlight self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

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In 2019 BCCL introduced a school-wide Social, Emotional and Academic Learning Action Plan to ensure that SEL would be implemented for all students.

In 2020, BCCL teachers reviewed the current staff evaluation goals and as a team, created an evaluation that includes specific SEL goals. These goals include how teachers work with and support students, their families and colleagues.

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In 2021 SEL skills were added to our students' personalized learning goals for teachers to track, along with students' academic goals.

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In early 2023 BCCL teachers led an in-house professional development session, which focused on highlighting the SEL methods they consistently use that foster a positive school environment.

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In 2024 we continued to build on these foundations and integrated SEL into our school spirit week, culminating in a school rally at Victoria Park on March 8, CASEL's International Social-Emotional Learning Day.

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This year, through a partnership with the Bermuda Education Network (BEN), our Team and Admissions Coordinator, Nikki Maries, provided an SEL workshop for public and private school teachers. This professional development session emphasized the importance of incorporating the SEL approach not only within the classroom but also across the entire school culture.

# Mental Health Anti-Stigma Month: May 2025

May 2025 marked Bermuda's first official Mental Health Anti-Stigma Month and BCCL was honoured to collaborate in this island-wide initiative. Led by the Ministry of Health, the campaign united a broad coalition of organizations committed to raising awareness and providing support regarding mental health.

Students with learning challenges are significantly more likely to experience anxiety, depression, low self-esteem and social isolation. At BCCL, we witness every day how supportive, personalized education can change that narrative. Mental health support must be embedded within learning environments, not treated as an afterthought.

The month began with a powerful public event on the steps of City Hall, where BCCL joined advocates, mental health professionals, educators and government leaders to affirm a shared commitment to ending mental health stigma and creating emotionally safe, inclusive spaces for young people.

At Harbour Nights, we participated in an booth showcasing student-created artwork and practical resources on emotional wellness. The booth sparked meaningful conversations with families, educators and community members.

BCCL also hosted a full-capacity community town hall, contributing to critical discussions about youth mental health and neurodiversity and advocating for the importance of early intervention and wraparound services.

Co-Founder and Deputy Head of School, Lindsey Sirju shared compelling data on the connection between learning differences and mental health challenges, to the KPMG Mental Health Working Group, emphasizing the urgent need for integrated support systems across education and healthcare sectors. Further amplifying this advocacy, Cindy Corday, BCCL Co-Founder and Head of School authored a widely praised op-ed in The Royal Gazette, calling for a compassionate and inclusive approach to education that places mental health at its core.

Looking ahead, BCCL remains deeply committed to this work. We will continue collaborating with government agencies, mental health providers, and community advocates, particularly this October, which is both Mental Health Awareness Month and Dyslexia Awareness Month, to ensure that every child is seen, supported, and empowered to thrive.



# Supporting Our Team

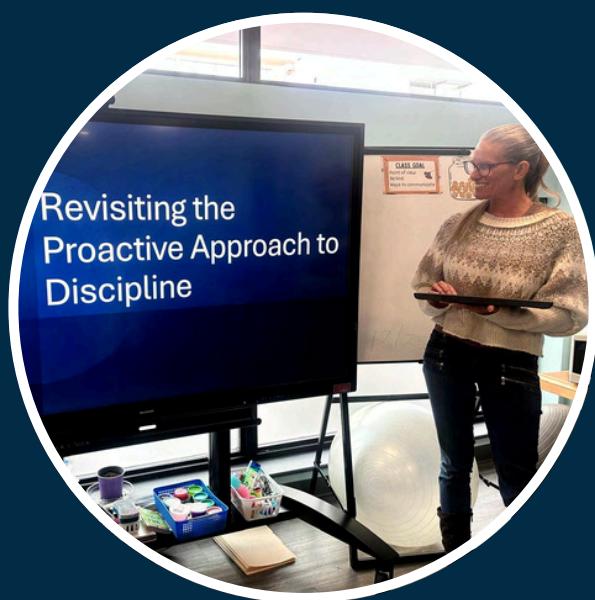
## CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT

**We believe that teachers, equipped with the right tools and resources, can change a child's trajectory.**

At BCCL, we empower our teachers to build relationships and make connections with their students and with each other, and to be flexible and compassionate in their approach. We support their continual professional development through access to ongoing education and training in evidence-based best teaching practices.

During the 2024-2025 school year, our teachers received over 25 hours of professional development, including workshops such as "Structured Word Inquiry," "Educate School Management System," "Implementing Doodle Learning in the Classroom," diversity and inclusion training by Citizens Uprooting Racism in Bermuda (CURB)," "Multi-Sensory English and Math Development," "Social and Emotional Learning & Proactive Discipline," re-certification in CPR & First Aid, and updated SCARS training.

Additionally, BCCL has weekly all-team meetings, staff check-ins with the leadership team three times a week and weekly homeroom meetings led by our Team and Admissions Coordinator. These regular communication touch points ensure that our students' learning goals and social-emotional needs are being tracked, supported and met.



# The BCCL Teacher Mentorship Program



The biggest challenge we continue to face is securing highly qualified Bermudian teachers who are trained and have experience teaching children with learning differences in a progressive, flexible classroom environment. Given that our students are often behind two or more academic grade levels, our teachers must be able to provide a specialized approach to meet their unique needs.

In September 2020 we began a two-year mentorship for Bermudian teachers to enhance their teaching skills under the guidance of our master-level teachers. BCCL's Teacher Mentorship Program (TMP) is the first of its kind in Bermuda, offering teachers the opportunity to train alongside experienced teachers while receiving a salary and health insurance.

Jennifer Doidge, a graduate of York and Toronto Metropolitan Universities in Canada, was our first teacher mentee. Her participation in the program has strengthened her classroom management skills and understanding of the support that children with language-based learning differences require. During her second year in the mentorship program, she received training in the Orton-Gillingham (OG) approach through The Reading Clinic. Jennifer became a lead teacher at BCCL in September 2022.

Natalie Grant began her mentorship during the 2022-2023 school year. She holds a Postgraduate Certificate in Education from Reading University in the U.K. As a teacher mentee, Natalie received OG training and additional professional development opportunities to master her skills in teaching reading and writing. She moved into a lead teaching role at BCCL in September 2024.

Sabriyya Harvey began the mentorship program in September 2023 and will complete the program in June 2025. She has a bachelor's degree in fine arts from Mount Allison University and a bachelor's degree in education from Brock University, in Canada.



Three additional mentees began the mentorship program in 2025. Nicole Hassell began her first year as a teacher mentee in our physical education department. She holds a Bachelor of Science in Sports and Coaching from London Metropolitan University, U.K., and a Master of Education with Specialization in Athletic Coaching from Northcentral University, U.S. She has received an Advanced Diploma in Personal Training (Level 3), and an ASA Level 1 Award in Teaching Aquatics. She is currently working on a (iPGCE) International Post Graduate Certificate in Physical Education with Qualified Teacher Status with Coventry University.

Jessie Marshall holds a Bachelor of Science in Sport and Exercise Science and a PGCE in Primary Education with Physical Education Specialism, as well as Qualified Teacher Status from St. Mary's University, U.K. Jessie is a teacher mentee in lower primary.

Ryan Nesbitt holds a Bachelor of Arts and Community Science from Cape Breton University, Canada. He is a primary teaching assistant and is continuing his studies to receive a (iPGCE) International Post Graduate Certificate in Primary Education with Qualified Teacher Status from Coventry University.

“

“As I approach the end of my mentorship, I reflect on where I started a year ago and how far I've come. Through continued conversations and modelling from experienced professionals, I've gained significant skills that have shaped my development. This hands-on, experiential knowledge has supported my growth as a teacher in immeasurable ways. I now feel more confident and capable in my teaching practice, ready to take on new challenges.”

-Sabriyya Harvey  
2023-2025 Teacher Mentee



## Transitioning To & From BCCL

**BCCL has rolling admissions, allowing students to join anytime during the school year (space allowing). Because our teachers continually track student progress, this allows students to move up year levels throughout the school year. The table on the following page shows how many year levels students were behind when they began at BCCL.**

As part of the enrollment process, we encourage prospective students to spend an Experience Week with our learning team to determine eligibility. Our goal is to ensure that our school environment will be a good fit for each child. The Experience Week allows BCCL to assess a child's math, reading, writing and social skills so that they can participate in daily lessons based on their skill levels. Teachers develop a rapport with each prospective student with the goal of understanding their learning style, specific needs and support required.

As of June 2025, 51 students were enrolled in the 2024-2025 school year. 27 of these students previously attended public school, 20 attended private school 4 attended homeschool, and 1 student attended school in the U.S.

Students can remain at BCCL until they are 18 years old. We provide families with support and transition planning to their next school, whether on-island or away. In the past, students have transitioned to Warwick Academy, Mount Saint Agnes Academy, Bermuda public schools, the Adult Education School on-island, and boarding schools abroad.

We are proud to launch the BCCL Secondary School Program in September 2025. This program for Years 10-13 is designed in partnership with the WASC-accredited Christa McAuliffe Academy School of Arts and Sciences (CMASAS), rated as one of the best online high schools in the U.S.\* It will offer a flexible and personalized, mastery-based learning experience that encourages students to take ownership of their education while receiving the support they need to thrive. With small class sizes, flexible learning pathways and real-world experiences, students will engage in a curriculum tailored to their individual strengths and interests. Through a combination of online academic coursework, hands-on projects and off-site experiences like work placements and community service, students build essential life skills, confidence and independence, preparing them for university, careers, and beyond.

\*"2025 Best Private Online High Schools in America," Niche.com





## The BCCL Secondary School Program Includes:

- Personalized Learning Paths:** Students work at their own pace with one-on-one teacher support.
- Small Classes and Mentorship:** Dedicated BCCL educators provide guidance and academic mentoring working in partnership with Course Instructors from CMASAS.
- Real-World Learning:** Afternoon off-site activities such as work placements, community service, hands-on projects and life skills development help students build confidence beyond the classroom.

- Globally Recognized Diploma:** Graduates receive a WASC-accredited U.S. high school diploma through CMASAS, accepted by universities worldwide.
- Broad Course Selection and Clubs Offering:** Students have access to core subjects, 200+ electives, nine different world languages, AP courses, and career-based learning opportunities. They may also take advantage of more than 30 interesting online clubs.
- Flexibility for Passion Pursuits:** Students can excel in sports, music, drama and the arts while keeping up with academics.<sup>[1]</sup>



BCCL is a part of the Private School Heads Association, continues to support the Association's public awareness campaign launched in February 2024 ("Bermuda versus Boarding Schools") to encourage parents to consider the benefits of having their children remain in Bermuda for their studies.

BCCL's view is somewhat different in that we know some of our students will need to go to school off-island to get

the support they need in an environment conducive to their learning needs; however, in other cases, when children come to BCCL in their early years, our educational approach may increase their ability to transition to a school on-island and to then graduate. Because we believe we can build a Bermuda where every child's learning needs are supported, we are in favor of this campaign, as its underlying goal is educational excellence on the island.

#### LEVELS STUDENTS WERE BEHIND IN THE 2024-2025 SCHOOL YEAR

|                       | English     | Math        |
|-----------------------|-------------|-------------|
| <b>On Grade Level</b> | 3 Students  | 1 Student   |
| <b>1 Year Behind</b>  | 7 Students  | 1 Student   |
| <b>2 Years Behind</b> | 16 Students | 14 Students |
| <b>3 Years Behind</b> | 12 Students | 13 Students |
| <b>4 Years Behind</b> | 9 Students  | 18 Students |
| <b>5 Years Behind</b> | 3 Students  | 4 Students  |
| <b>6 Years Behind</b> | 1 Student   | -           |

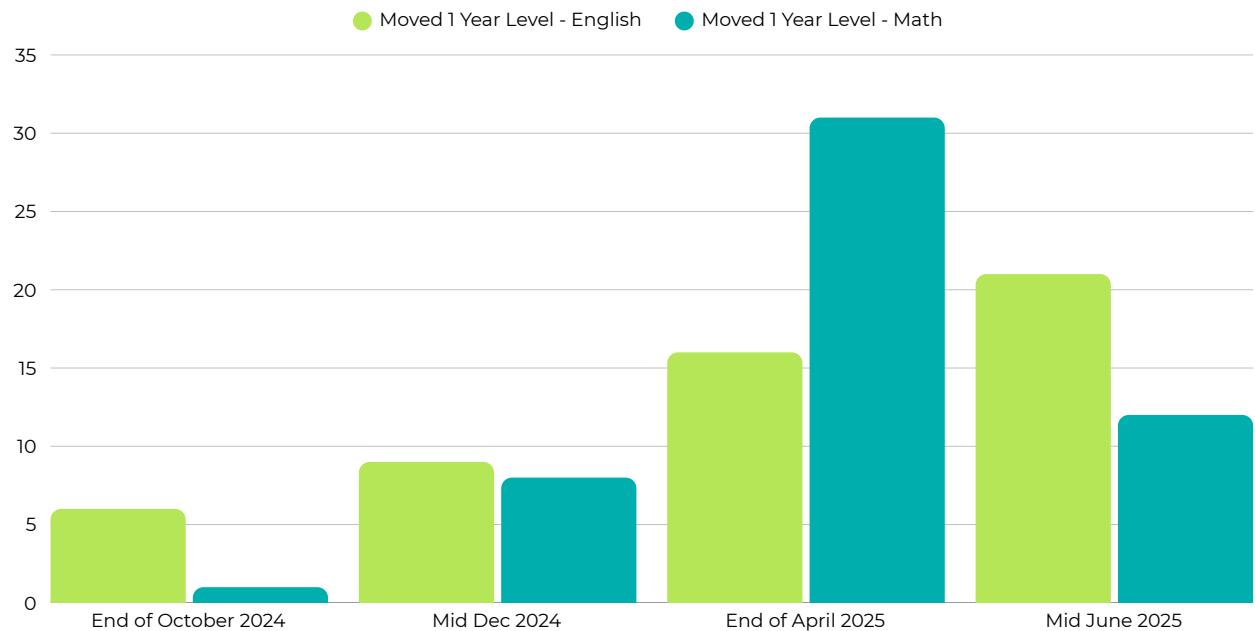
# Year Level Movement

## 2024-2025

While students usually carry over grade levels from the end of one school year to the start of the next, the 2024-2025 school year was different: in September 2024, many students began the year working at a new English and math level. This change meant that students did not show signs of being ready to move year levels until Mid-December. A larger number of students moved up a year level in April, followed by more students moving up a year level in Mid-June.

Quite often, older students ask to be assessed when they see that their peers are moving year levels. Taking ownership of their progress and getting closer to their chronological year level increases their self-esteem. The following data reflect students that moved a year level in English and math at various points in the 2025-2025 school year.

### YEAR LEVEL MOVEMENT: 2024-2025



# Year Level Movement

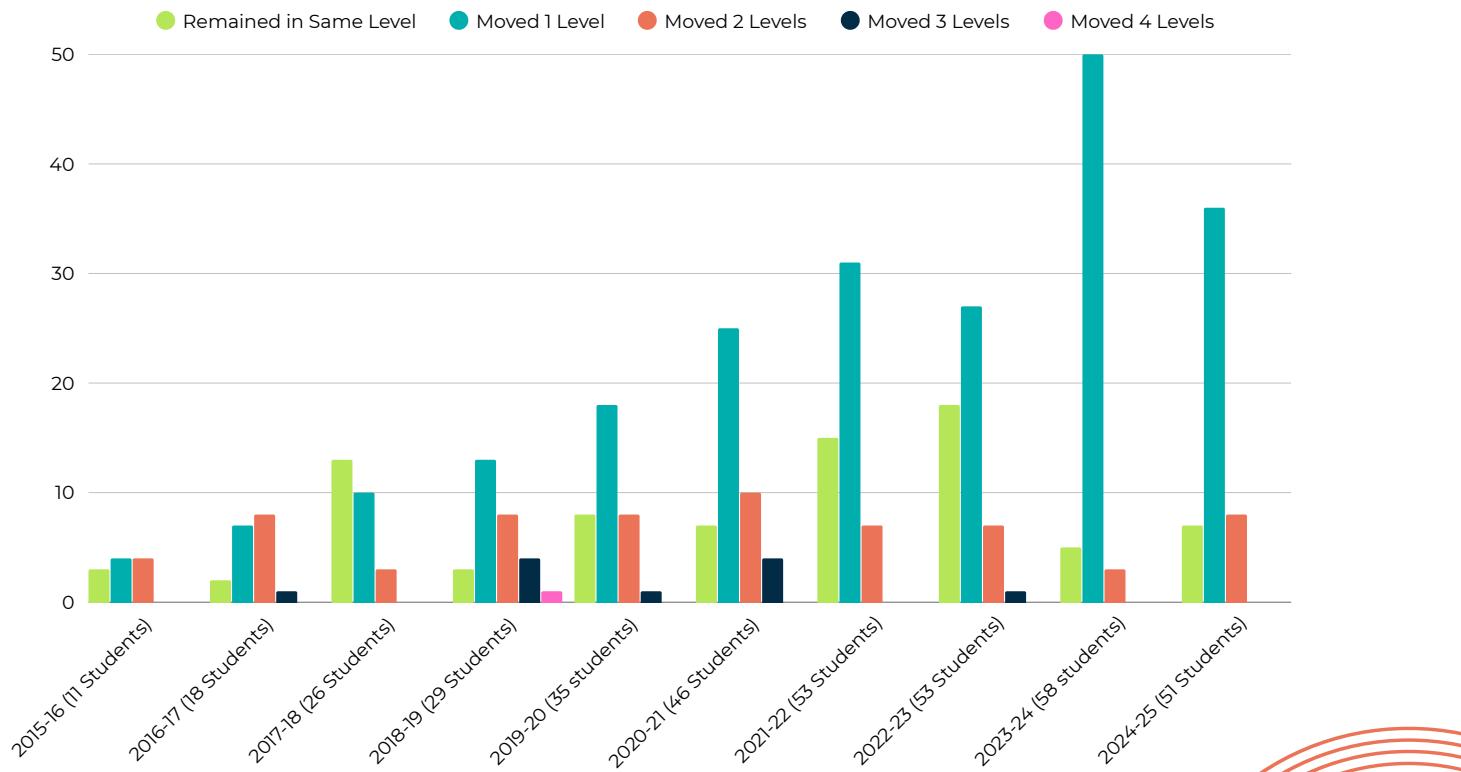
## LOOKING BACK TO 2015

We began collecting data in 2015 to show student progress. The charts on the following page reflect year level movement overall from September 2015 to June 2025, in English and math.

### Two factors can affect student movement:

1. BCCL's rolling admissions allows students to begin at any time during the school year, thus, they are not able to receive a full year of instruction.
2. A few students have been diagnosed with a global developmental delay (low IQ) and thus have difficulty grasping concepts and tend to progress at a different pace than their peers.

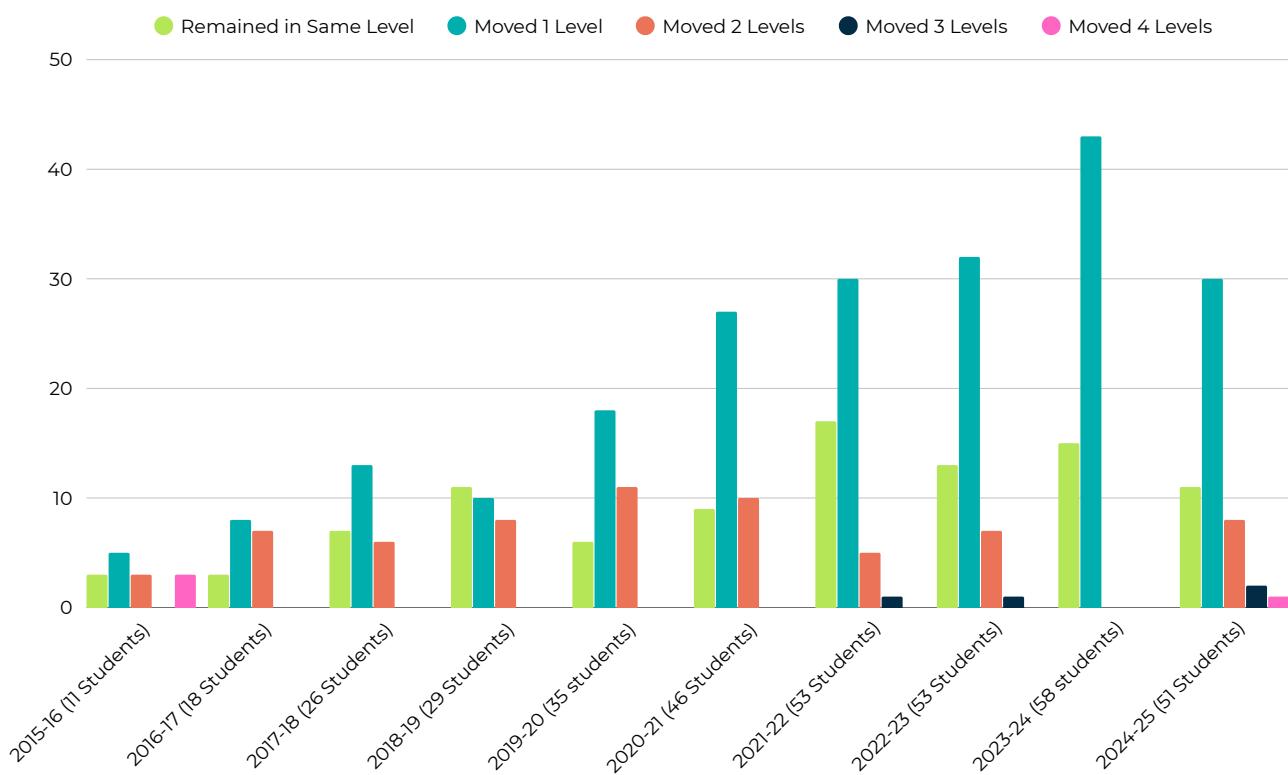
## ENGLISH YEAR LEVEL MOVEMENT: 2015-2025



# Year Level Movement

LOOKING BACK TO 2015 CONTINUED...

## MATH YEAR LEVEL MOVEMENT: 2015-2025



“

## We are incredibly thankful to BCCL for bringing joy back into our daughter's educational journey.

“BCCL recognizes and embraces her unique learning needs and specifically tailors their approach to her. Because of this, Elle feels more confident in her abilities, and her self-esteem is blossoming. It has brought us so much comfort knowing she is in a nurturing and supportive environment. Elle is our happy little girl again.”

- Cary & Spencer Butterfield (Elle Butterfield)



“

## We are very pleased with the progress Yanzy has made since he began at BCCL.

“Prior to attending BCCL, he was very afraid of completing math and would get really upset. He is now responding positively, has grown as a person and is a lot more sociable.”

- The Ratteray Family (Yanzy Ratteray)

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## Building Community Awareness

To build public awareness about learning differences and raise support for BCCL tuition bursaries, the following fundraisers were held during the 2024-2025 school year:

The “Every Child, Every Coin, COUNTS” Piggy Bank Fundraiser was held in November and December. Students brought in coins they collected in piggy banks that were kindly supplied by BF&M. Sorting pennies, nickels, dimes and quarters and counting and wrapping coins provided a learning experience for students and ultimately raised a total of \$6,497.43. Thank you to all who donated and fed the piggies.

Our fifth annual February Freeze was held at Hawkins Island and students and staff raised funds to participate. The weather was perfect, and the crystal-clear icy water made for a fun and special experience. BCCL wishes to thank all who donated to the initiative and the Cox Family and the Hawkins Island staff, along with volunteers Spencer Butterfield, Jim Butterfield, Geoff Gardner, Katy Hughes and BCCL parent volunteers. In addition, a big thank you to Take Five Catering Ltd. Overall, we raised \$16,193.00 for student bursaries.

Our first Tag Day, held in October, raised \$6,424.25.

## The BCCL Student Council

In the fall, an election for BCCL Student Council members was held, filling the roles of Student President, Vice President, Secretary, and Treasurer. Student representatives were also chosen from each homeroom. Participation in the Student Council gave the children opportunities to develop leadership skills and learn the impact they can have in supporting the community.

The Council helped to plan special events such as Mad Hair Day to benefit P.A.L.S Bermuda, Denim Day for the Bermuda Diabetes Association, Wacky Sock Day to support Tomorrow's Voices and a grub day to support The Family Centre's World Children's Day appeal. They also collected over 180 pounds of food and toiletries for the BCCL Christmas Food Drive in support of the charity HOME.

Our Student Council also planned the 2025 BCCL Spirit Week in the spring, which included a Mix and Match Clothing Day, Career Day, Anything but a Backpack Day, 1990s Day and Pajama Day. They held fundraisers selling pizza and chips and held a cake raffle and bake sale. These events promoted school pride and built the student leaders' confidence.

# Celebrating Student Success

# 8

students will transition from BCCL to other schools in September 2025.



# 4

BCCL students will transition to the new CMASAS Secondary Program.

# Our Strategic Plan: 2023–2026

**The Thrive Initiative Strategic Plan (2023-2026) reflects a vision for BCCL based on feedback and priorities identified by members of our community. Our plan focuses on four pillars:**

## » **PILLAR 1: FINANCIAL**

The long-term financial well-being of BCCL is essential for the sustainability of the school.

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## » **PILLAR 2: OPERATIONS**

BCCL will prioritize the enhancements of the leadership structure of the school while simultaneously investing in recruitment and retention efforts of talented team members.

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## » **PILLAR 3: EDUCATIONAL EXCELLENCE**

The most important aspect of BCCL's work is the student-centered approach. BCCL is committed to serving more students in Bermuda.

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## » **PILLAR 4: INFRASTRUCTURE**

Most participants acknowledged the need for the expansion of the physical plant. BCCL is committed to evaluating all options for expansion that are informed by a comprehensive Strategic Plan.

# The BCCL Foundation

## IMPACTFUL GIVING, POSITIVE OUTCOMES

As a registered charity, the Bermuda Centre for Creative Learning Foundation (BCCLF) continuously seeks donor funding to offer tuition bursaries for families and to contribute to BCCL's operational expenses.

Due to students' needs and BCCL's commitment to providing low student-to-teacher ratios, the number of staff required is much higher than in traditional schools.

During the period of July 1, 2024, through June 30, 2025, donor funds raised totaled \$968,740.00 and for the 2024-2025 school year 21 families received bursaries totaling \$262,000.00. BCCL tuition is currently \$29,500.00. Specialized private day schools in the U.S., U.K. or Canada with a similar model as BCCL's have much higher tuition fees.

Run by volunteers and a board of trustees, BCCLF's goal is to partner with other like-minded organizations to ensure that children's needs are met and they can become productive members of our community. Given the state of the economy and the lack of alternative options on the island, donor funding is crucial now more than ever.



“

## BCCL has drastically altered the trajectory of my daughter's educational journey.

“Kailyn has acquired the confidence that is required for academic studies. She is now a stellar reader and, most importantly, the overall experience is extraordinary. The staff are of exceptional quality, and their dedication allows me to have peace knowing we found the right school. As an educator, I am extremely grateful to BCCL for the extraordinary service they provide!”

- Loreesa Burchall (Kailyn Zuill)



## The Way Forward

Our growth continues to follow a consistent trend, with lower-income families enrolling children who previously attended public school and are unaccustomed to paying school tuition. In the 2024-2025 school year, 31% of our enrollment was from single-income households. The rising cost of food, housing and utilities has impacted these families more than households with multiple incomes. They do not have safety nets to rely on if a family member experience reduced work hours or a job loss.

|  | FY24-25 GOAL        | FY25-26 GOAL        | FY26-27 GOAL        |
|--|---------------------|---------------------|---------------------|
| Bursaries & Scholarships               | \$ 360,000          | \$ 360,000          | \$ 360,000          |
| Teacher Mentorship Program             | \$ 150,000          | \$ 160,000          | \$ 165,000          |
| Specialists Support (Math and Reading) | \$ 300,000          | \$ 310,000          | \$ 320,000          |
|  |                     |                     |                     |
| Operations                             | \$ 350,000          | \$ 350,000          | \$ 350,000          |
| <b>Total</b>                           | <b>\$ 1,160,000</b> | <b>\$ 1,180,000</b> | <b>\$ 1,195,000</b> |

# 2025-2026 Projected Operating Budget

Due to BCCL's students' needs and our commitment to providing low student-to-teacher ratios, the number of staff required at BCCL is much higher than in other schools and must evolve as enrollment increases. Cost-saving measures are in place to avoid over-expenditure.

## INCOME

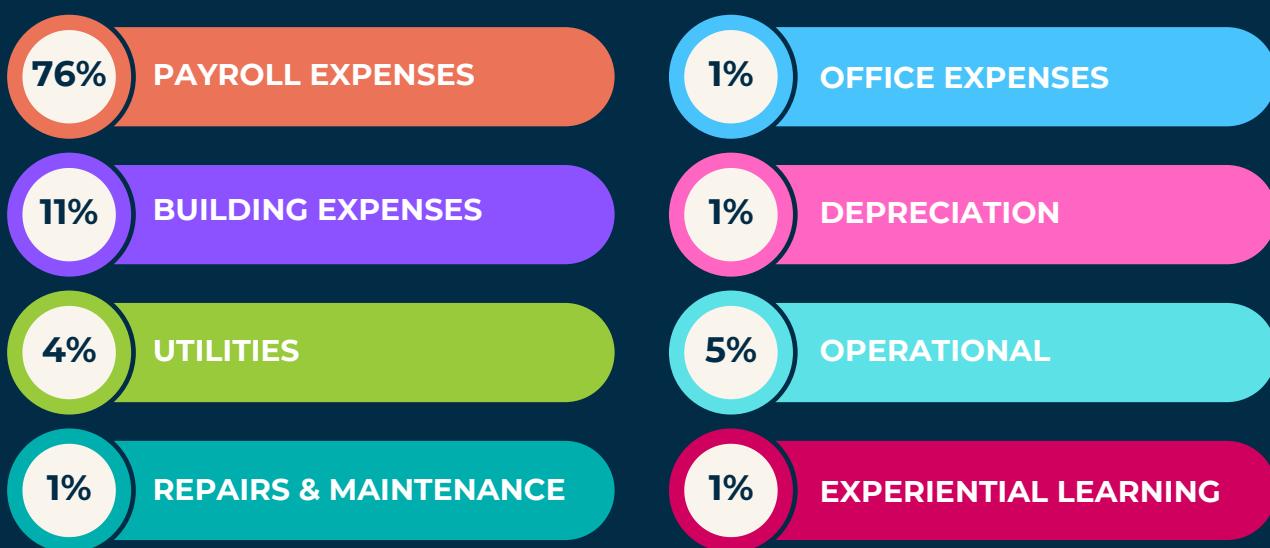
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Tuition (including Sept 2025-June 2026 bursaries)

**TOTAL INCOME \$ 1,614,184**

## EXPENSES

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**TOTAL OPERATING EXPENSES \$ 2,235,380**

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“

**In the three months my daughter has been at BCCL, I have watched her transform from feeling frustrated and less worthy than her peers because she has a learning difference to feeling empowered, enthusiastic and engaged in her learning.**

“I will be forever grateful to BCCL for providing the opportunity for Tatiana to learn in a small group environment and for providing an educational plan tailored specifically to her individual needs — not a cookie cutter approach. As a mother, seeing Tatiana’s excitement when she has mastered a skill and the lightbulb going off in her head — “I can actually do this!” — is priceless and brings me so much joy. Tatiana’s future is bright and full of opportunities because of BCCL and its wonderful caring teachers.”

*-Heather Marshall (Tatiana Marshall)*



# Charitable Giving: 2024–2025 (July 1, 2024, to June 30, 2025)



Community stakeholders and others have rallied in support of BCCL's mission to provide a learning environment specifically for children who think and learn differently. Thank you for your gifts in-kind and monetary donations. As BCCL grows, we need your continued support. We apologize for any errors or omissions.

## DONORS

Allan and Gill Gray Philanthropies

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Centennial Bermuda Foundation

Diana Bergquist

Tom and Healther Conyers

RenaissanceRe

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Sandy Mayor

Teri and Bob McDowell

Pamela and Gil Nolan

Mitchell and Sandi Smith

John Thorne

Russell Whayman

Roger and Lita Kendall

Trevor Madeiros



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## GIFTS IN KIND

The Waterfront Group of Companies  
Butterfield and Vallis  
MarketPlace  
Jon Brunson  
Axis  
Signworx Ltd.  
Viking Foods  
Aelous Capital management  
Challenger Banks  
Autobaun, Brian Bennett  
Cohort Limited  
The Corporation of Hamilton  
Speciality Cinema and Grill  
Niche Communications, Priya Suagh  
SJD World  
James Butterfield  
Spencer Butterfield  
Geoff Gardner  
Katy Hughes  
Take Five  
One Communication  
Bermuda Rentals  
Pembroke Paint, David Swift  
Cedar Holdings Ltd  
Virginia Stephens



# BCCL Team and Board Trustees

## BCCL TEAM

### **CINDY CORDAY**

Co-Founder, Head of School

### **LINDSEY SIRJU**

Co-Founder, Deputy Head of School

### **LISA SMART**

Co-Founder, Operations Manager

### **CYNTHIA ARMANO**

Reading Support Specialist

### **REBEKAH CABRALL**

Communications Coordinator

### **ROB CORDAY**

Physical Education Teacher

### **ALISON DAVIS**

Primary Years Teacher Assistant

### **JENNIFER DOIDGE**

Upper Primary Years Teacher

### **NATALIE GRANT**

Upper Primary Years Teacher

### **SABRIYYA HARVEY**

Senior Years Teacher Mentee

### **NICOLE HASSELL**

Physical Education Teacher Mentee

### **ERICA LESEUR**

Lower Primary Years Teacher

### **JACK MALTHOUSE**

Physical Education Teacher

### **NICHOLE MARIES**

Team and Admissions Coordinator

### **JESSIE MARSHALL**

Lower Primary Years Teacher Mentee

### **Christie Minors**

Communications Assistant

### **CAROLINE NAYLOR**

Middle Years Teacher

### **SANDRA NEAL**

ICAN Math Tutor

### **RYAN NESBITT**

Upper Primary Years

Teacher Mentee

### **NANCY SMITH**

Fundraising Coordinator

### **VALERIE SMITH**

Math Teacher

### **BETHANY STRACHAN**

Senior Years Teacher

### **KAREN SUTTON**

Student Support

### **LYNDSEY TALBOT**

Middle Years Teacher

Teacher Assistant

### **JANE VICKERS**

Director of Advancement and Communications

## BCCLF BOARD TRUSTEES

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### **JAMES DAVIS**

### **JON BRUNSON**

### **LINDA PARKER**

### **NANCY SMITH**

### **TRICIA LINES HILL**









BERMUDA CENTER FOR  
CREATIVE LEARNING (BCCL)

BERMUDA CENTER FOR CREATIVE  
LEARNING FOUNDATION (BCCLF)

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