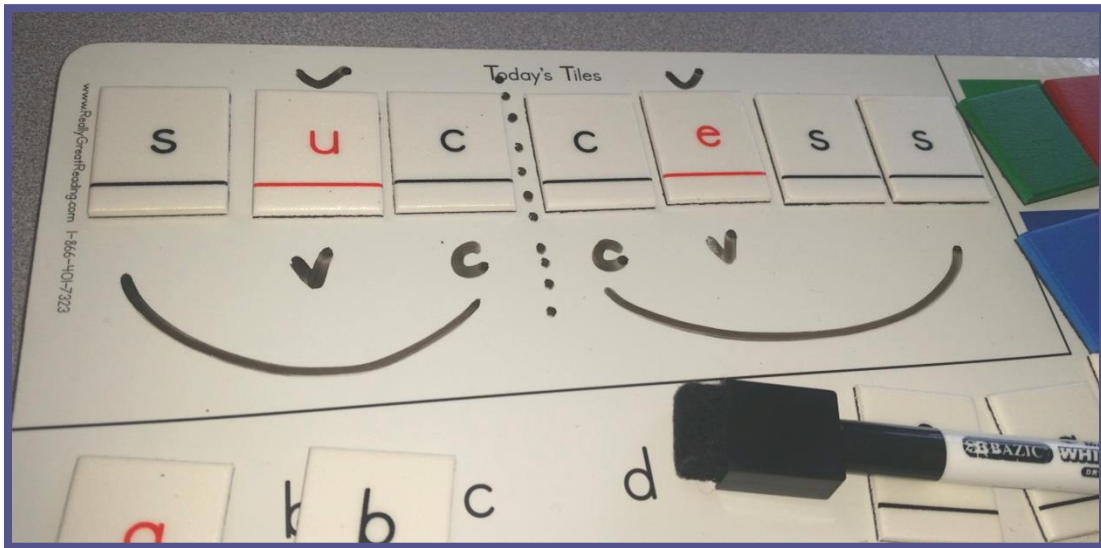




THE READING CLINIC

learn · grow · soar

THE CORE READING PROGRAMME



2016-2017 PROGRAMME REPORT

AMY DA COSTA, MSC., F.I.T./AOGPE

READING PROGRAMME COORDINATOR

THE READING PROGRAMME

The Reading Clinic offers tutoring for students with a pattern of dyslexia using the Orton-Gillingham approach. This is a multi-sensory approach to reading and spelling. It is a highly structured, phonetic and rule-based programme which has been found to be successful in helping those who struggle to learn the basic skills of reading and/or spelling due to specific learning differences.

- ❖ Students who have had an assessment and who have been identified as having a learning difference consistent with a specific reading disability/dyslexia are eligible for tutoring.
- ❖ Students will usually receive 3 one-hour tutoring sessions per week by an Orton-Gillingham trained tutor.
- ❖ Sessions take place either before or after school, or during the school day when provisions are made within the child's class schedule.
- ❖ Students are generally enrolled in the programme for approximately 2 years.
- ❖ Students who have been enrolled for 5 months or more are tested in April/May each year to ascertain their current academic achievement level and recommendations for supports and continuation are made to the parents based on the child's results.

PARTICIPANTS IN THIS YEAR'S PROGRAMME

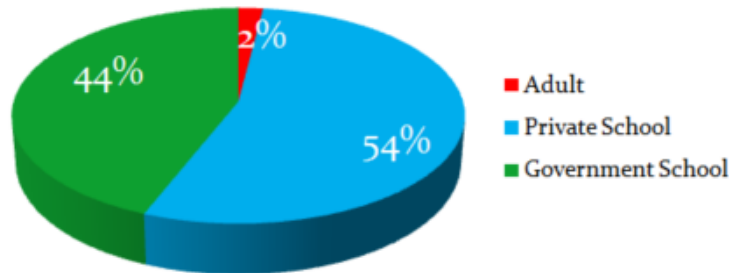
The continued focus of the Core Reading Programme has been on helping students in the early primary years that have a pattern of dyslexia. Students with dyslexia have relative weaknesses in working with the sounds of the language (phonological awareness) and/or with 'rapid naming'. These weaknesses result in difficulties reading at the single word level and spelling and/or in doing so at an appropriate pace.

This year, given the large number of student enrollments, we continued to prioritize allocation of spaces for students with a clear pattern of dyslexia. We continued to include some students who have: weaker verbal abilities paired with exceptional non-verbal abilities (as long as there was a gap between this and their phonological awareness and/or rapid naming); students who despite phonological awareness and rapid naming being similar to that of his/her verbal abilities, have a weak visual discrimination for letters or words. Students who exhibit weaker language skills were referred to Speech and Language Services either concurrently or prior to tutoring depending on their level of language abilities. Care will be taken over time in paying attention to how each of these students with different profiles perform in the programme.

The number of students in programme has again exceeded the cap of 90 students, with 100 students receiving services at some point during the school year. Whilst this number is slightly lower than last year's overall number it should be noted that last year included summer tutoring, with 16 children receiving summer services. This year, only 3 students were offered summer tutoring which was arranged with tutor trainees who had not yet completed their practicum. As such, this reflects a slight increase in the number of students who received services during the course of the school year (97 as compared to 92) despite a smaller number of overall students.

The following charts reflect the demographics of the **100** students enrolled (and receiving services) in the programme during the 2016-2017 school year.

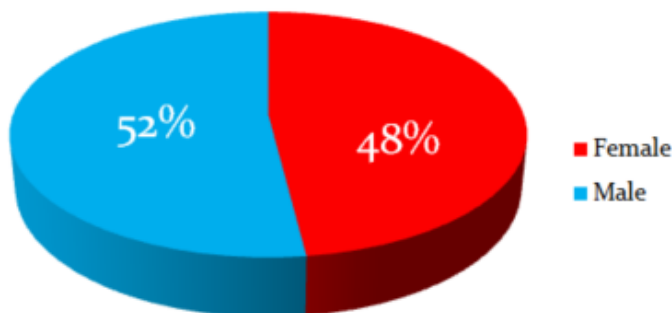
Student by Type of School



The Core Reading Programme served students from 26 different schools: **8** private schools, **18** government schools, and **2** adults.

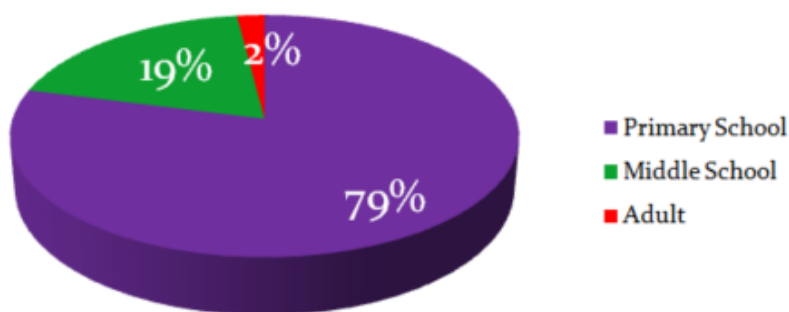
The ratio of private and public school students has shifted this year, with a larger percentage of students attending private school. There were 7 fewer Government School students, and 4 additional private school students. This shift is likely a result of increased enrollment from 2 particular private schools as well as a few students leaving public school for private school. There were no home-schooled students this year. A 2nd adult student was enrolled in programme.

Sex of Students



The trend of increased female enrollment continued. A further almost 12% increase in number of enrollments of female students paired with a 20% decrease in enrollment for male students resulted in a shift in demographics. This raised female enrollment to 48% (from 40%) and dropping male enrollment from 60% to 52%.

Grade Level of Students



The percentile of primary school students, increased to 79% (from 75% last year), aligning with our mandate.

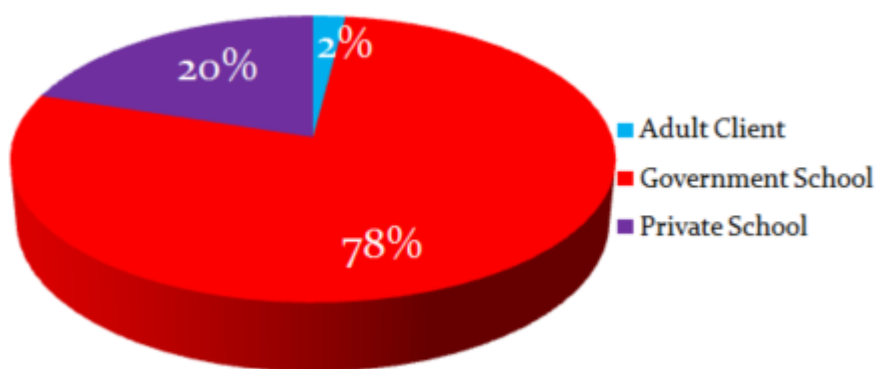
We serviced **79** primary school students, **19** middle school students and **2** adults.

The two adults who received services, only did so during a time of day when a child could not be seen.

Of the **100** students we worked with this year, **50** received financial assistance towards their direct tutoring fees. Since The Reading Clinic is a registered charity, we do not ask parents to pay tutoring fees to cover the approximately \$702,100.00 per year that it costs to run the programme, which would amount to approximately \$110 per hour. Instead we charge parents fees ranging from \$0 per session to no more than \$60 per session. This rate remains considerably below market rates. Since half of the parents of current students cannot afford \$60 per session, financial assistance bursaries (beyond our already reduced rate) are offered to families.

Demographics of Financial Assistance for the Reading Programme 2016-2017:

Allocation of Financial Assistance by School Type

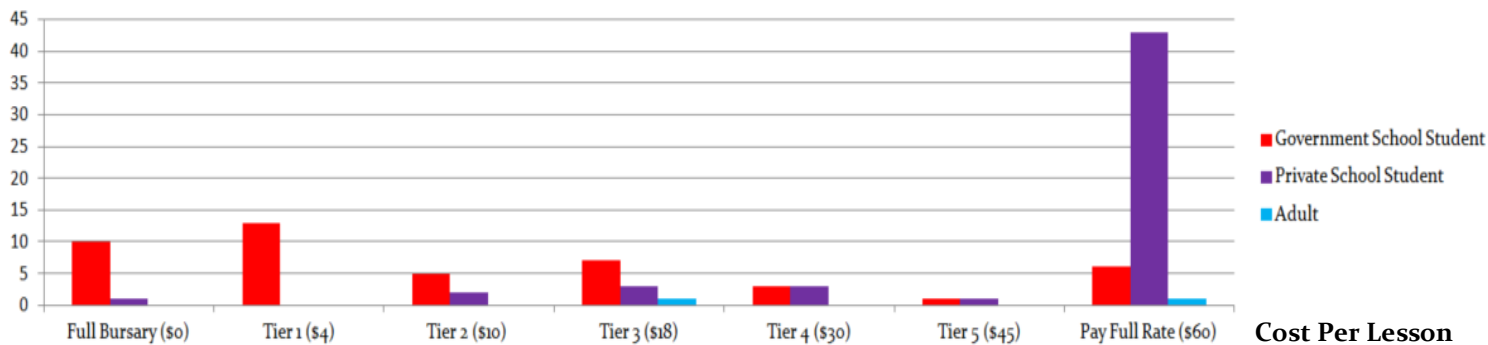


18% of Private School students were on a bursary
 91% of Government School students were on a bursary.
 50% of Adults were on a bursary.

Of the **100** students we worked with this year, **50** received financial assistance towards their direct tutoring fees (50%). There were **10** Private school students, **39** Government school students and **1** Adult.

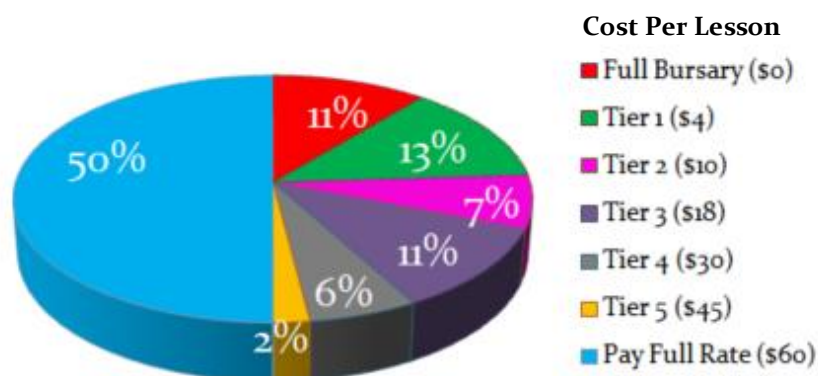
The number of Private School students on bursaries increased by about 25%. Private School student enrollment increased by (12%). This suggests a greater number of Private School clients are qualifying for bursaries than in the previous year.

Financial Assistance Bursary Tiers by School Type



In the table above, you will be able to see the distribution (between Government School / Private School and Adult) at each Bursary Tier (inclusive of “no bursary / pay full rate”). The graph suggests that the larger bursaries are more often provided to Government School students, with Private School students qualifying at the higher tiers (more cost to parent). The majority of “full-pay” students attend Private School.

Financial Assistance Level



Both the overall number of students requiring a bursary and the percentage of students on financial assistance have decreased this year.

The number of students requiring financial assistance decreased by 10% and the number of students receiving services decreased by 7%. This suggests we have been effective at more fairly allocating bursaries which in turn allows us to ensure our sustainability.

The number of students receiving bursaries at each tier has remained steady, other than a larger drop in the number of individuals qualifying at Tier 2.

PROGRAMME OUTPUTS

In 2016-2017 **6171** one-on-one sessions were delivered to **100** students by **42** tutors. This reflects an increase of 3.7% in the number of sessions held over last year (5953 sessions) despite a drop of student numbers by 7%. This is reflective of more tutors meeting their goal number of sessions (and does not indicate that tutors went beyond their goal).

Frequency of Lessons	2 lessons per week	3 lessons per week	4 or 5 lessons per week	Summer Tutoring Only (ad hoc)
# Students	10	86	1	3

- ❖ **45** formal student/tutor observations were held over the course of the school year (observing the full hour of tutoring in person or via video submission, providing feedback and a written report). In addition, informal pop-in style observations for many sessions took place in The Reading Clinic's building. It should be noted that a decrease in number of observations as well as time spent providing feedback was a result of the difficulty maintaining a 3-student (per person) tutoring schedule for the two available observers. Whilst the formal observations decreased, communication between programme staff and tutors remained open throughout the year for conversations related to tutoring.
- ❖ **57** parent meetings were held this year to review End of Year Test results (24 via phone) and coordinate next year's tutoring.
- ❖ All parents with students in the programme for the year were contacted at least twice per year.
- ❖ **7** Professional Development Meetings were held for new and established tutors during the year.

- ❖ SCARS training was provided for new tutors, and was accessible for any established tutors who wanted to renew their training.
- ❖ The Experience Dyslexia © Workshop was offered to new tutors and tutors who had not been able to attend the workshop held in 2016.
- ❖ A workshop series was delivered to MOED teachers. This was for teachers who are assisting with learning/support or Leveled Literacy Intervention. Workshops were targeted to 2 groups: Primary School teachers and Middle School Teachers, both with a focus on encoding, decoding and morphology. Primary School teachers had 2 full-day workshops, and Middle School teachers had 3 half-day workshops (with a morning or afternoon option each day). This was a total of 5 full days of workshop delivery.
- ❖ 1 screening of The Big Picture: Rethinking Dyslexia was held during a PTA meeting at Harrington Sound Primary School with a panel discussion afterwards. Dr. Ray, Dr. Faries and Mrs. Da Costa sat on the Panel.
- ❖ Sam Bennett, a member of Softbank Team Japan (AC35), came to deliver a presentation and field questions for students and parents of the Reading Programme. He shared his experience of growing up in Bermuda with dyslexia and the successes he has earned thus far in his life.
- ❖ 1 parent lunch-n-learn was provided to parents this year regarding the topic of homework stress.
- ❖ An instructor from Bermuda College made arrangements to bring in students to The Reading Clinic to learn more about learning differences and career opportunities in the field. The students were informally addressed by math and reading programme coordinators who shared information and answered questions about learning differences and career opportunities.
- ❖ 6 parent/team meetings were held at The Reading Clinic or the student's school to support students and ensure accommodations were outlined.
- ❖ 2 referrals to counseling were made / followed up on with Dr. Jen Lyne regarding concerns about socio-emotional well being.
- ❖ Dr. Ray and Dr. Hancock hosted an afterschool club for select students in the Reading Programme to assist in their understanding of their Dyslexia diagnosis, and also to help them manage with bullying and emotional regulation. This was a very successful programme and has been requested by parents for the upcoming year.
- ❖ The Reading Clinic was selected as a charity to support for the Dollars for Hours programme. The day's project was well-received, hosting 30+ students and was extended into a second full day to continue the project. This has assisted greatly with the availability of storage space in the Reading Programme filing cabinets and accessibility of those documents for future use.
- ❖ As with last year, in order to begin the programme, families were required to 'enroll' their children and have their accounts up-to-date with no outstanding fees. With all pieces completed, students were allowed to begin. This reduced the number of students 'ready-to-start' in September and it has encouraged responsibility for payments.

- ❖ We continued to use the pre-pay method for tuition invoices. Increased oversight on the fees and payment policies saw that parents falling behind on payments were contacted to arrange for a payment plan and to consider possibly revisiting the financial assistance application.

TUTORING

During the 2016/2017 academic school year our students were given a goal/target number of sessions.

Frequency of Lessons	2 lessons per week	3 lessons per week	4 or 5 lessons per week	ad hoc (summer)
Goal for the year	54	81	108	Maximum of 27

This target number (above) indicates the number of sessions recommended to make progress in the programme. Parents were then asked to make monthly payments for sessions based on their level of financial assistance.

All students had sessions which ran for 1 hour. The lesson cost was \$60 per hour or any part thereof. In one special circumstance, a parent was granted \$45 sessions (for 45-minute sessions).

Whilst most students enrolled for the programme's start in September, other students began tutoring over the course of the year. Due to the increased interest in the programme, in connection with the efficient assessment process, there was a wait list again this year starting in October.

The Reading Programme continued paying tutors a set monthly rate and monitoring the lesson numbers in an effort to achieve the set goal. As with last year, this did encourage many tutors to be consistent with their lesson numbers, and increased the number of sessions provided (slightly). However, some still did not meet the target, which was reflected in the number of sessions for which they were paid. As per the agreed policy, tutors who surpassed their goal were not paid for the sessions beyond the target specified, and the additional sessions were considered a donation. Some students who started very late in the year were given a very conservative goal, and as such were given the option to extend their goal by an additional month. This needed to be decided by tutor, parent and TRC prior to the 'extra' tutoring taking place.

4 students finished mid-year. **1** had completed the programme successfully, **2** had stopped early due to concerns about engagement/behavior, **1** left due to difficulties sourcing finances for tutoring (they did not qualify for a higher tier bursary and the family already had a payment plan for tuition not paid).

Unlike last year, students on the waitlist were not offered tutoring over the summer to account for the months of waiting unless they were paired with a tutor still working on his/her unpaid practicum so as to give the trainee the opportunity to continue working on his/her training. **3** students took part in the summer tutoring.

TRAINING & SUPERVISION

The Tutor Training Course was held between October 7th 2016 and January 11th 2017. This course involved 80 hours of direct training, a lengthy and complex written exam, an oral exam (both with strict pass rates), a mentorship with an established tutor-student pairing (must be ‘passed’) and then an unpaid practicum (27 sessions/hours).

❖ PARTICIPANTS OF THE 2016-17 TUTOR TRAINING COURSE :

- There were originally **27** participants who were offered a place on the course, but 25 attended
- **23** of these participants completed the course and went on to take the final exams.
- **16** passed both the oral and written exam (6 with great success, 6 with good results, and 4 borderline results). Those with borderline results have been offered/given extended and closely monitored mentorships and will continue to be closely monitored throughout their practicum (1 of these individuals chose to return at a later time, another decided to not continue her training).
- Of the **14** who have completed their mentorships: 6 are still finishing their practicum, 6 have completed their practicum and have received payments for some tutoring sessions and 2 have not yet had the opportunity to begin their practicum (1 due to work permit/schedule concerns and the other due to missed opportunities over the summer).
- It is estimated we will have 14 additional tutors resulting from this most recent training course in the next fiscal year.

As noted previously, there were **45** formal observations held this year.

- ❖ **ESTABLISHED TUTOR OBSERVATIONS** – Active tutors are observed throughout the year. Within the Reading Programme, we make use of formal observations, conducted during the tutoring sessions. In addition to being an opportunity to assist tutors, they are a requirement for tutors who are working on Associate or Certified status with the Academy of Orton-Gillingham Practitioners and Educators. Tutors were also met with individually, as needed.
- ❖ In addition, informal observations are conducted which entail of a drop-in by an observer on part of a tutoring session. These would not count as formal observations.

TESTING

Baseline screening results given prior to the start of the Programme act as a baseline from which to measure each student’s progress.

In May, students *currently* enrolled in the Reading Programme who have either received 4 or more months of tutoring or 36 sessions (whichever comes first) are given an end of year assessment. This assessment includes the following tests/measures: WRMT-III (Word Attack, Passage Comprehension, and Oral Reading Fluency); TOWRE-2; SORT-3; Gates McGinite; TWS-5.

The end of year assessments were scheduled over **22** dates between April and June. 2-4 students would come for their assessment each day, being seen individually for the reading measures, and utilizing a quiet shared space for the spelling and writing measures.

80 students received end of year assessments during the course of this year. This is the same number of students as were tested last year. 4 students received assessments a few months early due to request by parent (requiring an updated report for school/other service provider (1); or potentially completing programme (3)). 2 additional students were due to have an assessment, but their assessment was deferred until the beginning of the school year due to the difficulty rescheduling after the student could not attend the previously confirmed test date. Reports for each child were distributed during the 3rd week of July. Parents of these children were invited in for a meeting to review results and discuss recommendations for the upcoming year.

31 parents arranged a meeting in person to review the results (and an additional **26** via phone).

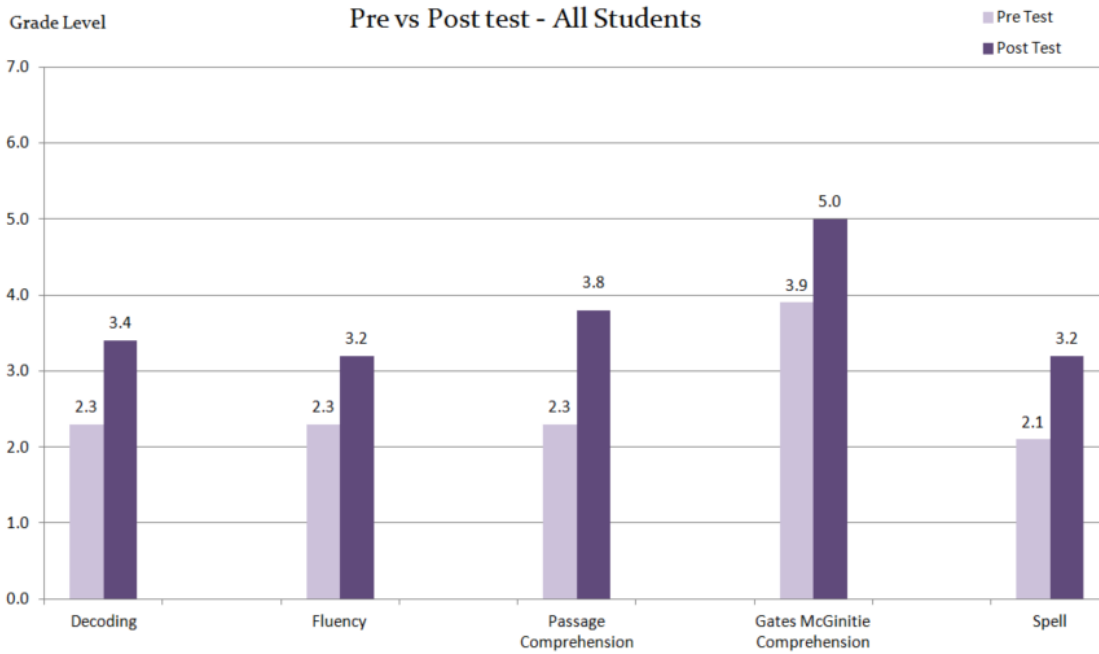
SUCCESS IN THE PROGRAMME

There are four basic areas that are assessed: Decoding, Oral Reading, Comprehension (2 subtests listed), and Spelling. Students in the programme are expected to develop more efficient decoding skills and show improvements in those key areas.

Please note that the results from 11 students were not included in the analysis. 9 of the 11 students did not have a pretest comparison score (for various reasons), 1 of the 11 returned to the programme after a lengthy absence (leaving 2 years between pre and post test dates) and the other student's performance during testing was heavily impacted by an outside variable, making his results difficult to interpret. As such, overall results/discussions consider 69 students of the 80 tested.

The Graphs depicting the results can be found on the next two pages. Historically, results were presented as a reflection of all students being assessed. This year, results are displayed two ways: the first being for all students, and the second (lower) graph depicting progress for Primary School students separate from the Middle School Students. The dotted lines indicate the average grade level for students assessed in that Grade category. These were separated to examine if there were any differences in performance between the two groups.

Analysis of Results:



When looking at the results of all students’ progress, improvements of a year or more were seen in all but one area: Fluency. This pattern is consistent with last year and shows that students are able to improve at the same rate, or at a better rate than their peers. The reason for this will be explained later.

Please note there were 56 students graded as Primary School students and a further 13 graded as being in Middle School. Their results have been split on the following page.

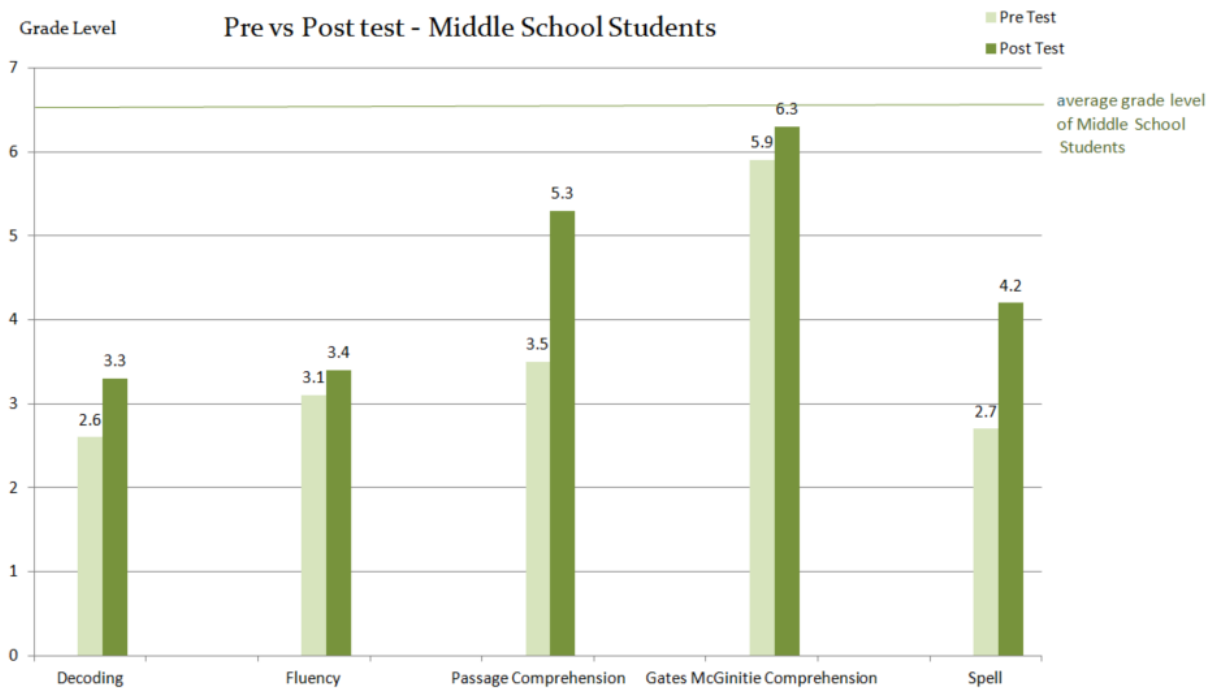
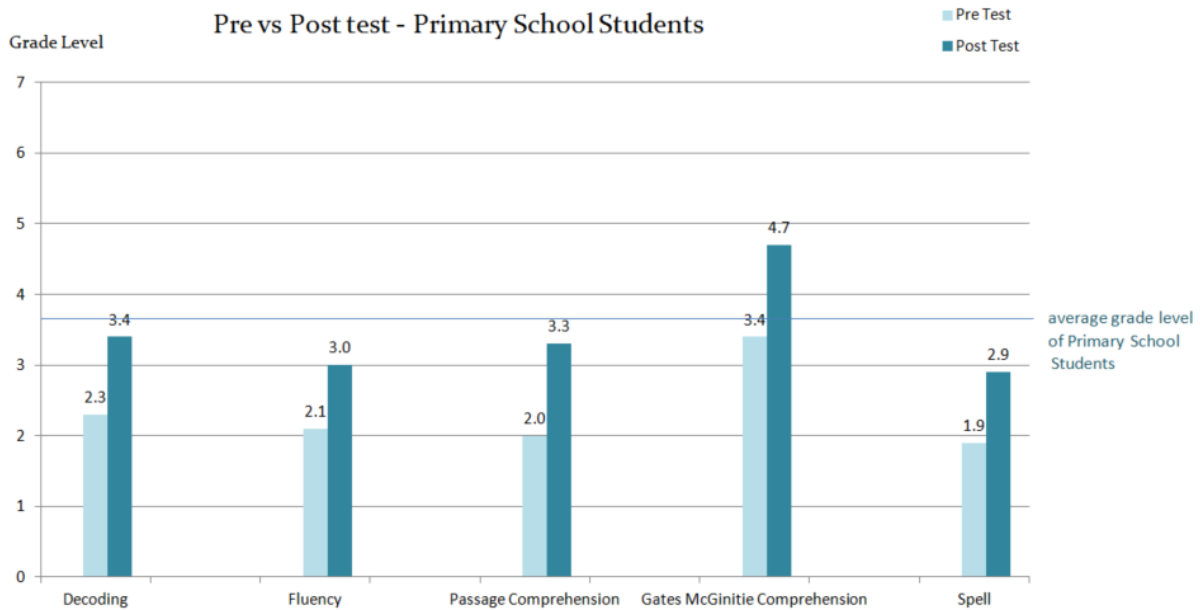
Primary school students’ gains were around 1 grade level on each measure. However, Middle School students’ gains were more varied, fluctuating between 0.4 and 1.8 grade levels.

Fluency Subtest

In both groups, less than a year’s worth of progress was noted in the Fluency subtest. This was a new subtest added in recent years which looks at speed and accuracy of reading. Last year, it was hypothesized that this lower level of improvement was related to rapid naming weaknesses as many of the students (51% in 2015-16 and 45% in 2016-17) in programme have weak/low rapid naming (it is a potential component of dyslexia). Weak/low rapid naming skills will impact your ability to perform on a timed measure such as this Fluency measure. This year, results were analyzed further to take this detail into account.

	Weak Rapid Naming (0-8 th %ile)	Low Average Rapid Naming (9 th – 24 th %ile)	Average Or Above (25 th +)
Average Level of Growth (in Grade Levels)	0.6	0.8	1.0

As predicted, rapid naming weaknesses impacted performance on this Fluency measure.



When examining the results of Middle School students, the data showed the most improvement on the Passage Comprehension measure (a cloze exercise). An increase in comprehension is typically a result of an increase in decoding ability, or good problem solving skills, more so than it is a direct improvement in comprehension as a result of tutoring. On the other comprehension measure, Middle School students only improved 0.4 grade levels on average, but the pre test scores were relatively closer to grade level at the time of the pre-test in comparison to their other subtests. Primary School students were equally successful on both comprehension measures indicating steady gains. The Primary students had also favored the Gates Comprehension (over the Passage Comprehension) at the pretest.

In terms of spelling, Middle School students made larger gains on their spelling results than Primary School students, but Primary School students' results were closer to grade level expectations. This could be a result of the different elements of spelling (morphology) which are beneficial for spelling, but are more explicitly taught in upper Grade levels.

When examining the results of all 69 students, or just the Primary Students, it is clear that our goal of making at least a year's worth of progress was met in all but one area of testing (Fluency). However, improvements are still seen on that measure, and a valid explanation is available.

When looking just at Middle School students, the goal of making at least 1 grade level's worth of improvement is not as evident (only on 2/5 subtests). For those Middle School students, improvements, or reasons for improvement fell in areas not explicitly taught.

The greatest improvement (regardless of Grade Level) was on the Passage Comprehension measure, a measure where students have time to read a short passage and use problem solving skills to determine a missing word. This requires the ability to read words within a passage, and to comprehend.

Additionally, as mentioned at the beginning of the report, care was given to monitoring the different learning profiles and successes of the different types of learning profile in our programme. This year, it appeared again that those students who have: weaker verbal abilities paired with average or low average non-verbal abilities did not make improvements in the same way as other students in programme. That is, while improvements were noted, gains were doubled if not more for students with the average (or above average) verbal abilities in most areas. A larger increase in decoding for students with weaker verbal comprehension scores is likely due to the explicit nature of the instruction.

	Decoding	Fluency	Passage Comprehension	Gates Comprehension	Spelling
weak/low Verbal Comprehension	1.3	0.4	0.6	1.4	0.4
Average/high Average verbal comprehension	1.0	1.0	1.7	1.1	1.2

This year it was also decided to monitor improvements for students with weak or low visual orthographic skills, Despite showing weaker levels of improvement on the majority of levels than students who did not have visual orthographic weaknesses, students with low/weak visual orthographic skills improved by 1.6 Grade Levels in spelling, with an improvement of only 0.9 Grade levels for students not struggling with visual orthographic skills. This may suggest that students with Visual Orthographic weaknesses may be benefitting more from the multisensory approach (reinforcing letter shape/the way a word 'looks' for non-phonetic words and for explicit teaching of rules on which the student can rely to spell phonetic words.

	Decoding	Fluency	Passage Comprehension	Gates Comprehension	Spelling
weak/low Visual Orthographic skills	0.7	0.9	1.2	0.1	1.6
No noted concerns re: visual orthographic skills	1.2	0.9	1.6	1.3	0.9

DATES AND CHANGES IN 2016-2017

- ❖ In an effort to observe when it was not possible (due to conflicting schedule/transport etc) a different method (video observation) was offered. Parents indicated whether or not they were comfortable with the use of this method. 1 formal observation this year was conducted in this manner.
- ❖ 3 Mentor tutors continue to work on the readings and requirements for Associate and Certified status with the Academy of Orton Gillingham Practitioners and Educators. Several additional tutors (from past and most recent training groups) have also indicated interest in applying to the Academy.
- ❖ The Experience Dyslexia© workshop was held 2 times this year. There was enough demand to run it continuously and it is now being requested by schools.
- ❖ For the second year in a row, the Programme had a formal wait list. Summer tutoring was not offered this year (other than the few who could be paired with a new tutor still on his/her practicum).
- ❖ Counselling services continued to be provided at low cost to several families whose child (currently enrolled as a student) was struggling with certain socio-emotional difficulties. Students were enrolled in a programme with Dr. Jen Lyne and recommendations were provided by the Programme Coordinators.

PLANS FOR THE UPCOMING SCHOOL YEAR

Each year our number one goal is to provide a quality tutoring service that strengthens students' reading and writing skills in order to help close the gap between themselves and their peers. In addition to our commitment to ensure that this goal is accomplished, the following list highlights goals for the 2017-2018 academic school year.

1. Change the explanation of payments and methods available (rather than monthly payments, it is a yearly cost, paid either: in full, in two portions, or over 9 months).
2. Run the Structure of Language (teacher) course at BCCL in keeping with our philosophy of partnering with like-minded organizations.
3. Lesson tracking will be monitored more closely, with more frequent check-in periods and the requirement of an action plan by the tutor to make up sessions when falling behind. This will be done in an effort to ensure tutors are on top of their session numbers, minimizing sessions running into the summer, allowing the programme to finish on time for all students.
4. In the response to increased interest in earning Certified status through AOGPE, several tutors would like the access to reading materials and opportunities for professional development for this purpose. As such, monthly meetings are likely to commence this year to amalgamate the training rather than hosting individual meetings for those interested.
5. Gill Ramsdale will continue to liaise where necessary to assist with the training of the Mentor Tutors until Fellowship status is obtained by the Programme Coordinator. These tutors will be working towards Associate and Certified Status at the AOGPE. They will require additional

training in Orton-Gillingham methods, and observations by a Fellow. The intent is to have these tutors help the Tutor Supervisor by completing observations and providing assistance at busy times of year.

6. Carolyn Brown will continue act as Programme Assistant, supporting The Reading Programme Coordinator with programme related tasks, observations, and End of Year testing.
7. Ms. Susannah Cole will continue to offer Executive Functioning supports for students of The Reading Clinic who would benefit from these additional services. It will likely become a good next step for students ready to transition out of the programme, but who do not yet apply these learned skills independently enough to use them successfully in the classroom.
8. Run an event/series to celebrate 50 years since the Reading Clinic begun offering tutoring services.

APPRECIATION

I would like to thank Dr. Darrien Ray for his excellent support as the Assessment Coordinator. He has managed to keep student set-up running smoothly despite the huge number of assessments and increase in enrollments. I would like to thank: Dr. Faries for his hard work in fostering donor relationships to support our programmes; Carolyn Brown for all of her great work as a Programme Assistant, and for helping keep the organization and calm in this busy programme year; Juliet Pearman for continuing to inspire a more efficient programme; DeAndrea Easton for fitting effortlessly into our team and for inspiring all sorts of improvements with our data storage and organization; our generous tutors, Cynthia Armano and Leslie Hern for all of their hard work with Chelston and Adela Ruberry for her continued assistance with admin tasks.

I would like to thank the Board and Trustees for their great work. It is thanks to their commitment, their countless hours on committees, reviewing budgets, and planning for the future of The Reading Clinic that we are a success.

As we come to the end of our 49th year of the Core Reading Programme, we must of course thank our Founder, Mrs. Elizabeth (Betty) Kitson. Without her knowledge and expertise, the Reading Clinic would have never existed. By creating The Reading Clinic, she has supported the literacy and well-being of children of Bermuda for nearly 50 years.

The Core Reading Programme could not function without the continued efforts of the tutors who attend tutors' meetings and workshops on their own time. They put in countless volunteer hours, without which the programme could not function so efficiently to provide help where needed. We are especially grateful to Helen Hay, who donates part her tutoring fees to The Reading Clinic.

READING PROGRAMME TUTORS

Cynthia Armano	Susan Blee	Carolyn Brown	Amy Da Costa	Katherine Dill
Sandra Faries	Jessica Figueiredo	Pam Francis	Sara Franklin	Christina Frost-Hartwig
Judy Galloway	Iris Grant	Helen Hay	Judith Hayward	Leslie Hern
Stacey Kyme	Elizabeth Lee	Andrea Lowther	Tracy Madeiros	Dale Martin
Maureen Moore	Carling Ray	Norma-Jean Richardson	Adela Ruberry	Penny Saltus
Cheryl Symons	Sherma Webbe-Clarke	Colleen Williams	Helen Wright	and our newest tutors:
Denise Carey	Tammy Fitzgerald	Amanda Harkness	Gilda Harvey	Janyia Heaven
Robert Horton	Antonia Lee	Robin Miller	Gisele Richards	Lisa Robinson
Ann-Marie Schramm	Martina Smith	Oonagh Vaucrosson	Sophie Wightman	

We wish to thank the schools who have worked with us to assist students by facilitating referrals, allowing tutoring during school hours and finding tutoring spaces on school premises.

- ❖ Bermuda Center for Creative Learning
- ❖ Bermuda High School
- ❖ Bermuda Institute
- ❖ Chatmore Preparatory Academy
- ❖ Clearwater Middle School
- ❖ Dalton E. Tucker
- ❖ Dellwood Middle School
- ❖ Francis Patton Primary School
- ❖ Gilbert Institute Primary
- ❖ Harrington Sound Primary
- ❖ Mount St. Agnes
- ❖ Northlands Primary
- ❖ Paget Primary
- ❖ Port Royal Primary
- ❖ Prospect Primary School
- ❖ Saltus Grammar School
- ❖ Sandy's Middle School
- ❖ Somerset Primary
- ❖ Somersfield Academy
- ❖ St. David's Primary School
- ❖ St. George's Preparatory School
- ❖ Victor Scott Primary
- ❖ Warwick Academy
- ❖ West End Primary
- ❖ West Pembroke Primary
- ❖ Whitney Institute

We are most grateful for the hard work of all of the secretaries from these schools. In addition, we

thank all Principals and staff from the additional participating schools who allowed us to tutor at their school throughout the year.

The Core Reading Programme would also not be available to many of our students without the charitable donations we receive from so many business and individuals throughout Bermuda. We are truly grateful for every gift that is made to help children to learn, grow and soar!

DONORS

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HSBC

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