



ANNUAL REPORT CONNECTIONS NEWSLETTER

WINTER
2019

GROVESACADEMY.ORG



SUMMER PROGRAMS AT GROVES ACADEMY

During the summer, we are pleased to offer students from the community the same tailored, high quality Groves Academy education that we provide to our full-time students during the school year.

Our summer programs employ our proven philosophy of developing strengths and talents, remediating academic weaknesses, and tailoring instruction to meet individual needs.

By using our research-based curriculum, while maintaining class sizes of 6-8 students, we help students close the gap between their academic potential and achievement. We offer programs for children entering grades 2-11 who have dyslexia, and attention disorders, such as ADHD.

NEW COURSE OFFERINGS IN 2019!

Now offering a summer Writing and Executive Functioning Program for students entering grades 5-7. Students learn about mindfulness, growth mindset, response inhibition, sustained attention, time management, cognitive flexibility, planning and organization, and use these strategies to become more independent in writing and literature course work.

EARLY BIRD DISCOUNT

Applications received by March 15 will receive a \$150 discount on our summer academic program for grades 2-8.

Please contact Kristina Schatz with questions at 952.283.3312 or summer@grovesacademy.org.

[CONTENTS]

1 FROM JOHN ALEXANDER

A letter from our Executive Director

2-4 ALUMNI SPOTLIGHT

Catch up with some of our former students

5 WHY I GIVE

Groves alums give back

6-7 FACULTY FEATURE

Insights from two of Groves Academy's finest

8-9 GROVES GALA 2019

Please join us!

10-11 CLOSING THE OPPORTUNITY GAP

Expanding the Groves and Prodeo partnership

12-13 GROVES HIGHLIGHTS

14-15 2017-2018 FINANCIALS

16 LEAVING A LEGACY

Two dedicated colleagues retire

17 WELCOME ABOARD

Groves welcomes newest trustee

17 BOARD OF TRUSTEES



[FROM JOHN ALEXANDER]

Dear Friends,

It has been a busy year at Groves Academy both inside the walls of our school and out in our community, both making a positive difference in the lives of students and their families.

The Learning Center is set to serve more clients and their families this year. Since the start of the school year, over 100 students have been tested in our Learning Center and now have more information regarding their learning profile and a clearer picture of next steps in their education journey. Registration for our summer programs is now open and the team is busy preparing for another year of exciting growth. Read more about summer programs on the opposite page.

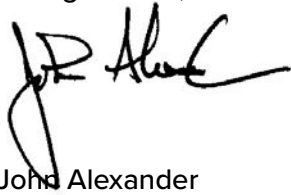
The school year commenced with a record 284 students who are contributing to our vibrant community as they pursue their full academic, social, emotional and creative potential. Our upper school faculty and students have launched a new Executive Functioning class and are seeing great results. And in December, we showcased two favorite annual events, the Taste of Nations in Lower School and the Barter Market in Middle School. We are currently accepting applications for our 2019-2020 school year. Please visit our website for admissions and school tours information.

The Institute for Professional Learning has more than doubled the number of teachers, classrooms and students served this year – with ten school literacy partnerships impacting 85 classrooms and 1,900 students in the Twin Cities community. We are completing mid-year student testing with our partners and we expect to see continued reading fluency growth. Read more about one of our partner schools in our feature story on pages 10-11.

I thank each of you for your commitment to our mission to build confidence, success, and purpose through transformative learning experiences. Your generous provision of time, talent, and treasure allows us to do the work we do. I also want to invite you to attend our 42nd annual Groves Gala on Saturday, April 27th at a new location – The Hyatt Regency Minneapolis. We would love for you to join us for this fun evening of celebration.

Thank you for being a special part of Groves Academy's past, present, and future.

With gratitude,



John Alexander
Executive Director



"Your generous provision of time, talent, and treasure allows us to do the work we do."



Lauren Osman *Groves Academy Alum*

How long were you at Groves Academy and what were a few key things you learned at Groves?

I attended Groves from 7th grade through 12th grade. I learned how my brain works, and I was given the academic skills to help me succeed.

What did you do after Groves?

I attended Bethel University and graduated with a B.A. in Art and a minor in Graphic Design. I was able to succeed at college with a lot of hard work, dedication and the skills taught to me at Groves.

Bethel has great learning disability support and I would meet weekly with the counselor to go through homework and prepare for the week ahead. They also worked with me on my accommodations.

How did your time spent at Groves prepare you for your next steps?

Teachers at Groves were very helpful and truly cared about helping me succeed. They went above and beyond by working with me, even during the lunch hour and before school, because I was so determined to do my best. They gave me encouragement and confidence that I could accomplish my goals. They helped me learn to advocate for myself, which helped me succeed in college. Groves also taught me in a way that I could understand.

What are some of or one of your favorite memories of Groves?

I actually enjoyed going to school, with the small class sizes I quickly became close to all my classmates and teachers. Because we all struggled with some learning aspect, classmates encouraged each other. Also, the Upper School trip to Lutsen was a great highlight, as well as the Junior and Senior camping trips.

Why do you think Groves is an important asset to the Twin Cities community?

For students who struggle with learning challenges, Groves is unique because of the special curriculum they teach, along with the small class sizes, which really helps students to learn. One of my biggest struggles was reading, and once I got to Groves and learned skills through the Wilson program, my reading improved dramatically. Math was a struggle as well, and Groves taught math in a way that I could understand, giving me tools to use that helped me understand math better.

What would you tell a student who was new to Groves about the school?

I do not know where I would be without the help from Groves' teachers. I immediately relaxed when I started at Groves – with the small class sizes, and one-on-one help from the teachers, students feel comfortable asking questions. I made life-long friends at Groves.

Anything else you would like to share with the Groves community?

I know I would never have been able to go to college and succeed if it had not been for Groves and its wonderful staff and specialized curriculum. I feel blessed that I live in a city that has a school like Groves. I knew classmates who moved from different states to attend Groves.

What is your job and how did you choose Graphic Design?

After college graduation I did a summer Graphic Design internship where I worked mainly on designing book covers and Sunday school worksheets. Since then while trying to find full-time employment in Graphic Design, I have worked some temporary jobs, including a bit of graphic design freelance.

I chose to go into Graphic Design because I have always enjoyed art and working on computers. At Groves I was invited by the art teacher to be on the Yearbook staff, and for four years I helped her with the layout and set up of the yearbook. This grew my interest in Graphic Design.

I also enjoy photography, especially taking photos of horses and dogs.

Floyd Cuttino

Groves Academy Alum

How long were you at Groves Academy and what were a few key things you learned at Groves?

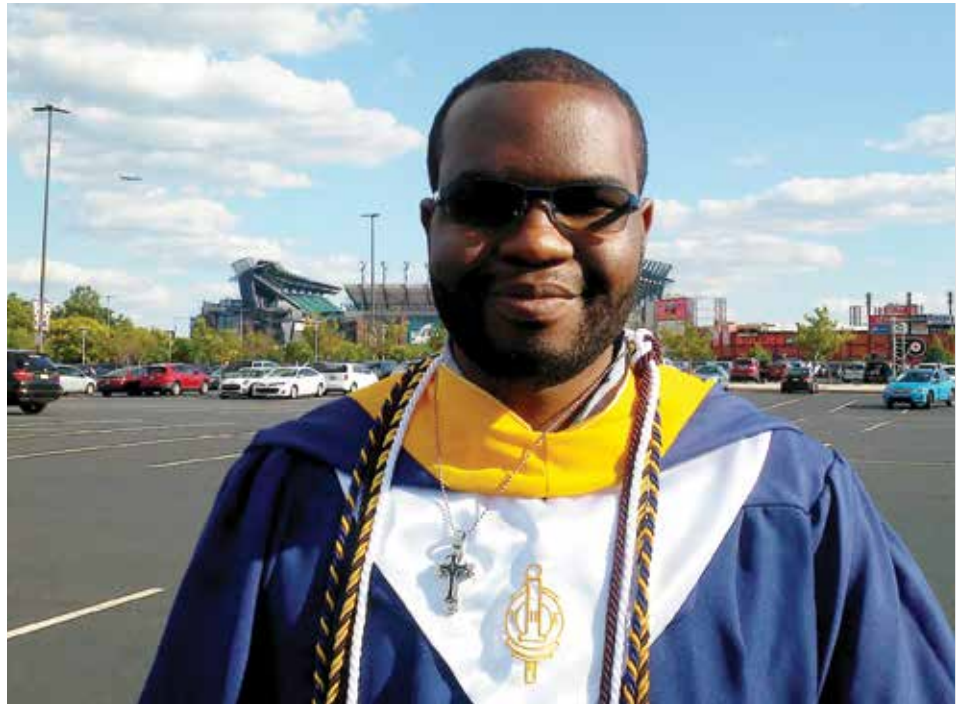
I attended Groves from 2009-2012. Groves taught me not to let my different way of learning make me feel inadequate or like I couldn't be successful. I learned that my unique learning style is a part of who I am, and that I could still attend college even when society called me a "slow learner."

What did you do after leaving Groves?

After attending Groves, I enrolled in the New York Institute of Technology's Computer Engineering program. I only spent a year there (from August of 2012 to May 2013) because on my birthday I received an acceptance letter from the school I initially wanted to go to, Drexel University.

I attended Drexel University from 2014 to 2018 and switched my major to Computer Science because my passion became Artificial Intelligence, Cyber Security, and Cryptography. The reason I spent so long at Drexel was because I enrolled in their 5-year CO-OP program. In addition to taking courses each year, students participate in internships, which provide outside classroom learning experiences. We applied to and interviewed with companies in our field of interest. I was blessed enough to be selected by an awesome organization for two terms doing computer programming.

In 2014 I applied and was chosen to receive a STEM (Science Technology Engineering & Math) scholarship. Part of the scholarship's requirements included completing summer internships with an organization that does computer science research and development. After graduation, and a really long vacation, I now work for one of the facilities that I interned with.



How did your time spent at Groves prepare you for your next steps?

Groves taught me some strategies on how to deal with my learning style which helped me study for exams and organize myself.

What are some of your favorite memories of Groves?

I really enjoyed tubing and other trips, talking with my friends in class and on trips, reading interesting literature in AES class, and the chef's pasta and pizza! Additionally, I really enjoyed being on the robotics team: G.O.R.T!!!! That experience really added to my love for artificial intelligence and software development.

I also remember being able to feel comfortable attending school, and actually making friends with peers like me, who liked me for me.

Why do you think Groves is an important asset to the Twin Cities community?

Many schools are not able to effectively teach children with learning disabilities. This is either due to lack

of resources, care, ignorance, or a combination of the three. Groves was able to help students be successful and the teachers that were there truly cared about their students.

The school really tries to give us the same opportunities that other schools participate in, but also be a place where we were able to be who we are and be comfortable learning and having fun, like with Medic and other extracurricular activities.

What would you tell a student who was new to Groves about the school?

It is an amazing school. The teachers and staff really want you to succeed. They offer support and go out of their way to help you when you need help with lessons or even personal stuff.

Anything else you would like to share with the Groves community?

It was really awesome being a part of Groves. If you are familiar with the saying "it takes a village..."—I know from experience that Groves is just that!



Julietta Benson

Groves Academy Alum

How long were you at Groves Academy and what were a few key things you learned at Groves?

I was at Groves for three years from 4th through 6th grade. I transitioned to a Wayzata public school and then I went to Augsburg for college and am now a licensed social worker. I work at Lifetrack as an Employment Specialist.

A few key things I learned at Groves were how to read and write. I am diagnosed with dyslexia and Groves provided the skills for me to master reading and writing.

How did your time spent at Groves prepare you for your next steps?

The environment at Groves didn't make me feel different from others. The friends I made were faced with the same challenges I was, and that built confidence within me. I also learned organization skills at Groves and I still use those skills today.

What are some of your favorite memories of Groves?

Playing the violin in the talent show, playing medicine ball in gym, and playing on the playground. I had a quite a few great teachers including Mrs. Anderson who still teaches there today.

What would you tell a student who was new to Groves about the school?

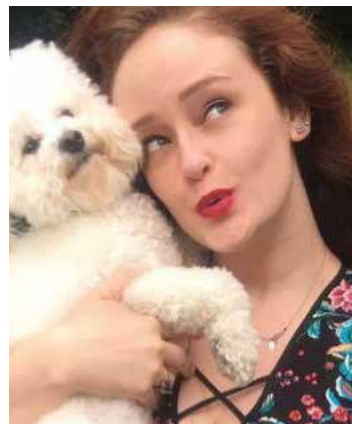
I know it's hard to leave somewhere you know and start over somewhere new. But, it's worth it.

The teachers, classmates and everyone there works to meet you where you are and help you get where you need to be. Embrace being different. I've grown to love my disability and I believe the pros outweigh the cons.

Why do you think Groves is an important asset to the Twin Cities community?

Not every state even has a school like Groves and our community is so lucky to have it in our backyard. I was having such a hard time in second grade and spent so much time working with my mom and grandma. We would work for hours at a time and I would get it but then the next day it would be as if I had never learned any of it – my retention was not there.

My mom was considering moving my sister and I to California because that was the only place she found a school like Groves, then a family friend recommended Groves and I got tested and found out about my dyslexia. I have my mom to thank for getting me to Groves and sending me to school there. Without Groves I do not think I would be where I am today.





Supporting Scholarships

Recent alumni help create possibilities for other students

Dontae and Tommy Herrley, 2018 graduates who attended Groves Academy for seven years, stopped by Groves in January with exciting news! The brothers decided to donate the money they received from their graduation party to the scholarship fund at Groves Academy. We stopped them for a few quick questions.

How did you come up with the idea of donating your grad party money to the Groves Academy scholarship fund?

Actually, our Grandma suggested that we consider donating it. We both thought it was a great idea. Groves has given us a lot and we wanted to support scholarships to help future students attend.

Do you have any other philanthropic interests?

We have supported animal shelters, the Mayo Clinic and Children's Hospital in the past.

What did your experience at Groves mean to you?

Groves has helped us out a lot, especially getting ready for college.

What are you up to now?

Dontae is studying music at Normandale Community College and Tommy is studying culinary arts at Hennepin Technical College.

Do you have a favorite Groves memory you would like to share?

The trips to Madeline Island, Spirit Mountain, Europe, and Australia were lots of fun.

Are you a Groves Alum?
We'd love to hear from you.
Let us know how you're doing!

Please contact Ashley Gotreau
 at 952.915.4258 or
gotreaau@grovesacademy.org.



Ellen Engstrom

Groves Academy Director of Curriculum

***How long have you been at Groves Academy?
What are the various roles you have held in your
tenure at Groves?***

I have been at Groves Academy for a total of 13 years. I was at Groves for five years as a teacher and Division Director. I moved to Vermont and worked at Landmark College until I came back to Groves eight years ago. My current role at Groves is Director of Curriculum.

Why did you choose to work at Groves Academy?

I have always been interested in language development – both written and spoken - and the difficulties people have acquiring it. Working with kids with language-based learning challenges was what I wanted to do. My graduate degree is in Educational Psychology with a related field in Communication Disorders. Despite my training, I never learned how reading should be taught in mainstream classrooms let alone to students with dyslexia. In the early 90's I started to study *Orton Gillingham*, which led me to deeper study of dyslexia interventions.

***How has Groves Academy changed over the years?
How has your role at Groves evolved?***

Groves is a very special place.

When I first started at Groves it was much smaller and had a less formal curriculum. Once I returned, I saw how far John Alexander had brought the school by investing in more professional development for the teachers. John and I worked on a plan to enhance *The Wilson Reading System*® at Groves. I learned about *Wilson* when teaching at Landmark when Barbara Wilson (of *Wilson Language Training*®) came and did a presentation. I signed up for *WRS* training

right away. I have been a certified *Wilson Reading* trainer for 13 ½ years. When I returned to Groves Academy, I was able to establish a partnership with *Wilson Language*. Groves has been an accredited partner for the last eight years.

Now Groves Academy is known for its scientific evidence-based curricula and deep professional development.

What do you like best about your role at Groves?

I love my current role at Groves. I enjoy providing support and training to teachers and working together to implement best practices.

What are you most excited about at Groves?

I am excited about Judith Hochman's writing curriculum – the *Writing Revolution*®. I have seen a lot of writing programs, but I have never seen a program as effective as the *Writing Revolution*, which focuses on sentence writing and builds toward paragraph and essay writing. It emphasizes planning and organization, which supports executive function.

I am also excited about our curriculum mapping project. We start with determining standards, which are broad expectations for our students. From there, we can drill down to how standards apply to the instruction we provide in all of our divisions.

Finally, I am excited about the upper school executive function course. It has been a wonderful journey with great collaboration between teachers and staff. The students are enjoying the class and using the concepts they learn to discuss and reflect on their own learning profile.

***You mentioned Writing Revolution – tell us more
about the faculty summer trip to New York City.***

It was an incredible experience being able to go to NYC to learn more about *Writing Revolution*. Prior to the trip we had a year of training via webinars. We went with two faculty from each division to train and then bring that knowledge back to their own divisions as peer coaches. A total of eight of us attended and they designed the two days of intensive training just for our faculty. It was a wonderful experience of collaboration and brainstorming. We all saw how effective this program could be for students at Groves.

What do you like to do outside of Groves?

I enjoy spending time with my family and friends, going to the theatre and concerts, doing Pilates, walking and reading.

Simon McAllister

Groves Academy Fine Arts Teacher

How long have you been teaching at Groves Academy? What are all your roles at Groves?

I have been teaching at Groves for 11 years. When I first started, I taught music and theatre. I currently teach Upper School theatre which includes two plays per year (one in the fall and one in the spring), upper school project-based learning (woodshop/creative arts) and a middle school video news class. I coach soccer for 5-6th grade students, direct the one act play, and run a video game after school activity. I also help take care of the organization's audio visual/video needs.

What did you do before you came to Groves?

The list runs the gamut from being a school bus driver to a grave digger. The majority of my career has been acting, opening and running theatre school franchises in the United States, and what I am currently doing now as a teacher.

Why did you choose to teach at Groves Academy?

I have always wanted to be a teacher. It is one of my big passions. I was running a theatre class at Groves on weekends and it seemed like a great school. I met with John Alexander and the rest, as they say, is history.

What do you like best about teaching theatre?

Theatre is a piece of art you create. It is a moment in time and every production, set of actors, and audience is unique and special. It only happens for that moment. You create magic and it won't ever be seen or experienced that way again. It's always new and fresh - that is what keeps me doing theater and makes me excited to continue.

How has Groves Academy changed over the years? How has your role at Groves evolved?

We have grown substantially, and as we have grown, the student body has changed a lot. Groves has refined the learning profile and we know who we can best support. Nowadays, I am more involved with older students and theatre.



What do you like best about teaching at Groves?

The students. I genuinely like working with them. They teach me a lot and keep me young. There are always new strategies to try while teaching students, and seeing them learn, grow and succeed is a joy.

Most memorable production? And why?

One of my most memorable productions was early on in my career at Groves. We were doing *A Midsummer Night's Dream* and four of the lead actors dropped out the week of the performance. But the other students stepped up and filled the roles and we made it work. It showed me how adaptable and resilient young people are. After that production I knew we could make it through most anything. It taught me there is always a solution to the problem when people work together.

But every production has its "moment." Something a student does that makes you go "wow." And hopefully the student can feel that moment and take it with them and see what they are capable of.

Why is exposure to theatre good for Groves kids?

Theatre is great for social and life skills. It helps students compromise, communicate, and work to a deadline. It is honest and gets students comfortable being in front of a crowd.

Students gain maturity and grow emotionally in theatre. There is emotion in each Groves production. Emotions run high in both theatre and in our students. Also, theatre tends to throw students into new relationships, and the students learn good life skills.

What do you like to do outside of Groves?

My wife and I have two active boys and spend about 90% of our time managing our kids' sports and activities calendars.



You're Invited to Help Us Redefine the Way Our Nation is Taught

Join us for an inspiring evening celebrating Groves Academy's mission and expansion in our community.

All proceeds from the Gala propel the work of Groves Academy's mission to transform lives through education. This includes advancing literacy education in our community, providing scholarships for 30% of our students, and closing the literacy achievement gap with our partner schools.

More than 500 friends and families of Groves will come together to celebrate. The evening begins with games, punchboards, and a silent auction

followed by dinner and dessert. Experience the excitement of a live auction and fund-the-future challenge during dinner.

**Tickets on sale now at
GROVESGALA.ORG**



- KEYNOTE SPEAKER -

Lisa Wood Shapiro

Lisa Wood Shapiro is a contributor to *Vogue*, *Wired*, *Outside Magazine*, *Real Simple*, and *The Hiking Project*.

Being dyslexic herself, she most recently wrote *The End Of Dyslexia* for *Wired*, June 2018.

- EMCEE -

Don Shelby

- WHEN AND WHERE -

Saturday, April 27, 2019

Six o'clock in the evening

Hyatt Regency, Minneapolis

- ATTIRE -

Elegant evening

- SPONSOR -

Tables of 10 start at \$3000.

Contact Beckey and 952.915.4269
or busselmanb@grovesacademy.org.





EXPANDING THE GROVES AND PRODEO PARTNERSHIP

[Closing the Opportunity Gap]

With the start of the 2018-19 school year, the Institute for Professional Learning at Groves Academy (IPL) deepened the collaboration with charter school Prodeo Academy by extending the partnership to their newly launched St. Paul campus. Prodeo Academy St. Paul currently serves students in grades K-1. We recently had the opportunity to sit down with Prodeo St. Paul's Principal Liz Ferguson, kindergarten teachers Mercedes Lee and Chrissy Dornon, and first grade teachers Kathleen Boland and Erin Engelhardt to learn how the partnership is positively impacting the school's students and teachers.

Why did Groves Academy's IPL and Prodeo form a partnership?

Liz: Prodeo has many students who have a need for reading intervention and support, and we knew that we wanted to address this need in a systematic way. Groves' IPL began providing support and in-class coaching. There are a lot of materials and components of the IPL's literacy program that make it powerful and multi-sensory. We have a teacher who has 13 years of experience who tells us that it is so effective, and her classroom data is the strongest in Prodeo's K-5 network.

How is it having coaches in your school and classrooms?

Liz: At the beginning of the year there were things that Cheryl Alexander, our IPL Literacy Coach, noticed that

I would not have, or would have thought were okay. For instance, our writing program was not aligned to our phonics program. At the time, our phonics program had only introduced five or six sounds in kindergarten, but we were asking the students to label their pictures with seven sounds—sounds they had not learned yet. Cheryl was able to show us the research showing that this was not okay. Now, our kindergartners are struggling less, with their teachers saying that these students are more successful than students in past years.

Mercedes: The coaching I am receiving from Groves' IPL has been the best instructional coaching I have ever had. One of our school goals is to implement our literacy curriculum with 100% fidelity, so it is nice have a coach in the classroom for guidance and accountability.



Chrissy: A coach can see things that I cannot see. Having someone observe me and then let me know what I am doing well, and what I can do better is great assistance.

Kathleen: There are times when I look at the manual and I am not sure how to teach the lesson. It is a relief to be able to have the coach come into your classroom and answer your question.

Erin: The coach is very helpful in pointing out the connection between teaching a skill now and using it in later lessons.

How do you think Groves' IPL literacy program is helping your students?

Liz: I progress monitor (assess academic improvement) our students every week. When I first started they were all struggling, and now I see that their foundational skills are so strong. Some students began just guessing and could not decode words. Last week, one student who really struggled began tapping out words and getting close to decoding, not guessing any longer. This program is simple to follow and it has all of these wonderful visuals to help the students remember the sounds.

Kathleen: I think it has had a tremendous impact. One part of our guided reading assessment is letter names and sounds. From the beginning of the school year to when the assessment was

given in October, I saw my kids learn their letters and sounds. Another assessment component is developmental spelling. Our kids crushed every single goal. If they needed eight points to pass, they were getting 21 points because they had learned the sounds and spelling together.

How are you using data to make instructional decisions?

Erin: One week, all students got the sight words, but they were mixing up some of the digraphs (a combination of two letters representing one sound), especially *sh* and *ch*. We did an action step of posting the digraph cards as a reference, since the kids use visuals as a reference to recall. When they retook the assessment, more than 80% passed. We used data to identify the exact skill the students were missing.

What would you tell an individual donor or foundation about the impact the literacy partnership is bringing to Prodeo St. Paul?

Liz: Many of our students are coming in so far behind and are impacted by the opportunity gap. The IPL program gives them opportunities in language and reading that they may not have received until this point in their lives. It does this in a systematic way, so our students have access to reading instruction that other students in different settings may have been

exposed to already. This is closing the opportunity gap.

Mercedes: Seeing the power of having a structured program, especially in a school like ours that serves many students receiving free and reduced lunch, where we are trying to close the opportunity gap, this partnership with Groves is a resource backed by research. It is consistent, there is a routine.

Erin: I have seen tremendous growth and think about how much my students have grown just being able to use this program for a few months. This will be a big factor in their success.

Kathleen: This program is directly making an impact on a child's entire reading and writing life. These are building blocks that provide a solid foundation for future success.

Erin: When you look at our progress in reading and phonics it proves that what we are doing in literacy is hitting the mark.

Would you like to learn more about our school literacy partnerships?

Please contact
Katharine Campbell at
campbellk@grovesacademy.org.



*Ben Ruedisili
2005 - 2015*

Ben Ruedisili Legacy Playground Ribbon Cutting

On Friday, September 7th Groves had a ribbon-cutting ceremony for the Ben Ruedisili Legacy Playground to honor Ben's memory and spirit of play, adventure, and fun.

The first goal of the Ben Ruedisili Legacy Fund's mission is to unleash the talent, confidence, and potential of kids with dyslexia and attention issues through the creative power of play- and at the core of the collaboration with Groves, and playground designer Cre8Play.

The Ben Ruedisili Legacy Playground is the signature gift of the Legacy Fund, made possible by hundreds of friends, family, and community members who have come together to celebrate the life of this remarkable boy and the school that brought out the best of him, Groves Academy.



Event photos: Dana Barr





Grandparents and Special Friends Day

On Friday, September 28th more than 350 grandparents and special friends of Groves students gathered at our school to learn, share and celebrate. Students wowed our guests with a short program which included a Lower School sing-a-long, a middle school special news broadcast, and upper school students sharing essays about their grandparent/special friend.

If you are interested in joining the Groves Academy Grandparents Club contact Becky at busselmanb@grovesacademy.org or 952.915.4269.



Trap Team Wins!

This past fall the Groves Academy Trap Team won the MN State High School Clay Target League Fall Conference Title by 120 points! This was an amazing improvement from the team that took last place in the conference just two years ago. Congratulations Griffins!



College Fair Success

Groves Academy held the 17th Annual LD/ADHD College Fair on October 23rd, with 398 students and families in attendance. This college fair is the only event of its kind in the Twin Cities and five-state area. Representatives exhibited from 44 schools and organizations. Groves invites colleges, universities, and other education organizations with strong programs serving students with learning disabilities. If you have more questions regarding the College Fair please contact Joanna at lackramj@grovesacademy.org.

THE YEAR IN NUMBERS

2017-2018 FINANCIALS

REVENUE

Our School	\$8,259,316
The Learning Center	\$1,835,423
Institute for Professional Learning	\$335,371
Financial Aid Disbursement	(\$1,168,292)

\$9,261,818

Annual & Scholarship Gifts	\$1,389,421
Other Income/Loss	\$265,197

NET REVENUE TOTAL **\$10,916,436**

EXPENSES

Program Expenses	\$8,262,647
Operating Expenses	\$1,977,772
Fundraising Expenses	\$588,307

NET EXPENSE TOTAL **\$10,828,726**

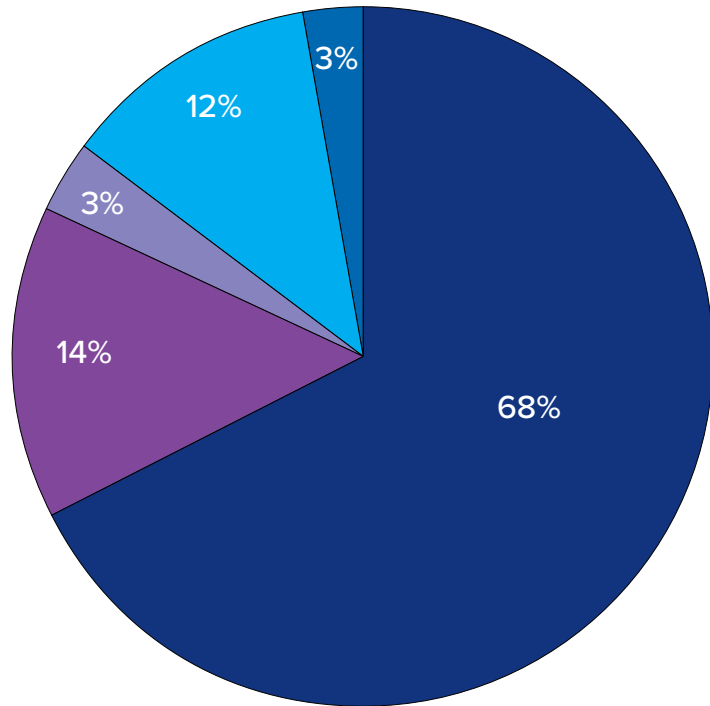
INCREASE IN NET ASSETS **\$87,710**

Reinvested in the Groves mission



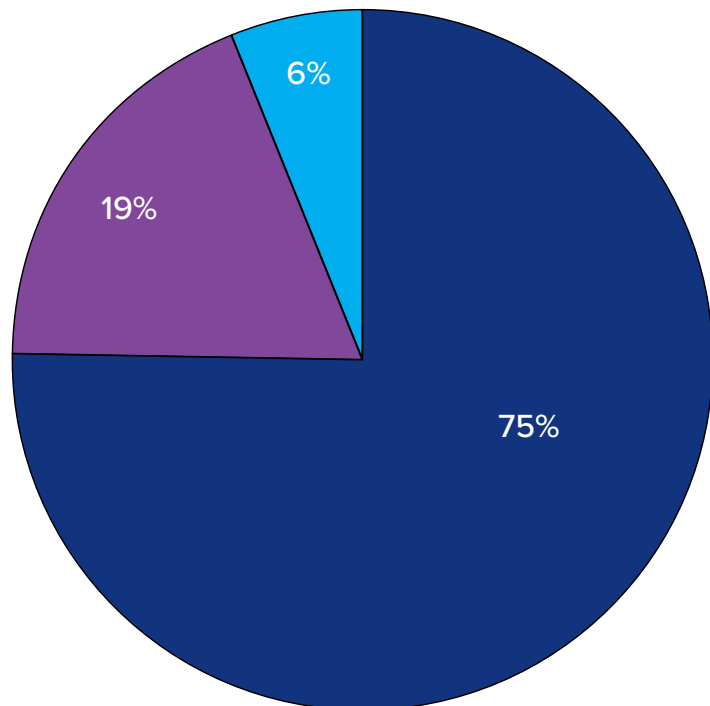
REVENUE

- Our School
- Other Income
- Annual & Scholarship Gifts
- IPL Program
- The Learning Center



EXPENSES

- Program Expenses
- Fundraising
- Management & General



LEAVING A LEGACY

Two dedicated colleagues retire

Ray Boyd and Ruth Anderson worked side by side at Groves for more than 40 years. They are Groves' most tenured employees, and this past November they both retired. A dynamic team, they helped make Groves what it is today and changed the lives of thousands of families along the way.

Ray is a licensed psychologist and was the Director of Diagnostic Services for Groves Academy. Diagnostic testing provides psychoeducational assessments of children and adults, and consultation services for parents and educators. Ray's professional career includes experience with the Minnesota Department of Health's Minnesota Children with Special Help Needs, the University of St. Thomas, the Roseville Public Schools and the Washburn Child Guidance Center. He is a regular lecturer at local and regional conferences and seminars.

Ruth Anderson, in her latest role at Groves, was the Diagnostics Associate composing dictations of Ray's evaluations and coordination of assessments with families.

Wow - 40 years, in what ways have you seen Groves change over the years?

Ruth: The biggest change is the growth of the number of students served in the building, and the demand for the services and support Groves provides. Technology has also changed tremendously and affected my job from using a typewriter and dictating reports to using a computer. I did many other jobs while at Groves including receptionist, lunch room attendant, you name it. I have seen a lot in 40 years!

Ray: One major change is in the focus of the curriculum Groves offers to address students' learning disabilities. Teachers increasingly made use of research-based interventions to address reading skill development. Also, we have expanded the services we provide to families to include transition support and assistive technology, which allows us to make a great impact as a community resource.

Describe some of your favorite moments while working at Groves.

Ruth: Helping all the different varieties of students along the way. Interactions with students were the highlights. Also, attending galas was a lot of fun.

Ray: The interaction with students is the best part about working at Groves. Attending the galas over the years and working along side other staff members. I also enjoyed unearthing a passion for helping older students and college age students. It is exciting to help them realize their full potential and contribution to society.



If you could describe Groves in one word what would it be?

Ruth: Unique

Ray: Devoted (*referring to the staff and teachers*). There is no other place quite like Groves with teachers and staff who care so much about their students.

What is your favorite part of your role at Groves?

Ruth: Working directly with families and helping people. I like to help others. My other favorite part is my co-workers. People would always ask me why I've continued to work there so long. I said, "It's simple. I have my family at home and my family at work."

Ray: Seeing my recommendations help a student and family. It is so gratifying to be integral in moving the needle for a student at a school outside of Groves. For example, by my writing a letter explaining the learning challenges and giving recommendations to help the student and family, the school makes the necessary changes.

What's Next?

Ruth: Traveling and spending time with my family.

Ray: Traveling, biking, and continuing to do some part-time diagnostics work at Groves.



WELCOME ABOARD

On behalf of the Groves Academy Board of Trustees and staff, we would like to welcome our newest Trustee, Beth Simermeyer, Executive Vice President, Global Marketing & Communications, and Life Sciences for Ecolab Inc. Thank you for your leadership and commitment to Groves Academy.



DIAGNOSTIC TESTING AT THE LEARNING CENTER

If you worry that your child is falling behind in school, consider a diagnostic assessment to understand why. Our licensed psychologists can help you understand how they learn and the support they need to succeed in school. For more information and how to get involved, visit:

grovesacademy.org/diagnostics

Please contact Meagen Sundstrom with questions at 952.915.4254 or sundstromm@grovesacademy.org.



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Planning Your Legacy with Groves Academy

While annual gifts support ongoing work at Groves, legacy gifts can build capacity to make a difference in the lives of more students in the future. Legacy donors of Groves Academy are making a difference through planned gifts. Whether it is a specific, residuary, percentage or contingent bequest, these donors find it possible to be extraordinarily generous through their wills. Through legacy giving, you will support transformative learning experiences well into the future.

For more information about legacy giving, please contact Lynn Giovannelli at giovannellil@grovesacademy.org or 952.915.4271.

2018-2019 COMMUNITY EDUCATION WORKSHOP SERIES

Groves Academy is committed to expanding the benefits we offer to the greater community. Our events are designed to support all parents, educators, and students. Workshops are low cost and all are open to the public. Information about each workshop and registration is available online at grovesacademy.org/events.

High School and College Transitions
Thursday, March 7, 2019 • 7-8:30 pm

Why Groves Reading Instruction Works
Tuesday, March 19, 2019 • 7-8:30 pm

*IEP and 504 Plans:
Advocating for Your Child*
Tuesday, May 7, 2019 • 7-8:30 pm

*How to Assess When a Student Needs
Speech Therapy*
Thursday, May 23, 2019 • 7-8:30 pm

2019 SUMMER WORKSHOPS:
Monday-Wednesday, June 24-26, 2019
9 am-noon

Study Skills and Assistive Technology
Managing Stress and Anxiety
*Overview of Learning Disabilities and
Understanding Dyslexia*

*Dates, times, speakers, and topics are subject
to change.*

\$15 Admittance | Current Groves Academy families and Learning Center clients attend free of charge
grovesacademy.org/events or call us at **952.920.6377**