

Annual Report 2017/2018

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Message from the **President**



What's in a name? That which we call a rose By any other name would smell as sweet. So Romeo would, were he not Romeo called, Retain that dear perfection which he owes Without that title.

-William Shakespeare

Camphill Special School has a 55-year history. That history is full of stories of transformation: students who could not speak telling their parents "I love you"; non-ambulatory students able to traverse our hills; students who couldn't recognize letters learning to read. Now, as a school we are undergoing a transformation of our own. We have officially changed our name to The Camphill School.

We realize that we are in a new time where perceived segregated settings and "special schools" are not what people want, nor are they what they need. People with intellectual and developmental disabilities should not be apart from their community, but a part of it. Our students are valued participants in all aspects of our community, both on-campus and off. Changing our name reflects society's and our priorities.

While we have taken the word "Special" out of our name, we are no less special. We still maintain our founding principles and mission. We continue to strive to be a school and community where students make progress in their emotional, educational, and physical development among people who know, understand, and care for them. As Juliet says, "What's in a name? That which we call a rose by any other name would smell as sweet." The Camphill School is committed to "[retaining] that dear perfection which [we] owe" our students, their families, and our dedicated supporters.

Jennifer Nilsen

What's in a Name?

Jennifer Nilsen

President, Board of Directors

By Ginny Thimme, 7th grade teacher

1

Ginny has been a teacher and community member at The Camphill School for nearly thirty years.

To Breathe In and to **Breathe Out**

When I first came to Beaver Run in September 1989, we had no school on Thursdavs: instead, we had school on Saturday mornings! On Thursdays the children slept in, rested, had pancakes, and went on walks, and, then on Saturday mornings, all the children went to school, and the houses were "spring cleaned" and special bread rolls were made for supper. On Saturday afternoons, after the children had all had their baths. dressed up in their festive clothes, and attended their special story groups, there was a special weekly delivery. Someone drove to Simpson's store in Eagle, picked up one carton of ice cream for each house, and dropped it off at the freezer outside Ember. Then everyone walked (or raced!) to the freezer to pick up their ice cream and we all had ice cream for

dessert after lunch on Sundays!

In 1995, this weekly rhythm changed to accommodate the day students, and school began to happen in a conventional Monday to Friday rhythm. Many new rhythms have been established since then, but everyone still (pretty much) has lunch at one and supper at six, and everyone still breathes out on Thursdays, except now the breathing out isn't sleep-ins and pancakes, it's the weekly concert in the Blue Room.

Establishing a healthy daily, weekly, and yearly rhythm has always been important at The Camphill School, and that is because one of our main tasks as educators is to teach the students to breathe in and to breathe out. A strong daily rhythm helps the students



sleep at night and stay awake and alert during the day. A strong weekly rhythm helps the students focus and work hard on school days and relax and enjoy themselves on the weekends. A strong yearly rhythm, where seasons and festivals are celebrated, helps the students feel connected to the world of nature around them and the breathing of the earth as it moves around the sun.

Rhythm gives us all (adults, children, and teenagers alike) a sense that life has meaning and purpose. If events unfold in a predictable way, then the students here know, anticipate, and get ready for what is going to happen next,

which helps them to feel secure. Even if a student can't read, remember, follow a schedule, tell the time, recite the days of the week, remember the sequence of the months, or name the seasons, they are not lost for long, because once they have been here for a while, their body starts to remember and connect to the rhythms that live here.

In my class, we made a birthday calendar in third grade. Since then when February comes around, everyone knows that it is Stephanie's birthday month. When we celebrate Candlemas Day, start to sing our Valentine's songs, and go out to hunt for the first snowdrops, Stephanie has a little smile

on her face because she knows that her birthday is comina!

You see, one thing about rhythm is it repeats itself endlessly. Rhythms, however, are not just cyclical, they are also forgiving, and that is a wonderful thing for all of us here at The Camphill School. It means that if you don't manage to come in from recess when you are called on Monday, you can try again on Tuesday; if you don't manage Handwork class on Wednesday, you can try again next week; and if you bite into your apple when you are walking into the Advent Garden one year, well you can try again next year.

By Diane M. Frantz-Miller, Matthew's Mom



Matthew, winter 2018, age 11, often looks up at the large trees on campus. He likes to watch the long tree branches moving in the wind

2

Matthew, 5, in Kindergarten at Beaver Run. He is joyful looking up at the sun.

In the Sun

Sensing the time is from God I run up the stairs from our backyard to find the old, cardboard camera to catch the sun's light Now

coming across your face and shining brightly on soft baby skin your eyes raised up to the heavens

Wearing your blue, footie pajamas you sit alone, in the corner, against the white picket fence where the ground is sunken and damp with a big, old soccer ball between your crossed legs you tap it

Just like a regular boy

Like

any second now you might jump up and kick it around the backyard giving it your full attention

And now squealing with arms raised up to catch the ball

As if to say, *"I fooled you Mommy, of course I can catch this ball."*

My first born beautiful boy almost five-years-old and still not a word

But who needs you to tell me when I can bear witness to you, like this radiating on a mild winter afternoon with full warm sun to your face.



By Karuna Kasturi

Our Unexpected Home

1

A burgeoning spring day on campus is truly magical.

Editor's Note:

Since this writing, Karuna has left the school to pursue her dreams of becoming a writer and photographer. She is living on Camphill Soltane's campus and is participating in their Artist in Residence Program. She still returns twice a week to have lunch in the houses with the students, staff, and coworkers who have become family to her over the years.

When we think of home, there's a subconscious familiarity tying us to the word. We've come to internalize the way it looks and feels, and we even wear the aroma of a certain batch of favorite cookies as a blanket, snuggling into its warm sweetness. As we grow up, so do our ideas of where we want to wake up each morning, and it begins to take deep dimension, so much so we start to plan our life around it. But what happens when our dreams are forced to meet a new reality and suddenly home is nothing like we imagined? What if home isn't where you expected it to be? What then?

I spent so much of my time traveling, working, and dreaming about a particular life, devoted to finding it, convincing myself it would all come together the way I imagined. I suppose it's in those beliefs that we find life's most valuable lessons: Not everything works out exactly the way we imagine it.

I came to Camphill first as a volunteer in the woodshop, something that was intended to be short term, a small stepping stone on my journey. Now, nearly four years later I live in a beautiful old farm house just beyond the wise woods of Beaver Run and work in the Main Office alongside the kindest of humans I have ever known, the highest realm of wisdom in my opinion. When I come to work, I come home, and the good fortunes of typing these words are with profound gratitude, especially knowing that none of it was ever part of my plan.

One of the most curious parts of my job is to listen to the prospective

parents who call Camphill. I say curious because there is something extraordinary about the array of emotions that are conveyed in each story. Bundles of fear, guilt, confusion, and sadness are hugged within the arms of hope and devotion. There's a part of me that just wants to express to them that even though we won't know how or when, something will work out, just never stop trying. Many of the phone calls lead to visits, and with their arrival a sense of disbelieving wonder arises as they journey our long enchanting driveway and into our Office, my home. "Oh my God, this place is beautiful," many of them say, and suddenly the fear and disappointment that weighed on their heart are momentarily suspended. and hope overtakes.

Even if Camphill is not part of their plan, it is truly amazing to see how guickly the hope turns into encouragement. Of course, some stories have a stronger sense of pain, yet those are the exceptional stories. Why? Because it is they who travel farthest in their unanticipated journey, and their shadow of ache turns into a deep reverence for their child, themselves, and for Camphill.

One truth I have experienced here is that the essence of every home has years of soul work built into it. It requires digging deep into the hearts and beings of its family members, and in doing so, digs just as deeply into ourselves. There are mirrors everywhere, reflecting back to us



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the broken parts while unmasking the raging beauty growing inside, wanting to come out. It's the tears, tantrums, and trauma that live in us all that lead to the empathy and compassion of understanding one another. Sometimes all it takes is someone giving us a moment to take a deep breath, handing us something sweet. and letting us slowly come to terms with our unexpected home.

Camphill was never the path I planned for and certainly never the home I imagined for myself, but it was always the home I needed. I see that now. I did not see that before. As Anne Shirley of Green Gables once said, "The dreams dearest to my heart are right here."



Beaver Farm

The Biggest Community of All



Brandon revels in the company of newborn piglets.

2

Students tend to the flock of chickens outside the barn.

3

Lunch awaits and students at Beaver Farm run to enjoy their break and a homemade meal.

Human beings are, like all living things, innately communal organisms. We breathe in the oxygen provided by plant life and breathe out the carbon dioxide that the plants utilize as the basis for their anatomy. Our digestive system is laden with bacteria and other micro organisms without which we could not draw goodness from the can draw nutrients food we eat. We play lifelong hosts to this teeming community of

microorganisms, and when we draw our last breath they become the leaven that allows us to become compost for the soil.

The soil itself is host to bacteria and viruses, fungi and protozoa that turn it into a living thing. Mycorrhizal fungi extend the roots of plants so that they from tremendously long distances, and through their presence





the pasture, the field, or the forest floor become sensory networks of dizzying scale and intricacy. The ground beneath our feet is a miracle - awake, aware, and very much alive.

Unfortunately, a century of modern agriculture has led us to look at nature as little more than a sophisticated machine, formed by genetic coding and existing through the grace of chemical interactions. In this laboratory artificial fertilizers, and the herbicides and pesticides that become necessary through their use, kill the organisms in the soil and any other living

thing that would conflict with them. The diversity of the traditional farm turns to a mono-cropped factory of corn, wheat, or soy. Grazing animals are removed from the land, allowing for huge and efficient fields but disrupting the traditional cycles of fertility that are driven by manure and decomposition. Farm animals are raised or "finished" in feedlots where their waste becomes a toxic hazard, not a source of new life. Removed from their own natural environment, they require antibiotics to stay alive.

When the old farms disappeared, so did

the flowers, trees, and shrubs that supported the insect world. Populations of butterflies, bees, spiders, and beetles have diminished with frightening speed. The humble bug is food for birdlife and is critical for the survival of small omnivorous mammals and amphibians. The apex predators that we love like foxes, hawks, and eagles depend on this food chain for their own existence.

At Beaver Farm, soil health is fundamental to our farming practices. We return carbon to the soil with bio-char. We spray teas made from worm castings and homeopathic preparations to encourage

Beaver Farm

Faisel tends to the herd of cows.

5

Meaningful work that makes a meaningful life for Katie and her friends.

6

Native plants are installed in front of Lucas House.

7

Julie helps prepare the mid-day meal, almost all of which is grown and raised on campus, for her fellow Beaver Farmers.

soil and plant vitality. Our cattle and sheep graze the fields, manuring as they go. The chickens scratch up the parasites that otherwise would need treating with chemicals, and lowfrequency mowing keeps through this work. the noxious weeds at bay. Hundreds of native trees and plants provide shelter and food for insect life. The farm is a riot of noise in the spring, summer, and fall because that supports the farm. wildlife is so plentiful. There are butterflies and birds galore, and the fox makes regular patrols to hunt the field mice. Frogs and toads live in our constructed wetlands. and herons and bald eagles hunt along the creek.

When the Transition Program came to existence at Beaver Farm in 2005, the core of its educational and vocational programming was built around organic agriculture and horticulture. Over the past decade and a half, the students and faculty have learned to tend to the livestock and the gardens. A bounty of food has been grown, harvested, and served up on our dinner plates.

At every step along the way, in every season, the students are the masters of the natural processes that put produce on our tables. It has been wonderful to see them discover themselves

The bigger surprise has been the unexpected journey we have all made in becoming stewards of the natural biodiversity We have come to understand the natural world that finds its home alongside us in our fields, wetlands, and woods. The students have made this world their classroom as they plant trees and shrubs and flowers that provide the proteins and carbohydrates for our native insects to thrive and make compost piles and bio-char and spray biodynamic "teas" that improve soil health.

They delight in identifying the hundreds of birds. insects, and mammals that surround them. They have discovered that humanity is nurtured by a community that was around them all the time: the glorious and intricate web of life.







Transition Program Graduates

The Transition Program at Beaver Farm bid farewell to nine students this year. The staff shares about each graduate as they start their journey into adulthood. We wish them and their families all the best!

Transition Program Graduates



Jessica began her educational career at Camphill in 2007. Over the years, Jessica has explored many different aspects of the program, from handwork to outdoor work on the farm and garden. She also enjoys storytelling, dancing, and music. In every setting, she offers her dynamic sense of humor. creative mind. and inquisitive nature. She really makes you feel special through her warm hugs and enthusiastic greetings. Jessica will be joining a life-sharing community in New England.



Emilv ioined Camphill School in 2003. Emily's strong sense of independence and perseverance is admirable. She has learned to take ownership of her life and work, eager to learn and live life to the fullest. Emily loves being in the midst of active social gatherings, soaking up the sights, sounds, and excitement. We will miss her warmth and contagious laughter, but hopefully she will visit often from her new home known as Little Acorn House.



Will started at Camphill in 2012, and over the years he has come to fully appreciate and thrive in the rhythmical work and living. He is a very outgoing, curious, and social individual who seeks opportunities to talk and learn with others. He enjoys joking with peers and coworkers, bringing much joy and laughter to the home and work space. Will loves to swim, play sports, and spend time with his friends out in the community. He will be moving on to live with Leta and Emily at Little Acorn House.



Austin joined the Transition Program at Beaver Farm in 2014. During his time here, Austin formed close bonds with peers and coworkers. His kindness and quirky sense of humor fills the home and work space. We have greatly appreciated his increased flexibility and his willingness to learn and help others. We wish him well at his new home in Vermont at Camphill Heartbeet.



Elizabeth arrived at Camphill in 2009. During her time here, she has had the opportunity to develop new skills and interests while continuing to explore her passions in the arts and music. She is a curious and expressive individual who is an active participant in our rich social life. We have all come to appreciate her charm, sense of creativity, strong wit, and genuine enthusiasm for learning! Elizabeth will be residing at Universal Institute of Rehabilitation.



Jackson has been attending Camphill since 2002! He has had the true long-reigning Camphill experience. Jackson has integrated himself firmly into the Beaver Farm way of life and has an avid interest in the outdoors. He loves hiking, gardening, and farm work the best! Jackson is now living and working with Adesha Village.

Transition Program Graduates

Volunteers

There are two ways of

spreading light—to be

the candle or the mirror

Edith Wharton.

Vesalus in Zante

that reflects it.

Spreading the Light

From mending fences to working one-on-one with our students, from decorating tables at the Gala to tending our gardens, our volunteers shine their light on our Camphill community year round. Their contributions of time and love make it possible for our students to thrive.

To all of our volunteers: thank you. Thank you for your compassion and your awareness, for seeing the need and responding. Thank you for sharing your skills and knowledge to help improve lives and build the capacity of our students. We truly appreciate that you have joined us in this journey and are helping to light our way.





Leta has been a part of The Camphill School since 2006. Leta is a mighty force with an incredible work ethic and sense of responsibility! She lives and breathes her work on the farm. You can often find her out in the barn, tending to the animals. If not working, she is socializing with others and spreading her love. We appreciate her energy, spunk, and great sense of humor! Leta will be living at Little Acorn House with Emily and Will.



Matt ioined Camphill in 2013. He takes great pride in his work and responsibilities, demonstrating increased independence and maturity. In addition to his passion for his work in the great outdoors, Matt loves socializing with others, sharing stories, and asking great guestions. We will miss Matt's positive attitude, enthusiasm for life, and ongoing energy, and we wish him the best of luck at High Spirit in Massachusetts.

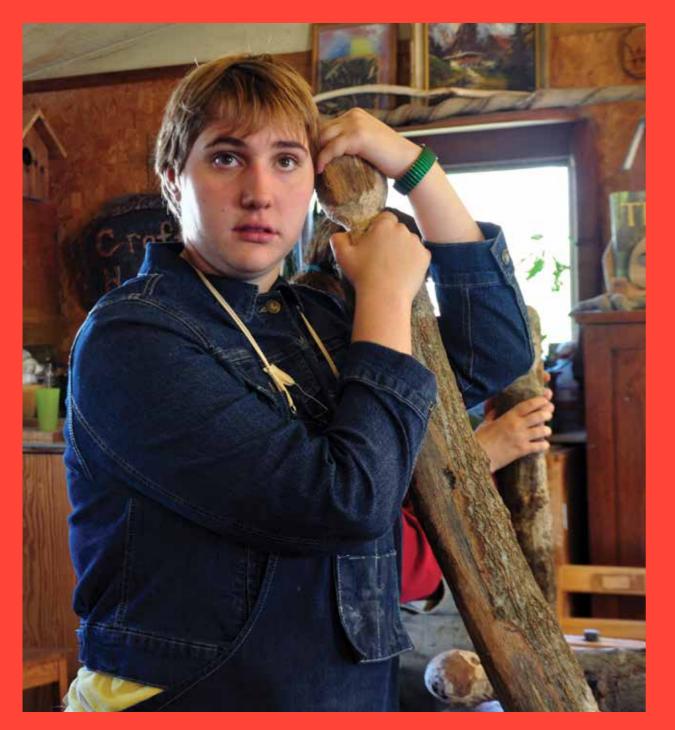
Peter has made incredible strides since joining the Beaver Farm community in 2014! He has become a real outdoorsman, demonstrating a sense of curiosity and enthusiasm for his work in the garden and farm. Those who live and work with him appreciate his willingness to help, eagerness to learn, and lightheartedness. Peter brings much joy and energy wherever he goes. We wish him well on his next chapter at Camphill Triform.

Total Volunteer Hours: 3,648



By Andrea Janisch

Intention and Meaning



Senior Maxine enjoys crafting unique, useful, and creative items during her time in woodworking.

Driving down Children's Village Lane, you enter a village with many homes, with many people. Our children are not at home within themselves, but here they find an outer home as they live with others and others live with them. Through this lifesharing arrangement, it is our hope that the students will become not only part of the house community in which they live, but become more a part of themselves.

Our houses are homes. Not only a home for the coworker families that live there, but for all of us – the family, young coworkers, and the students. The architecture is open and bright. There is so much light, so much nature, so much color.

In Camphill communities, people want to know each other. Socialization is not forced or arranged; it is organic. We have potlucks, meetings, concerts, festivals, and neighborhoods where we can pop next door to ask a question or have a cup of tea. People want to know one another, whether we are coworkers, students, or staff.

When a student moves into your house, you receive their file and all the information about the student. While this information is helpful, as a homemaker, my first question about each child is, "Who are you in your core being?" This is quickly followed by, "Are you getting enough sleep? Are you eating the right things? Do people communicate with you? Do people see you and want to know who you are? Who are you and what is it you need?" Our students need order in their outer environment filled with love, devotion, and care. We do not see the child as their symptoms, but as who they are and what they need.

We offer rhythm, the right food, play, self-help, and practical skills. The students get security through rhythm. They can relax into the day because they know what is coming. We give full explanations including expectations for the children. The way you say things is as important as what you say, if not more so. Speech is purposeful and calm. Home life is about doing the same even though our needs are different. We all take our shoes off, we all set the table, and we all help with laundry. Every child learns through imitation. We set an example. Everything is done with intention and meaning, a constant giving and taking. This is where their IEP goals come in. We work little by little in the house to accomplish self-care and home-care skills that get students closer to their goals.

We learn through polarities. Sitting still is a wonderful example. We do not just tell a child to sit still and make them do it; you teach them to move. You take them on a brisk walk through the woods. You stop. You rest. You point out a butterfly fluttering nearby. Together, you watch it glide out of sight as you both are still and quiet. Just that brief moment is a huge moment of learning. Those and others like it build, and eventually sitting still happens naturally.

A Year in Community



July 2017

Lucas House is prepared to receive Transition Program students: Rooms are reconfigured, furniture is placed, pictures are hung – the house now feels like a true Camphill home.



October 2017

Meadowsweet welcomes a new friend: a bunny they renamed Guai Guai, which means "sweetie" in Mandarin.

January 2018

Customers Bank presents students with a check for \$50,000 for financial aid via the Pennsylvania Educational Improvement Tax Credit program (EITC).



August 2017

The new peach tree behind Rock Crystal literally bursts with juicy fruit.



November 2017

Fourth graders delight in their music classes as they learn to play multiple instruments.

February 2018

Ginny, our seventh grade teacher, becomes a U.S. citizen and her entire class celebrates!



20

September 2017

Fifth graders receive a visit from Karuna to learn about India. They get to wear saris, jewelry, and bindis.



December 2017 Ninth graders visit the

houses and office offering holiday carols and bringing lots of spirit and joy!



March 2018

Tenth grader Joseph and his classmates perform scenes from *The Odys*sey. He shares "I loved the Odysseus play. I liked fighting with a sword and singing songs. We set up the chairs and invited guests to come. My Mom came to Beaver Run to see my play. I was happy."



April 2018

In handwork, eleventh graders weave table mats, belts, and scarves.



May 2018

Transition Program students and coworkers venture to Germany thanks to our donors who provided all the funds needed to attend the International Whitsun Festival. Thank you!



June 2018

Our seniors are delighted to present *Parzival* to their adoring family, friends, and fans.

21

By Rüdiger Janisch

One Simple Answer



While our students, including Sasha, love it when it snows, those who have to clear the snow, not so much.

2

The High School Land Crew helps with projects to support our Maintenance Department.

Scenario 1:

It is 9:30 p.m. The outside temperature is 25°F. The heating does not seem to work. What to do? Did you check the emergency switch? (Sometimes nifty fingers enter data for the can fiddle with the wrong switch.) Did you check the oil? Did you press the restart button if there is enough oil? And what to do if all that house to do something does not help?

Scenario 2:

It is 6:15 a.m. It is still dark. I am luckily the first in the bathroom and look forward to taking my shower. With anticipation to wash away the sleep, I turn on the faucet. I turn more and more until it is all the way open and only a weak stream of water comes out and becomes less and less. My mind starts to wake up. What is this? No water! Oh my gosh! All the children who need to be showered after they wake up, cooking breakfast, no coffee!

The panorama of a disaster unfolds before my mind. What can I do?

Scenario 3:

I am sitting in front of the computer to school office and the connection goes away. I try everything to fix it; it only gets worse. I give up, go out of the different and by chance see on the roof of the schoolhouse three huge black birds sitting on the antennae: turkey vultures. Through their weight and moving around they have changed the orientation of the antennae resulting in losing connection for the respective computers. What to do?

Scenario 4:

I notice that the blacktop walkway has a little dent. Over the weeks this dent becomes deeper and deeper and points to a sink hole underneath.



I also had noticed at other times, early in the morning and late in the afternoon two busy woodchucks harvesting apples and peaches from under the trees. Is there a connection between these two observations? Of course! There is an entrance to an underground palace of king and queen groundhog under the path. What can we do?

To all these questions there is mostly one simple answer: Call Bill Brunner in the maintenance

department and, together with Don Derek, he will find a way to remediate the never-ending surprises likes to go into a crawl our life presents.

Such situations live on a very long list on several pages and are marked as emergency, urgent, important, necessary, wished for, or, if possible, requests. Bill. our Maintenance Supervisor, prioritizes this list and packages it to a manageable task for the day of Don Derek, our Maintenance Technician. With greatest dedication

and diligent pursuit, Don works through the list. And not all is fun. Who space full of spider webs to replace a water pipe, which burst as the water was not turned off before the frost? Of course, every new day begins with more unexpected needs. Don could write books about all that people can break and how it can be fixed again. He never (or rarely) asks why and how it was possible that a solid, sturdy table leg could be broken or why and how it is the third time in a week

camphillschool.org

One Simple Answer

that the toilet is blocked. Not to forget that there are people and activities in all buildings almost all the time. How and when can he do his work under such circumstances? I honestly don't know. I only know that he does, and over the course of the months the list shrinks.

Considering that we have buildings from the 1800s and the newly built houses are from the 1960s, we are talking about "old age care." This is a very different approach than the education for kindergarten through twelfth grade in our school. We notice this difference in every aspect of the infrastructure from pipes to electrical wires, insulation, telephone wires, wooden door frames, and sound insulation. etc.

Other tasks for the maintenance department are less visible but have to happen with greatest reliability and consistency.

Things like the monitoring of our water-well system, the swimming pool in the warm months, safety regulations, health department inspections, building permits, generator maintenance, and on and on. By the way, we also run a fleet of over forty vehicles that need oil changes, tire replacements, new bulbs, or windshield wipers.

There are only a few days in the year when all the work stops. That is when we get four to twenty inches of snow and everybody sits in trucks or on tractors and does constant clearing of Beaver Run roads.

Of course, there are also the 85+ acres of land and woods to maintain, mow, and make safe for the students. For this never-ending task, Lioba Schad is kept very busy and gets as much help as possible from employees, coworkers, students, and volunteers.

We also have seasonal work. During the school's summer recess is the only time we can tackle bigger projects like resurfacing roads, remodeling a bathroom, sanding floors, painting walls, replacing a roof, and whatever one can think of.

There is longing and hope for our heroes in the maintenance department: that one day in the future there will be nothing on the to-do list and they can put their feet up on the desk and wait for one minute until the next phone call comes!

Pietzner Legacy Society

The members of our Pietzner Legacy Society listed below have chosen to support the mission of The Camphill School through a gift in their wills or estate plans to Beaver Run Foundation. The Beaver Run Foundation invests and manages planned gifts for the long-term benefit of the school. Funds are used to support the financial aid needs of students, long-term coworkers' retirements, children of long-term coworkers' higher education pursuits, long-term coworkers' advanced degrees/ certifications that benefit the entire school community, and, if needed, emergency funds for the school.

Named for our founders Carlo and Ursel Pietzner whose legacy is being nurtured and maintained by our many donors and those listed below who have made a deep commitment to the long-term health and vitality of The Camphill School.

Anonymous (3) Catherine and William Bucher **Angie Butler** Shannon Chamberlin **David Chester** Courtney M. Coffman Luise Custer and Jules Tygiel* John R. Fish, O.D.

Amy and Warr R. Gleicher Carol M. Goetz Maggie Hegney **Bill and Betsy Herman** Rosemary and Bob Huether ____ **Christine Huston** Joyce and Ronald A. Landon

John and Caroline McCardell **Debbie Nickles and Richard Strayer*** Lucy Reid Thomas and Marcy Rosendale Lee Smith Robert J. Vollkommer Julianne Williams

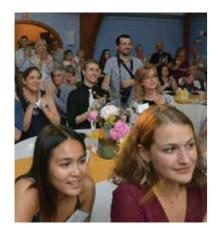
*In memoriam Italics denotes new mem

Camphill Gala

All Roads Lead Home



John Fish of Eagle Eve Associates proudly displays his Corporate Partner Award.



2

An adoring audience of supporters watches students perform.

3

Rock Crystal House performs "Let it Be" with sudent Flora leading the vocals.

On June 2, the skies were blue and the sun was shining – right up until everyone arrived for the All Roads Lead Home Gala! The heavens unleashed a torrent of rain that bordered on the absurd. Despite Mother Nature's best efforts to dampen the event, it only made it more magical.

As the deluge continued outside, so too did the deluge of love and support for our students in the Blue Room and under the tents. More than 225 people delighted in performances from our teachers, the Rock Crystal House community, coworkers, and the high school choir.

The evening included two very special awards: Corporate Partner and Volunteer of the Year. Eagle Eye

Associates received the Corporate Partner award with owner John Fish delivering a touching speech about what being part of the Camphill family has meant to him. Rosemary Huether, head of the Ambience Committee, amongst other roles, received our Volunteer of the Year Award – and we managed to keep it secret, so she had a great surprise that night! Her tireless efforts have made so much possible and have connected many people to the school.

We extend our sincere appreciation to everyone who made this year's Gala one the most successful everraising over **\$285,000** to benefit the students. We especially thank our Presenting Sponsor, PECO, and all of the sponsors listed on the next page.



2018 Gala Committee

John R. Fish, O.D., Gala and Sponsorship Co-Chair Brent Franklin, Gala and Sponsorship Co-Chair Rosemary Huether, Ambiance Chair Caroline McCardell, Auction Co-Chair

Amy Walker, Auction Co-Chair Christine Connell, Media Chair Sonja Adams Anthony J. DeCecco, Jr. Ed Ebert Heidi Frayer Amy McHugh **Diane Miller** Sue Rushing Helen Walter

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By Peggy Hirt, their teacher

The Class of 2018



Patrick has a special connection to music and enjoys being outdoors, especially swimming and walking in the woods. It was wonderful to see him carry his banner as a Grail knight in our senior play! Patrick's warm smile and sensitive nature won him many friends. He makes you smile when it's least expected! Most importantly, Patrick became a reliable worker and built a range of skills.



Nora is a capable young lady and keen observer. Though she often prefers to be on the periphery of social activities, she wants to be a part of everything. Nora's love of music has been important in her ability to connect with others. The friendships she made over her years at school have been a source of joy and meaning in her life. It was wonderful to see her perform in our play

and it was evident how proud she was to be a part of it. Her performance in *Parzival* and the great time she had on our class trip were a great culmination to her years in Beaver Run!



Maxine can brighten anyone's day with her warm smile and boundless enthusiasm! She loves to laugh, learn, participate, and socialize. Max puts her all into everything she does. She is a serious and responsible worker. Max thoroughly enjoyed being in our senior play Parzival and did a great job in every part she played. Her role as Herzeloyde was especially moving. Max became a boarding student this year and rose to the occasion. She has gained a vibrant sense of independence and



confidence.

about her friends, and her compassion and empathy

bring warmth to her social interactions. Haley has a strong interest in music and a beautiful singing voice. Her incredible effort and strong performance as the beautiful Conwiramurs in our play is a testament to her growing confidence and maturity. Haley wants to be independent and is motivated to learn new skills. She takes initiative and loves to work.



Ellie has established herself as a vital member of the class. participating fully in a variety of classroom activities. It was especially gratifying to see Ellie experience so many happy moments with her friends. Music is an essential part of Ellie's education and a bridge to her progress and growth. Her role in our play was a beautiful testament to her achievements. Ellie has a special place in the hearts of so many people who work with her.



Frank has many gifts: a great sense of humor, love of language and learning, and a caring and compassionate nature. His love for his family is central to his happy nature, and he lit up when sharing special family events with our class! Frank's performance in our senior play as Parzival was extraordinary and showed his dedication and willingness to work hard. Frank's recent interest in music and singing was a wonderful gift to our class. He has gained independence, confidence, and maturity in our program.



Flora joined our class in 12th grade, and it did not take long for her to touch our hearts. (especially the water slide!). hiking, and walks. We all know her love of the Beatles and her gift for singing, which brought so much joy to her classmates and house community. Our fondest memory has to be her performance as King Arthur in our senior play! Flora was a valuable and much loved addition to our class



Christopher has many interests and loves to engage others in conversation! He has been an inspiration to all of us as he overcame his health challenges. It was a gift to have Christopher in our class and to watch him expand his educational and social experience. Seeing his extraordinary performance in the role of Anfortas in our play was a highlight of the year. Christopher has a strong desire to accept every opportunity that comes his way.



has helped her to gain independence and maturity. from the social opportunities. It was wonderful to see Nina perform her role of Jeschute in our play, Parsival. She exerted extraordinary effort and persistence despite her shyness, an important step for her to take.

Editor's Note:

The entire Class of 2018 will join the Transition Program at Beaver Farm. We look forward to having them continue their educational and vocational journeys at The Camphill School.







Issy is a capable student and gained many skills, especially academically. She appreciates learning about the world and showed genuine interest in main lessons. Issy knows how to capitalize on every opportunity that comes her way and is always full of surprises. She can lift anyone's spirits with her great sense of humor and loves to be the life of the party! Issy was enthusiastic to perform in our play, Parzival, and was the perfect Gawain. There is no doubt that Issy will continue to enjoy new challenges.



Lily is loved by her peers, and interacting with her friends is central to her day! Celebrating festivals and participating in Lily as the beautiful Sigune in our senior play, Parzival! She carried her role with elegance and grace; it was the perfect culmination to her years here.

Living Together With Technology: A Community Approach **By Guy Alma**

In September 2001 I went back to college to take a graduate course in special education. I had lived at Beaver Run for eleven years and at that point I had never used a computer or spoken on a mobile phone. I wasn't a Luddite: Those pieces of technology were only just becoming affordable at that stage and I was not an early adopter. You may remember that in 2001 the release of the iPhone was still six years in the future. and the flip phone was the cool new gadget.

Thus began my descent into the world of the microchip: I had to learn to type so that I could hand in my homework. I had graduated from college in the UK in 1987, and every piece of academic material I produced was handwritten. Things had

changed, and so I learned to use word processing software with great trepidation.

Now 2001 seems like a quaint old time, almost a different era. The fax machine used to be the high-speed facilitator of business. We only had one of them in our office. Each of us now has an infinitely more capable means of communication in our pocket. It can send letters in an instant in a bewildering variety of ways, connect us across the world by video conference (for free!), serve up the news of the minute, take a photograph or make a video, or direct us to a distant destination with unearthly accuracy. The laptop computer has unplugged us from the wall, and Wi-Fi has put unimaginable computing

power at our fingertips wherever we go.

The social results of this cornucopia of technowonders are far more mixed. The speed of life is dizzying. We are often disconnected from one another because we are distracted by the devices that plug us in to a world that is too big to handle. Our opinions can be published on social media, and we use such media to turn ourselves into media stars or to bludgeon our peers with our politics and prejudices. The temptations are huge and few are immune.

The Camphill School is a place that stands for virtues that began to erode two decades ago. Educational experiences are designed from scratch and are carefully



created. The environment is serene. The pace is peaceable and life is as slow as it needs to be to allow every child to find their place in the whole. he spoken word is the center of community life, and conversation is the h oney pot around which we gather in the classroo om or at the meal ou still will not tables. Y find a television in any of our houses and the music you hear will be played by someone close at hand.

Our world at Camphill is intentionally slow and intensely social. Technology surrounds us at the school too, but we try to live discerningly with it. We try to create a "tech light" lifestyle where phones and laptops are tools to be used and then put away, and where the life in front of our noses is

Gathering for meals around the dining room table is still the social center of our day, a place where news is shared with joy and the art of storytelling is practiced by all. Once a week each house has a "special supper". This is a formal meal where we try to dress up a little and gather together with an ear to listening. Everyone is expected to tell a little something about their week and the highs and lows they have gone through in their life. When we take our turn to share. our friends create a quiet and protected space for us so that our words can find a home. This beautiful muscles atrophy. Join us experience plays an outsize role in weaving the real world first and see social fabric of our house the difference it will make communities.

Loy Krathong sails boats on the Beaver Run creek.

the focus of our attention. The greatest challenge in staying socially present for one another and for being an alert and appreciative citizen of the real world is a personal one. Each one of us has to decide to limit their exposure to technolog and this is harder than it seems. Try turning your own phone off for a day or leaving it at home next time you go shopping. It can feel a little scary the first time you do it, but you will live! You may even see your trip to the grocery store through new eyes. There is no doubt that technology has brought an expanded social consciousness, but the filters it puts betwee us also make our social in our efforts to put the to those around you.

2017 / 2018 **Financial** Report

Claus Sproll, Director of Finance

The Camphill School finance committee is engaged in the work of implementing the goals identified in our strategic plan -upgrading infrastructure through careful allocation of Capital expenditures - ensuring sufficient funds to award tuition assistance for our boarding program - allocating reserve funds to create fiscal stability and above all to further the mission of the school.

As visible in our financials, we have adjusted enrollment from mostly boarding students to a robust mix of day and boarding students.

The planned acquisition of a property adjoining Beaver Farm through work with our Beaver Run Foundation will ensure the future of The Camphill School as we continue to develop new educational approaches and programs, allowing our core values to meet our students needs today and into the future.

Expenses

- Administration/Marketing: \$414,827
- Transportation, Special Services & Misc.: \$262,741
- Development: \$209,290
- Insurance: \$1,150,496
- Occupancy Costs: \$1,001,554
- Program Costs: \$2,720,902
- Residential Program Costs: \$764,653
- Staff/Trainee: \$1,849,686
- Depreciation: \$928,871
- Other: \$50,180

Support & Revenue \$9,852,102

Support & Revenue

- Tuition: \$7,771,746
- Contributions—undesignated: \$421,472*
- Contributions—designated: \$459,270
- Program Services: \$865,645
- Other: \$333,969

* Contributions are net of special events.





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The Camphill School community is grateful to all that those listed on the following pages have made possible.

- You, our donors, have provided: Financial aid to students who lack family or government
- resources
- Funding for the general operations of the school and community
- Ongoing facility maintenance and upgrades for student homes and educational buildings
- The opportunity for **Transition Program students** and coworkers to attend the International Whitsun Festival in Germany

 Supplies and needed items to students requested by teachers and therapists

We offer our most sincere thanks and appreciation that is beyond measure.

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Our auditors' report is available upon request.



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While we make every effort to list all of you correctly, we do occasionally make mistakes. Please contact the Development Office at 610.469.9236 to alert us of any error or omission.

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