



Unique Minds

Annual Report 2015 / 2016



CAMP HILL SPECIAL SCHOOL



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If a child cannot learn in the way we teach them, we must teach them in the way that they can learn.

— Unknown

Dear Friend of Camphill, Joy exudes from the students at Camphill Special School. If you have been lucky enough to meet them, you know this. This joy and their love for life and learning is contagious. I consider it an honor and a privilege to be part of the community for over 16 years. As a fellow supporter, I am sure you feel the same.

Serving on the Board of Directors, I am fortunate to know many of the inner workings of Camphill and have a strong conviction to uphold the principles



Message from the President

that have allowed countless children and their families to flourish and grow. Every student is seen as a unique, complete individual whose disability does not define them. Our programs and curricula are built upon enabling each child to shine in their own way — taking what makes them unique and bringing that to the forefront. It could be weaving, physics,

woodworking, drama, mathematics, gardening, or whatever subject enables the development of each child’s true self. Unique minds abound at Camphill Special School! They include the incredible students who benefit from your generous contributions; our Camphill Academy students who are learning our methodology to advance curative education at our

school and beyond; the dedicated houseparents, faculty, therapists, staff, and volunteers who share their time, talents, expertise, compassion, and love; and *you*, our generous donors who sustain the school and the many students and families that benefit. With thanks, **Craig L. Adams** President, Board of Directors



*The warm embrace you still receive
From the light that glows around
It shines upon all that you see
It is time to look around.
You will see the many things
That you have yet to discover
Show us the way to what you see
And we will lift the cover.*

— Written for Marcus by Tobias Adams

The Way to What He Sees

BY STACY AND ANDY JENKINS, PARENTS OF MARCUS

To us, this poem and this picture absolutely capture the heart of

Camphill Special School. The peaceful young man in this picture sitting on the porch of Rowan House is our son Marcus. His life story is amazing and would not be the same without Camphill Special School.

At one year old, Marcus entered our lives and our hearts. While adopting our oldest son in Romania, we were informed he had a younger brother. Within the same hour we were united with our oldest son, we drove by the orphanage where Marcus

was and were told we could visit. We had a chance to briefly hold Marcus, who was eight pounds at one year old and failing to thrive. When we came home to Downingtown to unite our daughter with her new brother, Marcus was constantly on our minds. Special children have a way of taking your heart, and it wasn't long before we began the adoption process to have Marcus join our family. Despite a moratorium on international

adoptions enacted by Romania, Marcus' adoption was approved two years later thanks to a United Nations law that biological siblings have the right to grow up together. The same day that Marcus' adoption was finalized in court, the Romanian government permanently shut down all international adoptions, which remains in effect today. Marcus' journey is a miracle.

Deep gratitude for Marcus being home with

us was followed by much doctoring, therapy, and special needs parenting. Every developmental milestone was an absolute celebration. Clapping or pointing for the first time were as if Marcus had walked on the moon. Every setback was heart wrenching. Marcus suffered from immune deficiency, illnesses, chronic GI pain, and lack of growth. He cried for many hours and slept for very few.

Our worries mounted as did Marcus' diagnoses.

Time and love weren't bridging the gap of severe developmental delay, autistic detachment, self-injury, and aggression. We believed we were the viable home and family for Marcus but needed more structure and hands than we could manage. What would we do? Where could we turn? If Marcus needed residential care, we could not imagine him back in any sort of institutional setting.

Little did we know that fifty years earlier, Camphill came from Europe with a mission to build a community for special children that began initially on a property literally across the road from our house. And now, Marcus had come from Eastern Europe needing this exact community, the kind of community and school that would desire what this poem says—to lift the cover and help him discover many things. Camphill is in the business of transformations and miracles. The peace that is epitomized in this picture of Marcus is nothing short of miraculous.

How many people first visit Camphill Special School and say how peaceful it is? This beautiful hillside setting embraces nature as a great teacher. But it's more than this that reaches our kids, it's a unique environment



that draws out the unique mind of each individual student. The poem says, "Show us the way to what you see." The desire of Camphill Special School is to take the time, and have the patience, to delve into each unique student's world and find out who they are inside. There is a remarkable commitment to the students—they are poured into, drawn out, discovered, reflected upon, and respected. Adapting to the uniqueness of each student leads to a great connection and trust.

To meet such diverse individual needs requires both structure and flexibility. How thankful

we are for the team of teachers, house parents, therapists, and coworkers who work with diligence and devotion to develop Marcus' whole body, mind, and spirit. Marcus' strengths are strengthened and he can show the way to what he sees. He can communicate now, through technology, but even more importantly through relation, which has led to cognition and skill building as well as joy and playfulness. Marcus is a contributing member of the community, especially working in the garden, which is fitting as he too is blossoming where he is planted.

Now Marcus is thriving! There are still challenges, but he is full of peace and discovery. And we are full of gratitude for the dedicated support. This is extended family living, and it is life-changing for our family. Like us and his siblings, this community knows and cherishes Marcus. It seems Marcus has captured a few hearts along the way. Our hearts are full to see Marcus' journey continue at Camphill Special School, to see his wonderful, unique mind open more and more to the world and to others. Bless Camphill Special School!



“

We talk for awhile about what is on his mind, so we can leave that world behind. He picks up the brush and dips into vermillion red.

— Else Wolf



But why should he paint?

BY ELSE WOLF

Upstairs in Celandine, our medical therapeutic building, is a room which

many don't know about. It is the Robert Musil Library and hosts many rare books from Carlo Pietzner's collection. It is also where children have art therapy. It is usually set up for painting, sometimes for drawing or clay modeling. Two chairs with aprons draped across their backs sit in front of a covered table with a set of premixed watercolor paints next to the white sheet of stretched paper. The large windows face the green foliage, and

no traffic or people distract the view. Apart from a few noises from downstairs, it is a quiet space.

Jordan has been painting here for the last two years. He comes twice a week for just over half an hour. He puts down his large helmet and colorful bag with emergency supplies. He dons a red apron and is ready. We talk for awhile about

what is on his mind, so we can leave that world behind. He picks up the brush and dips into vermillion red.

Jordan's first pictures had a chaotic energy to them, and in the course of the session they became ever darker. But the outcome never bothered him. He does not subscribe to an overly self-critical mindset. In many sessions Jordan wanted

to paint a favorite item like a new watch, his latest t-shirt, an Audi. He wanted help in executing these things.

But why should he paint? What can painting do for you? Many people testify that it makes you more sensitive to the colors around you; things seem more alive. I often notice that it changes breathing rhythm. There can be many other effects.



When Jordan wanted to paint the airplane taking him home to Jamaica, I suggested that he also paint the waves around the island. He enjoyed imitating the swishing noise of the surf as we painted the blue. I noticed that he needed the dissolving, flowing quality of the water, so there were a few paintings with similar themes. In the autumn the falling leaves of a tree became a wonderful movement of letting go. I could hear him sigh. What mattered was not actual painting, but the process of the experience. Not every time turned

out so well. In one session, we were trying to paint flowers and he got quite silly, splashing the paint. I had to bring things to a close before it escalated. As we were walking back to the schoolhouse, he noticed a little yellow flower by the roadside. He stopped in his tracks and shouted: "I made that!"

Another time, Jordan announced that he wanted to paint purple. I gave him a very wide Japanese brush and told him that he could mix it himself. This became a whole new path of experience. He loved this magical happening

and did not care about it looking like something recognizable. His posture changed too over time. He used to slouch, bent over his painting board. Now he sits more upright and awake with a sparkle in his eye. Jordan developed a new confidence. He loves mixing secondary colors. They were mostly applied in horizontal stripes. Sometimes he returned to forms like the sun and moon, but when I tried to direct him towards working further with them, he was dead against it. I guess he was becoming an abstract painter, and I had better accept it!

He really enjoyed the unfolding of the process. Sometimes I asked him if it still needed something else, and without missing a beat, he replied, knowing exactly what he wanted.

Finally, he managed to create a whole picture again, feeling very proud and confident, as an artist in his own right. He has now completed twelfth grade and will move on to the Transition Program at Beaver Farm. We had a wonderful journey together.

Thank you, Jordan!





“

We try to balance the interplay of learning through head, heart, and hands.

— Tina Bruckner

Every teacher values the individual contributions that each student brings to the class—love of learning, making others feel appreciated, artistic or musical gifts, being able to persevere with tasks, or enjoying the stories the teacher is telling. But sometimes, we keep a special place in our heart for those students who share a particular love of a subject that we love as well. As a Waldorf® school, Camphill Special School tries to balance the interplay of learning through head, heart, and hands.

As a teacher of the special subject of Handwork, I have been allowed to share the gift of learning to create with your hands with many students. And I have been allowed to



To Be a Better Teacher

BY TINA BRUCKNER, HANDWORK TEACHER

experience some of the unique ways in which our students respond both with enthusiasm and with creative problem solving when they experience the challenge of learning a new manual skill. Jenna and Eva are two students who share in my love of the crafts.

Jenna, a senior, came to Camphill for high school and joined our prevocational program, where all students practice acquiring new skills in the context of an actual workshop or outdoor setting. Jenna's first placement was the Weaving Workshop, where she could unfold her love of making things, and she chose to return to this workshop three times over the years. She also joined us in the Pottery Workshop and requested to be part of this group each year. Jenna learned to

be an excellent weaver and potter, continually surprising all of us in the workshop with her unique color and design choices. If everyone else was making a round plate, you could count on Jenna to be brave enough to try making a square one. If the next logical color in a sequence was green, Jenna would try orange. Her projects were both unique and beautiful. Jenna, as a true artist, is brave, loves experimenting, and works very hard to implement her ideas.

Eva also has a love of making things, and though, at times, she may struggle to get her hands to do what she wants them to, her determination and enthusiasm always triumph. Eva will never say, "That's too hard for me." She will give it a try every time. When we were learning to sew our

own handwork bags, Eva had poked herself a few times with the needle and was a little cross. So, together, we found a piece of foam to put a hat on "Nancy needle," and Eva never tired of waiting until Nancy had her hat on and she could pull the needle through the cloth. Despite the waiting, Eva was determined to finish her project at the same time as everyone else. Eva is also very clear about her color and design choices, and now that we are learning to knit (and she already can), you will see her in the autumn wearing her warm, bright red wool hat!

These are two students whose unique approach to learning has taught me to listen, be patient, problem solve, and finally—to be a better teacher.

Combine a hula-hooping stilt walker, two aerialists serving wine, and over 350 supporters wearing red noses, top hats, and even a full clown costume and you have one heck of a Gala! With the fast-talking auctioneer Lori Zytkowicz at the mic and generous bidders, the live auction was a record-breaker. The High School Choir dazzled and The Sonic Tonic provided great tunes, all while the crowd noshed on delectable food from Brûlée Catering and sipped custom cocktails and craft beer from Berkshire Mountain Distillers and Hunterdon Brewing.

Village Racquet ProAm patrons were treated to yummy lunch, a water ice truck, palm reading, games, popcorn, cotton candy, fire juggling, an aerialist, and awesome tennis from Tennis Addiction's junior players.

Over \$270,000 was raised thanks to you, our friends, to benefit our students. Thank you so much for making the event a real three-ring circus—and for helping our students enjoy the one-of-a-kind education that allows them to thrive!

Camphill Special School also had the honor of inducting the first two



Cirque du Camphill Gala and Village Racquet ProAm

June 3 and 4, 2016

organizations into our Corporate Partners Program at this year's Gala. PECO has provided a lead sponsorship for the ProAm since its beginning, but its truly remarkable gift has been its investment in people. The men and women who keep our lights on have served

as leaders of our board, experts in maintenance processes, contract and design experts, and personal donors to help our children. Without Tennis Addiction, the Gala and ProAm would not be in existence. Anthony DeCecco, his staff, members, and friends have poured their

time, energy, talents, and treasure into the event over the years, helping to raise over \$3 million for the school through the events.

LADIES AND GENTLEMEN, BOYS AND GIRLS STEP RIGHT UP FOR THE . . .

CIRQUE DU CAMPBILL VILLAGE RACQUET ProAm

Presenting Sponsors



Along with **Bill & Betsy Herman**
In Memory of Ursel Pietzner

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THANK YOU
ALL FOR A
WONDERFUL
EVENT!





In front of my desk is a window that looks out onto Chantry's playground. Beyond the wooden picket fence and amongst the tall grass you can find our children of the beloved Meadowsweet playing. I'd see them there many times. There was one day in particular that left a lasting impression on me: It was a busy morning with people rushing in and out of the office, packages arriving in heaps, the phone ringing constantly, our copier refusing to do the one task it was designed for, and I had witnessed two student meltdowns—all this before ten o'clock in the morning. Imagine a sort of frantic "busy bee" soundtrack attached to this scene.

Eventually came a moment when I looked out the window and was able to experience a wholesome sense of tranquility over the chaos. Watching the children gave me a deep sense of peace, and the more I watched, the more a pattern started to form. At first, it was sporadic: two children on the swings, two sitting on the ground, one running enthusiastically, and a few more exploring the land—picking flowers and sorting rocks. But then, looking closer, there was something more there, some captivating rhythm that was driving the children



The Rise of the Meadowsweeties

BY KARUNA KASTURI, RECEPTIONIST

to their specific activity. It contained a sort of untamed desire but it was perfectly matched with sincere focus, even in the aimlessness of their interest. Everything the children were doing had this desire and focus that I believe comes from the heart and mind, respectively. It's what forms the uniqueness of each child: how they perceive and react to their environment and, later, to the world. It was then I realized

there was a deep education in process here, and our children of Meadowsweet, who I affectionately refer to as our Meadowsweeties, are the forefront, building blocks, and the superheroes of this early education journey. It starts with them. After all, it was none other than the great Aristotle who said, "Educating the mind without educating the heart is no education at all." It's as if the heart and mind are the parents,

and the soul—the essence, the uniqueness—is the child. The "parents" need to grow and develop together in order to be fully supportive of the child. As people grow up, it's easier to function from the mind than the heart, and sometimes we need a reminder, especially amidst the chaos, of just how important it is to continually develop both. And sometimes, all it takes is looking out your window.

“Educating the mind without educating the heart is no education at all.”

— Aristotle



A Unique Year at Camphill Special School



July 2015

After the passing of our founder, Ursel Pietzner, David Newbatt comes to campus to create art on the walls of Meadowsweet. Special thanks are given to Mrs. Champion for funding David's visit and art installations.



August 2015

Eva, a fifth grader, runs a roadside smoothie stand to raise money for Camphill Special School. She was able to donate \$212.22 to the school!



September 2015

Ursel had always asked that after she passed away a lilac bush would be planted in her memory outside Rainbow Hall. This request was fulfilled with much pomp and circumstance, befitting the occasion.



October 2015

The official ribbon-cutting of Meadowsweet is celebrated with music, speeches, and a stroll down the newly forged path from the schoolhouse to the Early Learning Center.



November 2015

Transition Program students learn to identify trees by their autumnal colors and leaves. They also learn about their importance as providers of wood, shade, habitats, and oxygen.



December 2015

High School Student Council members organize a food drive and help deliver a van full of donations to the North Coventry Food Pantry.



January 2016

Ninth graders learn firsthand—or face?—how the ancient Greeks made masks for their dramatic performances.



February 2016

Fifth grader Antonio plays the cello and piano at a Thursday afternoon concert.



March 2016

Eighth graders cultivate their sense of self-movement and experience counter movement through Spacial Dynamic sessions.



April 2016

The second grade class receives a rocking horse for their classroom thanks to Lily, sister of second grader Katie. Instead of birthday gifts, Lily asked for donations toward purchasing the toy.



May 2016

High school students party down at their Western-themed Prom, complete with wanted posters and barbeque fare.



June 2016

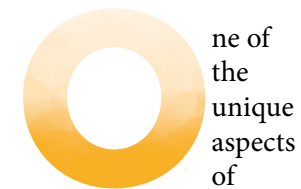
The last month of the year was chock full of distinctive events of note: Not only did we have aerialists serving wine while dangling from the ceiling at the Gala, but our senior class presented *Frankenstein* as their commencement play. The class also traveled to Vermont, where they hiked Mount Elmore. The entire school also said farewell to Elsbeth Sunstein with a retirement celebration on the last day of school.



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We are grateful for the trust our students and their families place in us.

— Raphael J. Knauf, M.D.



Camphill Special School is a medical-therapeutic team that is closely integrated with the school and home life. Our work arises out of a form of Integrative Medicine called Anthroposophic Medicine. It relies on and uses conventional medicine and more commonly known therapies, such as Physical, Occupational, and Speech Therapy, and integrates them with lifestyle adjustments (e.g., diet, activity, rhythm), self-empowerment, natural remedies, other modalities of healing, and innovative therapies. At our school, these include Eurythmy (a movement therapy), Rhythmical Massage, Oil Dispersion Bath, Color-



A Unique Integrative Medical-Therapeutic Approach

BY RAPHAEL J. KNAUF, M.D., SCHOOL PHYSICIAN

Light, Music, and Art therapies.

Anthroposophic Medicine was pioneered in Switzerland through the collaboration of the philosopher and educator Rudolf Steiner with the physician Ita Wegman. In its understanding of the human being, the physical body, enlivened by a life organism, enables the soul and spiritual individuality to express themselves in and learn from the world and social interactions. Our team strives to integrate these different aspects of the human being into our understanding of health and illness, diagnosis and therapy, and to thereby develop an

approach which serves each individual's unique ways of developing and healing. Based on this approach, medical-therapeutic care for acute and chronic issues is provided on campus to our students in close collaboration with parents, homemakers, and teachers.

The common understanding of the human being enables Anthroposophic Medicine to integrate naturally and fruitfully with Waldorf Education and Camphill life in general. The homemaker, teacher, a therapist, the school physician, and coworkers hold an interdisciplinary meeting once a year for each

student to form a shared picture of the individual, the steps they have taken, and the challenges that remain for their further development. Out of this, we strive to come to an understanding of each student's unique developmental and biographical situation and what supports and approaches it calls for in the different areas of our work.

These are high goals to strive for, and we are deeply committed to them. We are grateful for the trust our students and their families place in us, and the possibility to share a part of life's journey with them.

Volunteer Hours

Individuals:
1,660

Groups:
2,475

Board:
356

Committees:
805

Total:
5,296

Our incredible volunteers shared many unique talents and skills with the Camphill Special School community this year. Here are just a few of the many, many things they did:

CLEANED WOOL FOR PROCESSING AT BEAVER FARM	HELPED DURING MAIN LESSONS IN THE CLASSROOMS
PACKAGED AND WRAPPED A HUNDRED AUCTION ITEMS	SPENT THEIR SPRING BREAK CLEARING LAND AT THE FARM
FOLDED LETTERS AND STUFFED ENVELOPES FOR MAILINGS	COLLECTED, CLIPPED, AND COUNTED BOX TOPS FOR EDUCATION
LENT THEIR GREEN THUMBS TO THE GREEN-HOUSE AND GARDENS	ATTENDED MONTHLY MEETINGS TO PLAN ANOTHER SUCCESSFUL GALA
CREATED AND LAID OUT THE YEARBOOK FOR OUR HIGH SCHOOL STUDENTS	DESIGNED AND BUILT CENTERPIECES, AND TURNED THE FOUNDRY INTO A CIRCUS
PREPARED DELICIOUS AND NUTRITIOUS LUNCH EACH WEEK FOR ONE OF THE HOUSES	MOVED (LITERALLY) A TON OF GRAVEL FOR A PATH CONNECTING THE SCHOOLHOUSE TO MEADOWSWEET

We were fortunate to have many groups so generous with their time. These include Alternative Spring Break from Virginia Commonwealth University, The Foundation Stone School in Taiwan, Owen J. Roberts High School's Leo Club, Vanguard, several Waldorf Schools, and Unlimited Technology, Inc.

The invaluable contribution of time and energy from our dedicated volunteers is inspiring. Their work and commitment make life even better for the students, teachers, coworkers, and staff at Camphill. We are grateful for their service.



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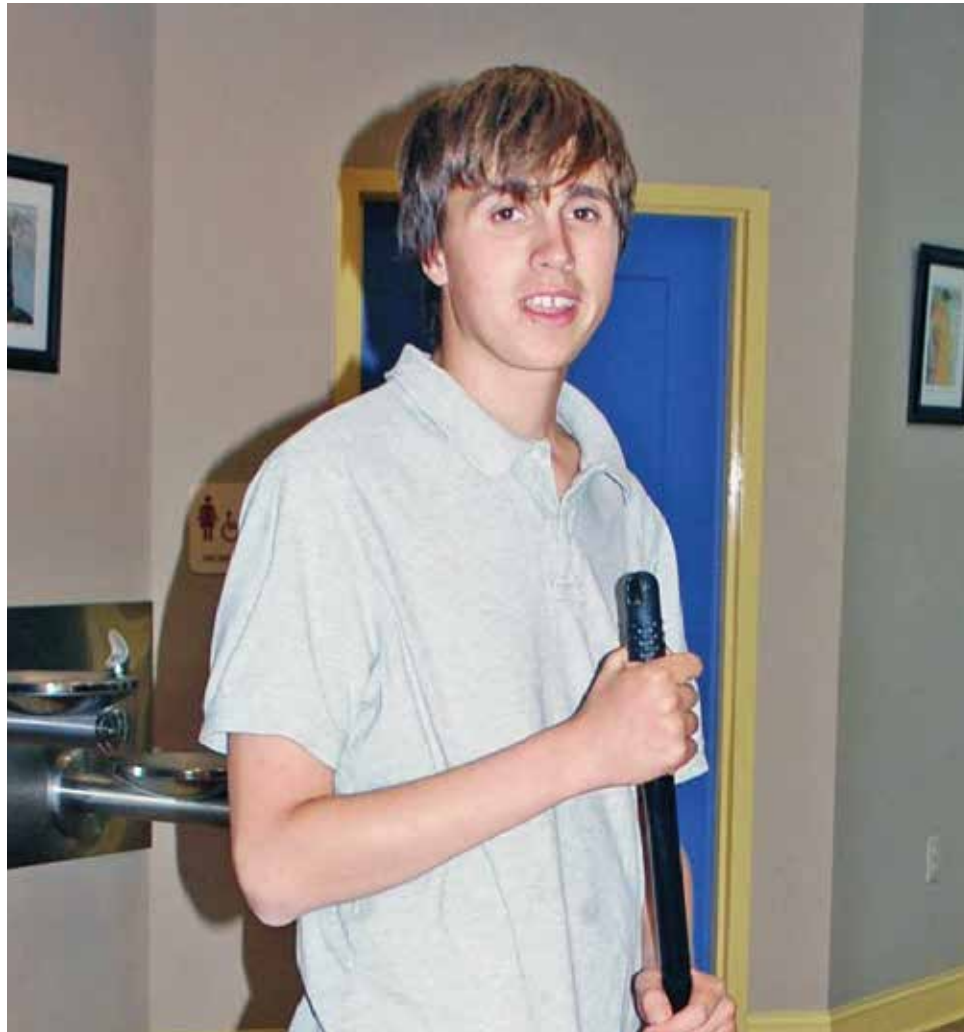
He knows
he is needed
and he knows
how to help,
and that has
made all the
difference.

— Ani Alma

Peter was a friendly guy. He loved people and he loved to talk. He was the ultimate social butterfly. Peter would move from person to person, exchanging greetings, asking questions, and smiling his big, winsome smile.

Peter’s problem was with work. It was hard to stay focused when there were so many people to meet, and at Beaver Farm there were people everywhere: gardeners working in the vegetable beds, landscapers laying pathways, cooks running food scraps to the compost bins, and farmers herding cows. If Peter was a social butterfly, Beaver Farm was a flower-bright garden!

Peter began working at



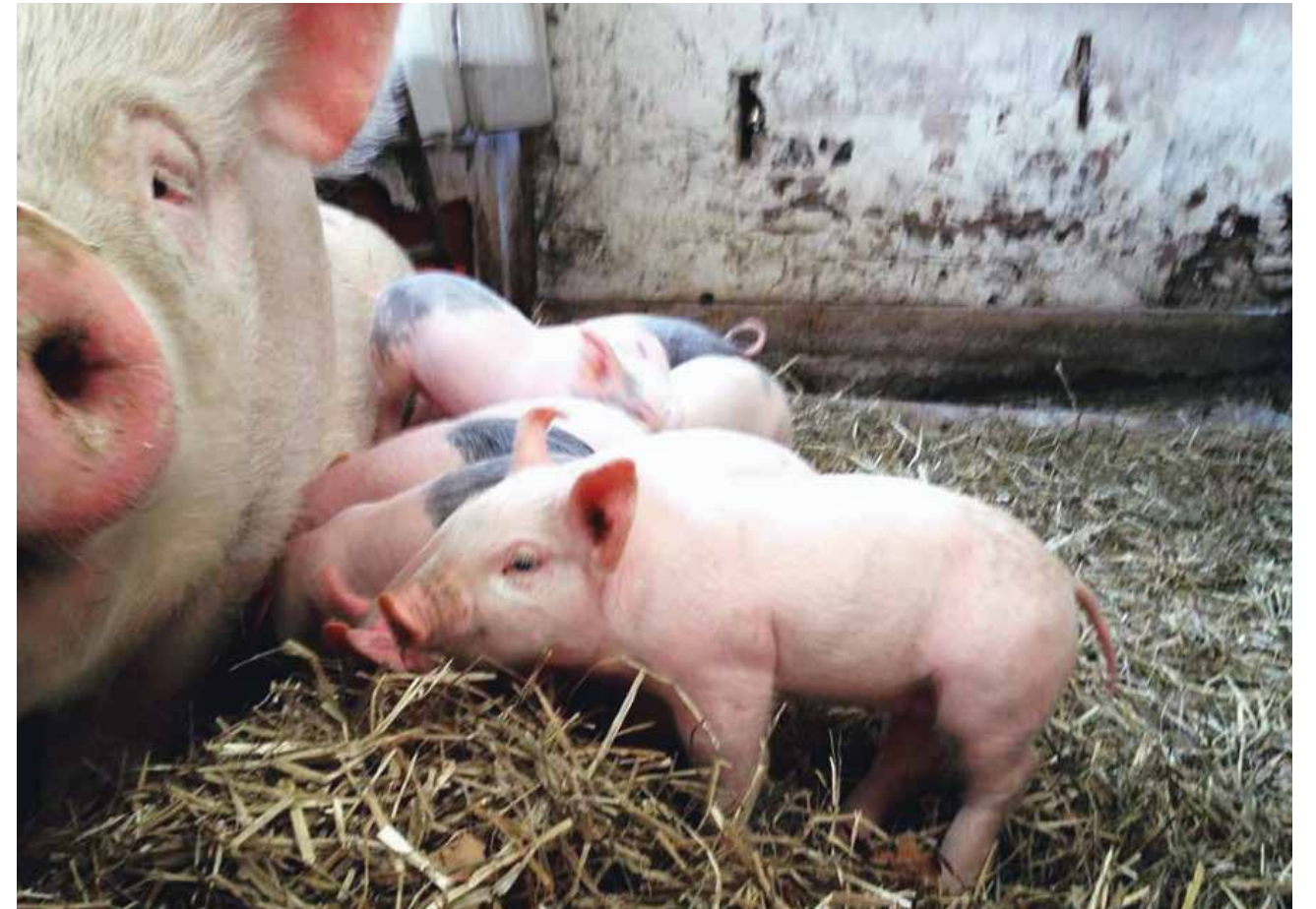
Where He Learned to Work

BY ANI ALMA, BARN CREW LEADER AT THE TRANSITION PROGRAM

Beaver Farm two years ago, and his assignment was the barn. The barn runs 24/7. There is much routine work to do: mucking out the stalls, feeding the chickens and the pigs, hauling hay for the cows, collecting hundreds of eggs, and making sure every living thing has plenty of water to drink. In the spring and fall the cattle must be taken out to pasture at night and brought back

to the cool shade of the barnyard in the morning. New sections of meadow are cordoned off with electric fence, a tricky job that must be carefully done if you want to keep the cattle away from the vegetable gardens. The sheep must be corralled and shepherded to fresh grass. Broiler chickens are moved to a fresh patch of green field twice a day. Sometimes there are hay wagons to

unload, a hot and sweaty job that everyone looks forward to and then hates until they have pushed the last bale into place in the hay mow. And the favorite job of all? That would be watching the birth of the animals, and helping here and there when the mothers need it. The calves come at any time of year, big slugs of beauty falling wet to the barn floor for the cows to lick and



fuss over. The sows are all-season performers too, but they give birth to a long succession of tiny pink cuddly toys, and the joyful show can last for a couple of hours. Mid-winter is the time for lambing. The lambs are the sweetest of all the critters in the barn, but their mothers often need the most help. There is sometimes a dramatic tension to the lambing sessions, and there are no guarantees that things will go well. When they do, the happy relief of the experience is palpable in the crowd that gathers to watch.

This is the world that Peter entered, and this is where he learned to work. Peter wasn’t sure

what the tools were called. Asked to grab a shovel, he would return with a pitchfork. He couldn’t remember where things were. Distinguishing between one white sack of pig feed and another of chicken grain was a head-scratching, confusing task. Every time someone walked into the barn, Peter needed to run to say hello, and then forgot what he had been doing before. Peter would either spray a dribble of water into the stock tank before declaring that he was finished, or let the water run until the floor was a flood. Peter tried to focus, and wanted to succeed, but he needed a teacher beside him in order to do it.

Two years later, Peter is still that beautiful social butterfly, interested in everyone and smiling the most charming smile you have ever seen. But now he knows the job. He understands the routine, and he can call out the day’s tasks to the farmers when they arrive in the morning. He knows where every tool is and how to use them all. The water is filled to the brim, without a stray drop anywhere. He can tell the hay from the straw (not as easy a task as you might think), and pick the right fifty-pound grain bag from an anonymous pile of white sacks, with 100% accuracy. Peter is enthusiastic about every task, however

big or small. There are still some things to learn, but Peter works independently for long periods of time on difficult tasks and can team up with other students to efficiently accomplish things together.

The changes that Peter has made are not only noticeable in his agricultural labor: His growing maturity and ability to get things done can be seen in every aspect of his life here. But it is the barn that motivates him the most. He knows he is needed and he knows how to help, and that has made all the difference.



The Class of 2016

Andreas Schuschke shares reflections and recollections about the members of his senior class. As they embark on their next stage in their lives, we wish them all the best and our heartiest congratulations on the success they experienced at Beaver Run!



Jessica showed her incredible gifts in singing and acting during her performance as Elizabeth in our senior play, *Frankenstein*. Her beautiful smile and enthusiasm for learning has enriched the class. Although Jessica did not always spontaneously share it in class, she has an incredible store of knowledge from her time in school and could often give the right answer when asked a question during a lesson. Her knowledge will serve her well at the Transition Program at Beaver Farm.



Will is the social butterfly of the class! He kept all his friends and teachers engaged through endless conversations about trains, Christmas, camping trips, and, of course, Batman. He showed tremendous progress throughout high school in his ability to work and pay attention in class. Will's incredible performance as the Creature in our play can be seen as the climax of his high school career. He will have many friends, new and old, to converse with at Beaver Farm.



Faisal came to us from far away and brought his gifts of observation and empathy for all the people that he encounters. He also made sure to keep us on track with the timetable each day by asking many questions about what was happening when. Faisal was quite the whirlwind when he first joined Camphill Special School, but has since grown into a more mature young man. Faisal will join the Transition Program at Beaver Farm this fall.



Jenna brought an element of uniqueness and enthusiasm to her work in school that deeply influenced the class. Always one to show interest in the subject at hand by asking thoughtful questions and digesting the content in her own distinct and creative way, she showed us from the beginning that she wants to do things her way. Over the years, Jenna has matured, coming to accept guidance and help while staying true to herself. Jenna will return home to California to continue her journey closer to her family.



Cyrus helped us care for the physical space that we were in through his incredible attention to detail and cleanliness. He joyfully carried out important chores for the class every school morning, no matter what the weather outside. His cheerfulness and easy-going attitude were an inspiration to the entire class. Cyrus will thrive at Beaver Farm!



Jordan was another one of our most enthusiastic students. Every day he showed his great desire to learn and brought sincerity and responsibility to his work. The greatest proof of how serious Jordan takes his work was his performance in our senior play; he spent many hours studying his lines, practicing how to act his part, and especially trying to speak loudly. Jordan's enthusiasm will serve him well as a member of the Transition Program at Beaver Farm.



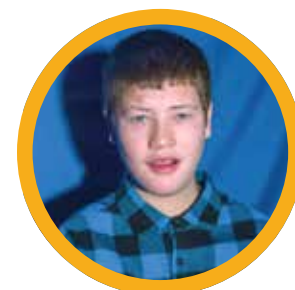
Noah helped all the students and teachers in the class connect through his gift of warmth and friendship. Always the first to get others excited to join him in a fun activity or playing a joke, he brought great liveliness to the classroom. Nevertheless, Noah is also a very hard worker and will not falter even when facing obstacles. He will join the Transition Program, so get ready for some laughs Beaver Farm!



Katie joined our class for senior year—and what a great addition! She showed incredible commitment to and interest in hands-on work and has a unique brand of cleverness. Katie made tremendous progress in her ability to control her emotions and be part of the class throughout the school morning. Her crowning moment was successfully performing a number of small parts in our senior play. Katie joins the Transition Program this fall.



Leta may be the smallest person in the class, but she definitely has the biggest personality! Her incredible tenacity and willpower in the light of ongoing serious health challenges were a great inspiration to everyone in the class. The fact that Leta was able to perform for our senior play and join our weeklong trip into remote, rural Vermont is evidence of her tremendous growth and achievement. Beaver Farm will welcome Leta to its ranks this fall.



Brandon always wanted to explore the classroom and his surroundings and was often restless, but with support from his aide he learned to stay with the class and participate in all activities. He always became very animated when we had birthday parties or had donuts for a snack! Brandon has matured significantly and will be a great addition to the Transition Program at Beaver Farm.



Laura joined our class two years ago and quickly became a leader and trusted friend for many. She always took her work very seriously and was an active participant in the educational program as well as the social life of school. She has tremendous artistic talents, especially as an actor, with her crowning achievement being her performance as Dr. Frankenstein in our senior play. Laura is sure to shine at Beaver Farm!



The Pietzner Legacy Society

The members of our Pietzner Legacy Society listed below have chosen to support the mission of Camphill Special School through a gift in their estate plans. The Beaver Run Foundation invests and manages planned gifts for the long-term benefit of the school.

- | | |
|------------------------------|-------------------------------------|
| Anonymous | John and Caroline McCardell |
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| Angie Butler | Lucy Reid |
| David Chester | Thomas and Marcy Rosendale |
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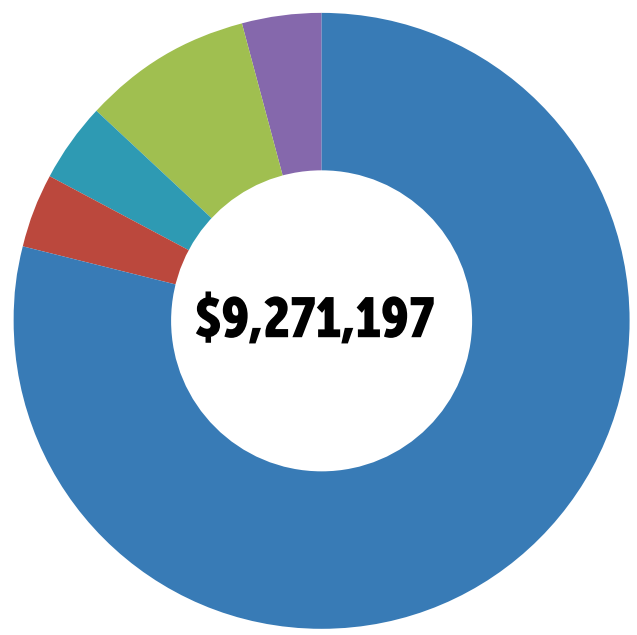
*In memorium

2015/2016 Financial Report

CLAUS SPROLL, DIRECTOR OF FINANCE

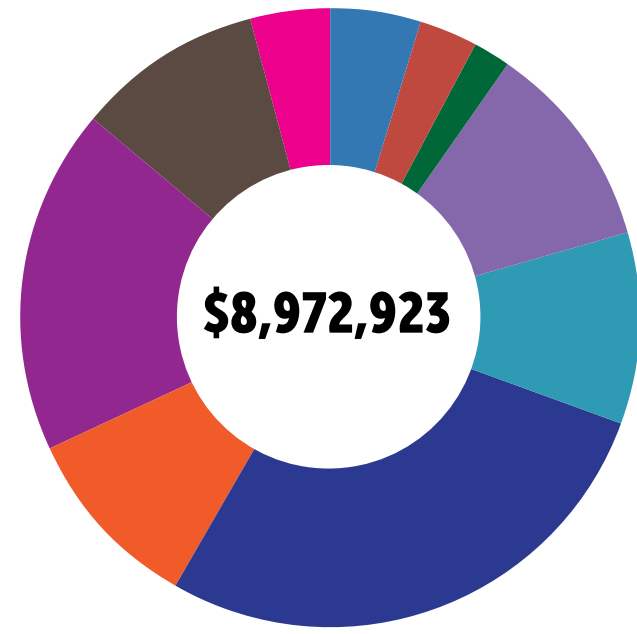
Thanks to our unique combination of long-term coworkers, residential volunteers, Camphill Academy students, and employed faculty and staff, Camphill Special School consistently keeps expenses in check and tuition at a rate significantly lower than other programs. Despite Pennsylvania's seven-month budget impasse, the school was fortunate enough to avoid borrowing funds or using lines of credit to make ends meet. The school continues to make improvements to the aging infrastructure and is positioning itself with careful financial management to embark on a master plan that will lay the foundation for another 50 years of serving students with special needs.

With solid enrollment, thoughtful and conservative budgeting, as well as the generous outpouring of support from donors the school was able to complete Meadowsweet, our Early Learning Center, and add to our operating reserve funds.



Support & Revenue

- Tuition **\$7,323,189**
- Contributions – undesignated* **\$345,000**
- Contributions – designated **\$343,102**
- Program Services **\$862,725**
- Other **\$397,181**



Expenses

- Administration/Marketing **\$411,745**
- Transportation, Special Services, & Misc. **\$225,306**
- Development **\$143,446**
- Insurance **\$961,505**
- Occupancy Costs **\$917,174**
- Program Cost **\$2,550,792**
- Residential Program Cost **\$883,251**
- Staff/Trainee **\$1,632,547**
- Depreciation **\$904,055**
- Capital Expenditures of Designated Contributions **\$343,102**

* Contributions are net of special events

Our auditors' report is available upon request.



You: Our Donors

It is with great pleasure that we list our donors. With your support each and every student is able to receive an education suited to their own unique mind, body, and spirit. Through your generosity the children shine. Thank you!

Giving Circles

Angels	\$20,000+
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Pillars	\$2,500–\$4,999
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Sustainers	\$500–\$999
Advocates	\$250–\$499
Supporters	\$100–\$249
Friends	\$25–\$99

KEY

P	Parent
G	Grandparent
C	Coworker/Staff
B	Board

You will find your name on the following pages if you contributed \$25 or more or made an in-kind donation between July 1, 2015, and June 30, 2016.

We also have the honor of recognizing your many years of dedication and consistent giving by using this color code:

Purple	20 or more years
Blue	at least 15 years
Green	at least 10 years
Red	at least 5 years

While we make every effort to correctly list all of you, we do occasionally make mistakes. Please contact the Development Office at 610.469.926 ext. 132 to alert us of any error or omission.

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Camp Hill Special School's mission is to create wholeness for children and youth with developmental disabilities through education, extended family living, and therapy so that they may be better understood, they may more fully unfold their potential, and they may meaningfully participate in life.

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