“I know it may seem small and insignificant, but it’s not about what it is. It’s about what it can become.” ~ Dr. Seuss, The Lorax
Our Logo

Last year, our school underwent a name change and, with it, embarked on a rebranding. The largest task: a new logo that incorporated our edited name. Our talented design team at Invictus took time to carefully consider how best to express our brand via our logo.

At The Camphill School, our students learn and grow from their experiences. Children are free, elevated, and allowed to let go of the burdens that have held them back, such as past educational environments that were not right or stifled who they really are, limitations set forth in their lives that they or those around them know they can overcome, and not taking responsibility for the world around them.

Here, they are put above all that and held to a high standard. They rise to the occasion. In the new version of our logo, you can literally see that. Through it all, The Camphill School is right next to them, supporting and guiding them and watching with awe and wonder as they soar to new heights. The gold color was also preserved but is made more vivid, because, after all, who doesn't want to shine a bit brighter?

Jennifer Nilsen
President, Board of Directors

“The ‘Dove’ logo of the Camphill movement is a symbol of the pure, spiritual principle which underlies the physical human form. Uniting with the hereditary body, it lives on unimpaired in each human individual. It is the aim of the Camphill movement to stand for this ‘Image of the Human Being’ as expounded in Rudolf Steiner’s work, so that contemporary knowledge of the human being may be inflamed by the power of love.”
The Seven Keys to The Secret Garden

The themes of the story are powerful and all point to the healing of body, soul, and spirit. Many, a selfish and isolated girl, finds friendship with adults and with a tiny robin who leads her to the hiding place of a key which unlocks a secret garden. Colin, a sickly young boy who cannot walk and who used to live with him, Mr. Craven, Colin’s father, is travelling and permanently away on business, but is really mourning the death of his wife and cannot bear to be reminded of her by being at home.

Mr. Craven, Colin’s father, is travelling and permanently away on business, but is really mourning the death of his wife and cannot bear to be reminded of her by being at home.

The first of these keys is the quest for health, and we recognize that it is not only our students who need growth and healing. All of us, whether teachers, therapists, home-makers, or children with special needs, must pursue health and growth. We need physical movement, psychological care, and inner nourishment. The school curriculum is food for growth, relationships nourish our soul life, and the festivals and cultural life bring hydration to thirsty spirits.

The second key is a feeling of responsibility. Each of us is here to make a difference regardless of obstacle or opportunity. That sense of expectation that we have for one another and for our students gives us impetus for getting out of bed and getting to work in the world. Our students have a big task: to learn to become themselves, and to be able to stand up and contribute to life.

This is a difficult task for any child, but children with intellectual disabilities have to battle a lack of expectation from others as well as being able to surmount their own obstacles. Learning to be responsible for our own life and for the world around us is game-changing.

The third key is the knowledge that our inner lives are real. What we think and feel is every bit as important as the things we do. Indeed it is often the case that our thoughts and feelings drive our actions. It is critical to pay attention to our interior self and to enable our thoughts and feelings. Much of the social, cultural, and festive life at Camphill is geared towards the uplifting of the inner human being.

The fourth key is the realization that we must be actors in the world, and that our actions should be directed by seeking the good. Selfish motives do not make the world a better place but rather destroy our social and physical environment by one small infliction at a time. Learning to act, and to think of others when we do so, is practiced in a thousand ways every day. All of us have our chores to perform, our friends to bring cheer to, and our dreams to build.

The fifth key is steadfastness, not giving up but children with intellectual disabilities have to battle a lack of expectation from others as well as being able to surmount their own obstacles. Learning to be responsible for our own life and for the world around us is game-changing.

The sixth key is gratitude. Sometimes the world can be overwhelming and the sky seems to be a little darker every day. We must remember to notice how incredible life actually is: to be able to stand up and contribute to life.

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The sixth key is gratitude. Sometimes the world can be overwhelming and the sky seems to be a little darker every day. We must remember to notice how incredible life actually is: to be able to stand up and contribute to life.
Our students, staff, faculty, and coworkers hail from every corner of the world. This diverse group comes together each year to live, learn, and work together. This past year, our community members came from twenty-eight different countries, each with their own traditions and customs that are woven into the multi-threaded tapestry of our campuses.

The United Colors of Camphill

With so many people from various backgrounds of nationalities, ethnicities, and religions, The Camphill School community celebrates over twenty festivals and holidays each year. These holidays provide not only a window into the diverse cultures and traditions of our members, but also a predictable, consistent rhythm for students as we progress through the year.

Michaelmas / Rosh Hashanah / Yom Kippur / Dава́лі / Halloween / All Soul’s Day / All Saint’s Day / Loi Krathong / Thanksgiving / Hanukkah St. Nicholas Day / Advent-Chrismas Three Kings Day / Candelmas / Fasching / Mid-Winter / Chinese New Year / Yolla / Passover / Easter / St. John’s Day

The members of our community range in age from just one year old to eighty-seven years old!

Our domestic students hail from 15 different states.

15 States

CALIFORNIA
COLORADO
DELAWARE
FLORIDA
ILLINOIS
MASSACHUSETTS
MICHIGAN
NEVADA
NEW JERSEY
NEW YORK
NORTH CAROLINA
OKLAHOMA
PENNSYLVANIA
VERMONT
WASHINGTON

The Camphill School celebrated its 55th birthday in December 2018. In that 55 years, the school has grown and evolved in ways our founders, Ursel and Carlo Pietzner, could never have imagined.

82+ acres

Beaver Run has over 82 acres that include:

Karl Koenig Schoolhouse / Rainbow Hall / Celandine, our medical center
Two offices / Meadowsweet Early Learning Center / Noah’s Ark, our barn / Maintenance building / Pool

Furthermore, the Transition Program at Beaver Farm now consists of three parcels of land in East Vincent Township connected by a trail. These encompass:

Sarah Jane Herman Education Center / Two barns / Equipment sheds / Pool / Five houses

117 acres

Our domestic students hail from 15 different states.

The Camphill School / Annual Report / 2018–2019
At Beaver Farm, they are also our Catering Crew. This group of hard-working, seemingly tireless young men and women makes lunch for the entire Transition Program every weekday. That is over fifty people to feed. Fifty very hungry people who have been working with our livestock, farming the land, crafting pottery and fiber arts, running our Etsy store, making things in the woodshop, volunteering out in the wider community, or contributing in some way to life at the farm. It is a daunting task, but they are up for it and incredibly passionate for and skilled at what they do.

The Catering Crew work under time pressure, but they accomplish what is needed to get the job done and have lunch ready to serve by 12:30. Students are tasked with a plethora of kitchen duties, from removing meat from bones, peeling potatoes, chopping onions, helping serve, and washing dishes. They also help design the menus based on what is most available to them.

This year, the crew also had the opportunity to do some in-house catering. Camphill meetings and the Class of 2019’s commencement luncheon featured food made and served by the students and coworkers. The past two summers seats at a Beaver Farm to Table Dinner were sold as an auction item at the Galas. The lucky attendees relished in the incredible six-course gourmet dinners.

Cooking seasonal, fresh, hyper-local ingredients is always the goal. Beaver Farm uses meat raised in our own pastures, salad greens and produce from its own greenhouses and gardens as well as local community-supported agriculture gardens including Sankanac CSA located at Camphill Village Kimberton Hills.

Nothing goes to waste at the Farm. Unserved leftovers are packed up and enjoyed for supper in the house; bones are used to make broth; vegetable trimmings and what’s left when plates are scraped are fed to the pigs or taken to the compost.

The young adults who are on the crew are learning to work together in a kitchen in a safe, productive way that benefits everyone. Each day, they get to see people enjoy what they have made and know that they have provided healthy, fresh, and tasty food.

Jack, a member of the crew shares, “When I cook for everyone it makes me feel like I am at home with my family.”

“The gods created certain kinds of beings to replenish our bodies. They are the trees and the plants and the seeds.” — Plato

Earth Day
By Frank Revelis,
Transition Program Student

Earth Day.
Sun.
Tulips.
Sky.
Dirt.
Bok choi.
Flowers.
Earth is where we live.
Recycling.
Purple blossoms.
Clouds.
Soil.
Rain.
Moss.
We plant the flowers.
I put my raincoat on.
I eat the bok choi.
Water.
We want the earth to be happy.
Dr. Koenig was an established and talented pediatrician and embryologist who was also a keen student of the Austrian philosopher Rudolf Steiner. Steiner had struggled to formulate his own responses to the tragedy of the First World War, some twenty years before, and had developed a practical approach to economics, politics, and cultural life that became the foundation for Dr. Koenig’s own work in community practice. Individual development lay at the core of Steiner’s philosophy, but with a utopian emphasis. Whilst much of the economic and political philosophy of the time heralded social Darwinism and the fight for survival between individuals, Steiner placed his emphasis on inner devotion and the path of the human being toward selflessness.

Steiner’s analysis of the economic system, characterized by increasing specialization and division of labor, was that it is impossible for the single human being to work only for his or her own needs. The shoe manufacturer cannot possibly wear all the shoes made by the factory nor can the farmer eat the enormous quantities of food grown on the modern farm. In effect, each member of the economic order is part of a complex system which can only function if it is given a means of support.

Austrian philosopher Rudolf Steiner. Steiner had struggled to formulate his own responses to the tragedy of the First World War, some twenty years before, and had developed a practical approach to economics, politics, and cultural life that became the foundation for Dr. Koenig’s own work in community practice. Individual development lay at the core of Steiner’s philosophy, but with a utopian emphasis. Whilst much of the economic and political philosophy of the time heralded social Darwinism and the fight for survival between individuals, Steiner placed his emphasis on inner devotion and the path of the human being toward selflessness.

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“In a community of people working together, the well-being of the community will be the greater the less the individual claims for himself or herself. The proceeds of the work he or she has done, i.e., the more of these proceeds he or she makes over to fellow workers, and the more his or her own requirements are satisfied, not out of his or her own work, but out of work done by others.” (Anthroposophy and the Social Question, 1905)

This is essentially a formula for measuring the social health of the community. When individuals work to meet the needs of others, social well-being arises as a result of selflessness. When individuals keep the proceeds of their work totally for themselves, social ill health will result from the selfishness of that action. We now live in a society that is dominated by large disparities in wealth, where parents need to work two jobs in the real economy to pay the rent and meet their family’s needs, while a handful of individuals benefit from monopoly platforms and derivative-based investments and personally control billions of dollars. Steiner would have said that this is a situation of extreme ill health, and when Dr. Koenig founded Camphill he had a different approach to life in mind.

Dr. Koenig based his approach in a way that models another quote from Steiner very closely: “People must be educated for voluntary work, one for all and all for one. Everyone has to act accordingly. If you were to found a small community today in which everyone throws all their income into a common bank account and everyone works at whatever he can do, then your living is not dependent on what work you can do, but rather this living is affected out of the common consumption. This brings about a greater freedom than the coordination of pay with production…” (The Social Question and Theosophy, 1905)

Dr. Koenig set up a system exactly like this for resident coworkers at Camphill. The economy he jump-started was truly a shared economy. Coworkers gave whatever labor they could, and the needs of each coworker were met out of the commonwealth generated. This is essentially a needs-based system of compensation that allows money to flow to the things for which it is necessary.

The Camphill School works with a version of this system today. Residential coworkers sit together to make their annual budget for individuals and families. The total payroll for the year cannot exceed the budgeted amount, but the needs of each individual are met. Salaries can go up, but they can come down too, and sometimes drastically. The families with children often need most of the resources. The tenured coworker working as a director has children who have grown and become emancipated from their parents: Our most experienced residential staff often have the smallest salaries.

This system allows us to focus the community’s finances on growth, on children, on lower and high school education and advanced degrees, on health and medical care, and so forth. The things that the school stands for are reflected directly in our compensation arrangements.

Steiner’s economic, political, and cultural work, broadly known as “social three-folding,” has been one of the foundational pillars of the Camphill model. For almost eighty years the Camphill movement has experimented with these ideas. You might not see the complexity of these social ideas when you visit one of our places, but you can be sure that part of the atmosphere you experience is because of the depth of our social model. Everybody matters at Camphill, and money can be a tool to make that sentiment real.
Nothing in the world is quite as adorably lovely as a robin when he shows off and they are nearly always doing it."

— From The Secret Garden by Frances Hodgson Burnett

We made ourselves right at home again within the beautiful stone walls of the Phoenixville Foundry on May 31. The Ambiance Committee literally created a garden in the venue complete with birdbath, trees, arbor, and custom backdrop painted by Zach Simon, the brother of a student.

The arboreal mood extended into the dining area, where the school inducted Customers Bank as a Corporate Partner. For fifteen years, the bank has been a true partner, with not only financial support but past Board and Committee service as well. As the bank has grown and transformed over the years, their dedication to our school has grown and never wavered. We also were proud to name Guy Diana as Volunteer of the Year for his more than ten years and countless hours of service. He has been an integral piece in many students improving their reading and math skills, and we are deeply grateful.

After the accolades, our auctioneer and emcee Christine Huston presented the crowd with the opportunity to support the school’s newest endeavor, a commercial cut flower business housed at a new farm, Foxfield. Our incredible attendees gave from their hearts and contributed over $97,000 to plant the seeds (literally and figuratively) for this Transition Program property and enterprise.

With the unprecedented outpouring of support, the Gala raised over $337,000 — a record for the event. Thank you to everyone who made it happen. We are eternally grateful!
**The Class of 2019**

By Sally McDonald, their teacher

“Come to my garden nestled in the hills. There I’ll see you safely grown and on your way.”

From “Come to My Garden” written by Lucy Simon for the musical version of *The Secret Garden*

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**Derry** is a young man who has a great curiosity for the world around him. He is a people person and enjoys socializing with both students and staff. Derry brings a smile to the faces of everyone he meets. He can be so joyous that it becomes contagious. He became quite the pickpocket in the 12th grade play *Oliver*. He will continue to cultivate his work skills at Beaver Farm.

**Ben** is always a gentleman. His favorite subjects are math and reading and he continues to improve and make progress each year. Ben does have a mischievous side, as we saw in the play Oliver. There, he played the Artful Dodger and was quite crafty at it. Ben also enjoys land work. He is a hard worker indoors and outdoors and he never gives up. He will be an asset to Beaver Farm.

**Marcus** smiles, he lights up the room. He has a keen sense for important events and embraces them with passion. Marcus has grown up so much since the start of 9th grade. He learned many skills and is a great contributor to our class and the community. During the senior play, Marcus showed off his musical talents and rocked the house. We know he will soon charm all those at Beaver Farm.

“Lizzie Lou,” as we like to call her, is a happy and strong young lady. **Liz** takes pride in her ability to move around the community independent-ly. The pre-vocational program is where Liz really shines. She is always prompt and ready to give 100%. She especially likes food processing and weaving. Her smile can brighten up anyone’s day. We wish her luck in her next step.

There is nothing more **Alex** enjoys than hanging out with his friends and playing sports, except maybe dancing. We saw him dazzle the audience with his break dance as Oliver in the 12th grade play. He is enthusiastic about all school activities. He has made many milestones in his reading and math capabilities. Alex takes his jobs in the prevocational program seriously and shows much responsibility. He will fit right in at Beaver Farm.

**Jennette** really shined in her strong performance as Nancy in *Oliver*, our 12th grade play. Although she gets nervous performing, she really overcame this and went on to bring life to her character. Jennette has a real love for people and is generous when sharing her affection and card-writing skills. She is thoughtful and includes everyone in her generosity. Soon, she will shine and bring joy at Beaver Farm.

**Buey** is a warm and affectionate young man. Buey does have a mind of his own and knows what he wants, but he lets you know in his kind, sweet-natured way. He is quite the weaver, as shown in the belt and basket he made in handwork. Buey enjoys being outdoors, whether working or walking. In the classroom, he is especially good at domestic tasks. He will continue to grow at Beaver Farm.

**McKayla** is a stylish young lady who enjoys the company of peers and staff. She is caring, kind, and sensitive to those around her. Although her sweetness always shines through, she does enjoy playing tricks on people. We affectionately call her “Sassafrass.” She is an amazing woodworker and excels at all hands-on activities, such as weaving and cooking. Look out Beaver Farm, here comes some sunshine!

**Gabriel** is a true gentleman through and through. His astute awareness of others reveals his true kind nature. He will take on any task asked of him and will work diligently to complete it. You can always count on Gabriel to remind you of upcoming activities or appointments. He has a real passion for eurythmy, as some of us witnessed at his graduation performance. Gabriel will take his beautiful light to Beaver Farm in the fall.

**Glenn** loves the outdoors, especially when it is raining. Although water is his passion, he has contributed to the Beaver Run community with his hard work on the land. Glenn has a big beautiful smile that is like a ray of sunshine. Glenn loved his role as a newspaper vendor in Oliver and played it enthusiastically. Glenn is a kind young man who will bring many gifts to Beaver Farm come September.

With a twinkle in his eye and his sweet smile, **Charlie** has won the hearts of many. He loves to be involved in all the social activities, with music being his passion. Charlie really shined in his role in the senior play. He brought his great sense of humor to the role and made many smile. Charlie has a deep devotion to his friends and carries them in his heart. We know he will make more friends at Beaver Farm in September.

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Duncan is a kind and warm soul with a real gift for working. In the prevocational program, Duncan is always everyone’s first choice for his gentle disposition and his work capabilities. Duncan is great at following visual cues and produces great projects. He loves animals and takes time out of his busy schedule to observe and spend time with them. We are sure Duncan will make great contributions to Beaver Farm.

**Jack** will transition to Beaver Farm a year early, coming from the outgoing eleventh grade. In the year and a half since he joined us in Beaver Run, Jack quickly endeared himself with students and staff alike with his kind words and playful personality. He also worked very hard at overcoming his sensitivities in school as well as learning many important basic practical life skills. Jack will be sorely missed by all his classmates and teachers!

(Written by Andreas Schuschke, Jack’s Teacher)
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 (2)
Toni Parisi Bowersox
Heidi Bowman
Bill and Catherine Bucher
Angie Butler
Rachel Caldwell*
Shannon Chamberlin
David Chester
Courtney M. Coffman
Luise Custer and
Jules Tygiel*
John R. Fish, O.D.
Amy and Warren R. Gleicher
Stephen and Carol Goetz
Maggie Hegney
Bill and Betsy Herman
Jeremiah Rodgers Hill, '15
Robert and Rosemary Huether
Christine M. Huston
Barbara James
Ronald and Joyce Landon
Mr. and Mrs. John B. McCarell III
Lainey Moseley
Debbie Nickles and
Richard Strayer*
Lucile Reid
Tom and Marcy Rosendale
Lee Smith
Paula Toburen
Robert Vollkommer
Jody Weaver and
Michael Guerrisi
Julianne Williams

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.

Volunteers Cultivating Growth

“Society grows great when we plant trees whose shade we know we shall never sit in.”
—Anonymous Greek Proverb

Every year our volunteers come through for our students in ways we never can imagine. They cook lunch for twenty-plus people in our houses, power wash and paint decks, create incredible décor for the Gala, guide our strategic planning process, lead our operations as members of our Board, visit classrooms with therapy animals, and work with students in classrooms, the woodshop, handwork, and in creating dramatic performances.

It is not an exaggeration to say that we could not do it without them. On behalf of the teachers, aides, house parents, coworkers, office staff, and, most especially, the students, we thank each and every one of you from the bottom of our hearts!

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Jody Weaver and
Michael Guerrisi
Julianne Williams

*In memorium | New member in 2018–2019
At The Camphill School, we teach science in a way that makes it relatable for all the students. We begin by observing real, tangible phenomena. We all learn best when we are actually interested in a subject or when a question about said subject stirs within us. If we observe a phenomenon that we do not understand, it leads us naturally to asking questions such as “What is happening here?” and “How does this work?” Curiosity and interest awaken and the teacher can guide the students on a path of first questioning, then learning, and finally understanding. Phenomenon-based learning immerses one in a world full of experiences, and the result is a process that occurs throughout the body, not just the mind.

The first step is to learn to observe those experiences and phenomena. Some students may need more help with this. Once you perform an experiment or carry out an activity, the class tries to articulate the observations with help from the teacher. This process can take some time. Many students need support or help drawing out of themselves how best to express what they have observed and how they understand it.

When observations are collected, the class tries to draw conclusions from those observations. Through this process, students gain insight and understanding through their individual inner process, rather than being bombarded with information from the outside. This process of the students themselves consolidating their learning is what helps them to make sense of the content. Even though some students might not be able to articulate their understanding well, through this way of teaching, they come to inner experiences of the content.

Overall, there is a large experiential component to teaching science. This makes the content relatable and clear to the students. Starting simply and building upon a solid foundation through experiments and hands-on activities helps to integrate the experiences.

We teach the sciences, like other subjects, block-by-block with the idea that one can immerse oneself in a topic. This allows each student to approach the subject, take hold of it, and understand it before moving on to another.

I liked learning about Astronomy. On the first day of our block, we went outside and looked around. We noticed that it looked like the earth and the sun meet. The line where it looks like they meet is called the horizon. We then put a candle in the middle of the classroom and drew a line where its shadow is. We noticed that during the morning the shadow moved. That experiment helped us figure out that the sun moves from East to West. We learned later that it rises in the East, goes over the South and sets in the West. We then learned that the sun is not moving around us, but it just looks like it. The Earth actually moves around the sun. We also learned that the Earth spins around itself and that is the reason why we have day and night. We also learned that the reason why we have seasons is because the Earth moves around the sun. We did lots of experiments to show that as well. I also really liked learning about the moon and hearing stories of many constellations.

At the end of our block, we went to the Planetarium. We had a great time and also ate ice cream.
Transition Program Graduates

Beaver Farm bids farewell to 10 students this year. The Transition Program staff shares about each graduate as they start their journey into adulthood. We wish them and their families all the best!

Katie arrived at Camp Hill in 2015. Katie has made incredible strides while at Beaver Farm. She has shown a true affinity for her work in the garden and farm, especially when caring for the pigs and chickens. One year, she even had her own flock of turkeys! Everyone appreciates Katie’s hard work and sense of pride in her work. After graduating, Katie plans on sharing a home with her parents. We hope she finds a job that allows her to be outside and pursue her interests in animals. Any workplace would be lucky to have her!

Cyrus joined The Camp Hill School community in 2012. During his time at Beaver Farm, he has become a rock in the kitchen and cleaning crews. He works diligently to prepare daily lunches for the community, taking a particular interest in mixing the salads. He also helps to keep our Education Center neat and tidy. Cyrus enjoys hiking, being outside, and music. Moving forward, we hope Cyrus finds a job that combines his passion for kitchen work and his love of nature and the outdoors.

Faisal joined The Camp Hill School in 2013. Faisal is the Beaver Farm social butterfly. He is a kind, curious, and inviting person who brings much joy and enthusiasm to the school community. Faisal has been an active and energetic member of the garden and farm crew for the past three years. He has also shown a real interest in the Outreach Program. Faisal is a thoughtful individual who encourages those around him to slow down and reflect. We will miss his buoyant energy and love of laughter.

Adam has been attending Camp Hill since all the way back in 2006 and has spent the last two years at Beaver Farm. Adam loves being outside and is most at home while working in the garden and greenhouse. He enjoys watering plants and is very helpful when transporting harvested vegetables and greens for our daily salads. In his free time, Adam enjoys swimming, relaxing outside, and quietly observing his surroundings. Adam is a thoughtful individual who encourages those around him to slow down and reflect. We will miss his buoyant energy and love of laughter.

Jack arrived at The Camp Hill School in 2011. While at Beaver Farm, he has worked in almost all of the crews. This year, he was an essential part of the woodshop and farm crews. Jack tells us that his favorite thing about the farm is working closely with the animals, especially the cows and pigs. He is a gentle soul who is always willing to help a friend in need. Next year, Jack hopes to live in a house in the community and maybe even get a job working at a woodshop.

Laura joined The Camp Hill School in 2007. Julie is an artist who enjoys working at her own pace. She glazes pottery like a champ, is meticulous when washing eggs, loves animals of all kinds, and is always quick to sing a song while she works. This year, she was especially thrilled with the addition of two puppies to the farm. Next year, Laura is excited to move into a house in the community and maybe even get a job working at a woodshop.

Julie started at The Camp Hill School in 2012. Julie is a hard-working young man who is always willing to lend a hand. Noah has been an integral part of the Etsy store and garden crews, among many others. He spent the last three years forming incredibly close relationships with his peers and enjoys his free time with them especially when it’s spent dancing. Moving forward, Noah will be going to Kimber- ton High School and is excited to connect with new friends and expand his work with animals.

Noah has been a part of The Camp Hill School since 2011. He is a hard-working young man who is always willing to lend a hand. Noah has been an integral part of the Etsy store and garden crews, among many others. He spent the last three years forming incredibly close relationships with his peers and enjoys his free time with them especially when it’s spent dancing. Moving forward, Noah will be going to Kimberlyton High School and is excited to connect with new friends and expand his work with animals.

Frank came to The Camp Hill School in 2012. Though he has only spent one year at Beaver Farm, he has made tremendous strides! He has made a name for himself as our assistant ename for our Monday morning meetings as well as announcing our lunches daily. He has a real love of languages and cultures and has used this as a way to connect with individuals in our diverse community. Next year, Frank will be attending Camp Hill Triform, where he hopes to work in the food processing crew and to become more independent with his cooking skills.
Year in Review 2018/2019

July 2018
Houseparent Michael and high school teacher Stephan are married in Rowan’s field on a perfect summer day.

Aug. 2018
Olympia, a new calf, makes her debut one warm July morning, after having been born in the field overnight.

Sept. 2018
Third grader Braeden was on the field during the Eagles’ home opener when the Super Bowl trophy was officially brought home to Philly.

Oct. 2018
High school students elect their Student Council members after they give speeches about what they would like to accomplish for the year. Popular initiatives are dances, fundraisers to help the needy, and movie nights.

Nov. 2018
First grade teacher Renata and her class receive a seesaw made by Renata’s former students who are now at Beaver Farm. They worked all fall to create this especially for her students.

Dec. 2018
Alex Black, an arborist removing a tree at Beaver Farm, tragically falls and passes on. The showering of love and memories from his family, friends, and the Farm community are touching tributes to a wonderful young person.

Jan. 2019
Sixth graders study acoustics with help from some string and a few paper cups.

Feb. 2019
Our seventh graders performed Marco Polo as a puppet show for us on Friday using puppets and backdrops they created in handwork class.

March 2019
Tenth graders present King Grisly Beard, a Brothers Grimm tale about a princess who learns to be kind and humble.

April 2019
The history of Beaver Farm works for a week creating a new path that leads from our property on West 7 Stars Road; then winds over to Lucas House, and continues through the woods to our newest expanse, Foxfield.

May 2019
High school students hula-danced the right away at the Hawaiian-themed Prom the Students Council organized.

June 2019
High school students present Twelfth Night and delight schoolmates and their families alike with their sweet, original performances.


Claus Sproll, Director of Finance

The financial picture of The Camphill School continues to be stable; continuity and sustainability are continued priorities of the finance committee that has been strengthened by the addition of Valeska Davis and Fran Kinniry; both bring finance and financial planning expertise.

We ended the year in the black and were able to complete the acquisition of Foxfield Farm as well as to continue to retire a significant amount of debt and add to our operating reserve. As stewards of the financial foundation for future infrastructure improvements at the school, the finance committee’s long term planning has the financing of the masterplan as one of its key objectives.

Support & Revenue

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$8,198,181</td>
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<tr>
<td>Contributions—undesignated</td>
<td>$408,425*</td>
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<tr>
<td>Contributions—designated</td>
<td>$453,584</td>
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<tr>
<td>Program Services</td>
<td>$1,728,789</td>
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<tr>
<td>Other</td>
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* Contributions are net of special events.

Expenses

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<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Administration/Marketing</td>
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<tr>
<td>Transportation, Special Services, &amp; Misc.</td>
<td>$272,519</td>
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<td>Development</td>
<td>$226,455</td>
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<td>Insurance</td>
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<td>Occupancy Costs</td>
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<td>Program Costs</td>
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<td>Residential Program Costs</td>
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<tr>
<td>Staff/Trainee</td>
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<td>Depreciation</td>
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</tr>
<tr>
<td>Future Reserves, Infrastructure &amp; Acquisitions</td>
<td>$505,452</td>
</tr>
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</table>

Our auditors’ report is available upon request.
"Sometimes since I’ve been in the garden I’ve looked up through the trees at the sky and I have had a strange feeling of being happy as if something was pushing and drawing in my chest and making me breathe fast. Magic is always pushing and drawing and making things out of nothing. Everything is made out of magic, leaves and trees, flowers and birds, puddles and squelches and squidgy and birds and squirrels and trees. It must be all of us around. In this garden—in all the places.”

—Frances Hodgson Burnett, The Secret Garden

Our Donors

"You can easily replace the word “magic” in this passage with “love,” or even, perhaps, “donors.” Our donors draw us forward, upward—always towards fulfilling our mission. If not for those listed on the following pages, where would our trees, flowers, foxes, and people be? Our donors are all around us always. They are in our homes, surrounding us with light and warmth and good things to eat. They are in our classrooms, in the books we read, and in the fields where we play on, the friend sitting next to us who receives financial aid.

They are on our campuses, in the greenhouses, the barns, the trails through the woods. They are always here for us, and we truly happy and grateful they are.

GIVING CIRCLES

Purple

20+ years of giving

Blue

10-20 years of giving

Green

5-10 years of giving

Red

5 years and less

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

The Camp Hill School / Annual Report / 2018–2019
The Camphill 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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