All for One. One for All.

Remembering Elizabeth Ruth Herman
We are living in unprecedented times. The Camphill School has banded together to make the situation we are currently experiencing the best it could possibly be. In March, when the Governor of Pennsylvania ordered school closure for two weeks, all of our students returned to their homes. The school community decided to move our two-week spring break up, thinking that would be enough time for things to return to normal. Schools across the state, and indeed the country, learned that the closure for in-person learning order would remain through the end of the school year.

What now?

We decided the school would close for another week while the community continued to work tirelessly to create a meaningful distance-learning program for our students. The efforts of our resident and non-resident staff in this endeavor were incredible. Plans were made, schedules were drawn up, and Zoom and Google Classroom accounts were created. Each class had daily group lessons, teachers had one-on-one meetings with students and their parents, house communities gathered daily, and house parents and parents met weekly for questions, concerns, and chats.

The school eventually welcomed back thirty or so boarding students whose families were in the position of greatest need, and by the time our extended school year program was to start in late June, we were able to have all of our boarding students on campus for the program, while day students continued to participate virtually. We had paraprofessionals back on campus, wearing masks and other necessary protective gear, even in the 95+ degree weather.

Sadly, in the beginning of the pandemic, we lost a beloved member of the school community, Betsy Herman. Betsy’s daughter, Sarah Jane, was a student in the 1980s. We dedicate this year’s Annual Report to her memory. Within these pages, we share about her life and the impact she made on the lives of so many at The Camphill School. She was a force for good, and her legacy will live on through the lives she touched within the Camphill community and beyond.

Stay safe, stay well, and we will all be together soon.

Jennifer Nilsen, President
Board of Directors
Distance Learning

When the Commonwealth of Pennsylvania decided to close schools for in-person learning for the remainder of the school year, The Camphill School worked together to forge the path ahead. We bumped spring break up and used those two weeks to distance learning to visit each student at their home, outside and from a safe distance. I wanted to have a picture in mind of them again after so much time away before only being able to see them on a screen.

I was grateful to see them every morning Monday to Friday, even if only as images on a screen. We were all excited to see one another and share our morning verse and songs. Since we had only a short time together each day, I had to become creative in a different way than I am used to. I tried to take in as much reality as I could while being with them. I sense a computer. I teach by other cues. I can tell a lot by interpreting the nuances of the children and those working with them. This human connection informs my teaching.

The transition from being an incredibly low-tech environment to technology being the only way I could reach my students was not easy. With permission from their families, I used the time before we began distance learning to visit each student at their home, outside and from a safe distance. I wanted to have a picture in mind of them again after so much time away before only being able to see them on a screen.

It was challenging to be in front of the students’ parents and having them experience my way of teaching. I have a strong Brazilian accent and like to tell jokes and be funny with my students. While at first I was worried about this, the relationships with the parents have deepened. They were able to get insight into what we do each day and have gained an understanding they did not have before. That is very powerful. Together with their house parent, the children’s parents and I have formed a true collaboration that deepens our connection to the student. We are lucky we can be a family with them.

Eli, 7th grade teacher

It was hard for me to imagine how I was going to teach my students via a computer. I teach by being with them. I sense what they need by reading their body language and other cues. I can tell a class that has many non-verbal students and that includes six aides, so when this transition happened to online learning I thought, “My students need a lot of hands-on learning. How do you do that through Zoom?” I felt guilty I was not able to help the way I usually do. Plus, as a Waldorf school, the technology was going to be a big adjustment. I had to do things differently.

We started our days with a song, like usual. I sent everyone a beanbag and we, all together, practiced a poem and beanbag route we were working on before the shutdown. The kids knew just what to do! Then, I muted all but one student and had one-on-one time with each of them and their family. There were many questions from the parents, especially with navigating each student’s communication devices.

We had many guest teachers for music, eurythmy and handwork. The importance of regularity is almost more important than making a lot of progress on certain skills right now. We can offer them a sense of normalcy. I had a “come as you are” attitude. It is a big challenge because both parents might be trying to work, or the child is not enthusiastic to participate. I told my students and their families, “If you can follow along, great, if you are just listening, that is also good.” You have to understand that the parents can’t do everything, but any little bit gives the students a sense of regularity in the day. It also helped me to have that structure.

I had parent consults weekly as well. It was a lot of time to spend in front of the computer so I tried to make sure to take a walk every day. It helped me reset and be in the right headspace for more sitting and screen time with students and colleagues.

I wanted my students and their families to know: “I am here to support you.” As teachers, we are the ones who help the families and the children, and all of a sudden, we can’t do what we are used to doing. All I could do was say that I wish I could do something. It is hard to know I couldn’t do my job as I knew how to do it. Fortunately, with the support of my colleagues, I had a “come as you are” attitude. It is hard for me to imagine how I was going to teach my students via a computer. I teach by being with them. I sense what they need by reading their body language and other cues. I can tell a class that has many non-verbal students and that includes six aides, so when this transition happened to online learning I thought, “My students need a lot of hands-on learning. How do you do that through Zoom?” I felt guilty I was not able to help the way I usually do. Plus, as a Waldorf school, the technology was going to be a big adjustment. I had to do things differently.

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Sally, 9th grade teacher

When the Commonwealth of Pennsylvania decided to close schools for in-person learning for the remainder of the school year, The Camphill School worked together to forge the path ahead. We bumped spring break up and used those two weeks to shape our new reality: distance learning. Here are some of the stories from this journey from a lower, middle, and high school teacher, as well as a Transition Program faculty member and a house parent.
Instead of trying to teach content, I started with doing our morning routine: the date, the weather, what was happening that day. I then started to review the main lessons we had previously in the year. I had gone to school in March and collected all of their main lesson books so that when we were reviewing what we had done I could open their books and show them the pages they so diligently created. We kept it to just thirty minutes a day in the beginning and then slowly added more time. Gradually, I was able to introduce new content. I happened to have a chalkboard at my house, so I was able to produce visuals for our sessions.

Because the parents wanted their children to keep the connection to the community, I asked each student who they would like to see during school breaks. Parents seemed to enjoy getting a glimpse into what their children’s daily life at the Farm is like. They loved doing the activities right along with them and had a lot more “wins” than they anticipated.

To keep the students connected to one another and the staff while they were away, we created a photo album that was full of images of the farm: every house, the animals, the greenhouse, the properties. We also got photos of every single staff member, whether they live at the farm campuses or are paraprofessionals who were supporting the program from home. We also, of course, had photos of the students so they could see their friends.

I learned a lot during this process and feel I have become a better teacher, but I definitely prefer being on campus physically with everyone, getting my hands dirty and creating things with those students. I can’t wait to be back!}

Early on, the Transition Program settled on implementing a weekly theme that felt relevant to the farm and the academic enrichment we provide. There was a wide variety of subjects from animal care to weather. We tied in both practical skills and academic ones. For example, for our weather themed week we read the weather reports, figured out how to dress, and how to stay safe, but also about weather patterns themselves and meteorology concepts.

All of the lessons were very conversation based since we have students with a wide array of abilities and interests who may or may not have attended school at Beaver Run. We wanted the lessons to be completely adaptable to each student. Parents were actively involved and participated with the young people in their activities and optional homework assignments. Our more academically motivated students received worksheets that aligned to their particular ability level while those with meaningful age and ability appropriate content. These videos were huge assets to our distance learning efforts and will be useful for future needs, like supplemental learning during school breaks.

Parents seemed to enjoy getting a glimpse into what their children’s daily life at the Farm is like. They loved doing the activities right along with them and had a lot more “wins” than they anticipated.

When the daylight began to last longer, we decided to meet at 5:00 instead of 7:00. This changed our gathering into more of a sharing session with one another about what had gone on that day in school and at home. The children showed each other pictures from around their houses of family, friends, and from when they were littler. Coworkers who returned to their home countries even joined us to see the children. We also took them on a walk around Beaver Run via web camera. It was very special, and it was my hope that it would help balance the “un-realness” of not being able to see each other and be physically on campus.

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Elizabeth Herman passed away on March 24, 2020, at White Plains Hospital in Westchester County, New York after a lengthy struggle with COVID-19. Betsy was a mother, a teacher, and a champion for Camphill and families with special needs children. She was the loving wife of William Herman, her companion and devoted husband for nearly six decades. Betsy died just a few hours before their 59th wedding anniversary.

Along with her husband Bill, Betsy is survived by their son Howard, her daughters-in-law Vivian and Nicky and her grandchildren Matthew and Phoebe. She was predeceased by her daughter Sarah Jane who died while still a young woman on February 5, 1990.

Betsy leaves a huge gap behind her on Earth. She was a person who made all those who met her smile. She made people feel safe and welcome. She was fun to be with and yet was a rock in troubled times. Being with Betsy always felt like being at home. Those of us in Camphill who knew her were constantly graced by her support and love. No doubt she will still be there for us, looking down from above and willing us on in our work.

Who was Betsy? She was the consummate New Yorker, born and raised in Brooklyn. Her father, William Leitner, had come to the USA as a refugee from Estonia. Although trained as a watchmaker in Europe, in America he began his career at a cafeteria chain called The Willow. Working his way up through the restaurant business, William eventually found business partners and became the owner of Cavanagh’s Steak House in the city and the Washington Arms in Mamaroneck. No doubt, Betsy’s superb hosting skills were partly learned by observing her father at work.

Betsy grew up with her sister Rhoda. She loved music and played piano. She attended Midwood High, then graduated from Brooklyn College with a BA in English.

Betsy met Bill on a blind date when he was a scholarship student in his third year at law school. He remembers traveling 26 stops on the subway from Columbia Law School to Brooklyn to pick her up, taking her first to law school Moot Court at Columbia, then to the Egyptian Gardens Cafe in Manhattan, which featured not only food but belly dancers. On the long subway ride back home, she noticed a moth hole in Bill’s trousers. She clearly didn’t mind dating a poor law school student because she offered to give him a goodnight kiss along with her phone number, an offer he rejected, countering by offering his number to her. That evening was the beginning of a lifelong journey with Bill. She called him the next day and a serious courtship ensued. Bill eased his way into the Leitner family by working without pay as a host in the family
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The newlyweds lived in Greenwich Village for a few years, and in that time, their son Howard and daughter Sarah Jane were born. In 1968 they moved to New Rochelle to a small ranch house at 5 Tulip Lane. Howard remembers the house, the neighborhood, and his gang of playmates with great affection. Betsy was the surrogate mother to all his friends. He was a pitcher in Little League, and Bill built him a pitching mound in the back yard. They would spend hours throwing the ball together. Howard remembers eating family meals every night with his parents and Sarah Jane and has fond memories of the big Thanksgiving celebrations that Betsy loved to host (as she did through 2019). It was a happy childhood. Eventually the family needed more room. Betsy went house hunting and took Bill to see a property on Lord Kitchener Road. They settled into that house and never moved again. 95 Lord Kitchener Road became an outpost of the Camphill Movement in the years to come. Meetings were held there, Camphill coworkers and their family members came to stay when visiting New York, and many of us remember the suppers cooked by Betsy after spending a day catching Bluefish (and an occasional striped bass) with Bill from his boat, the “Sarah Jane.”

Sarah Jane changed the Herman family’s life in many ways. Born with intellectual disabilities, she would go on to develop epilepsy. She was musical and verbal, could be naughtily at times and needed assistance in performing most activities of daily living. Howard remembers Bill tickling her belly until she dissolved into laughter while she was still in her crib.

The Hermans took vacations together. Betsy wanted to travel and have holidays, and since Bill was tied to work, these times were really precious. Howard remembers a family trip to Barbados, staying at a hotel with a group of hard-drinking Canadians and loving their strange accents. They ordered shrimp scamps that was flavored with liquor. The local soda was tonic! The server asked Sarah Jane what she wanted and she calmly stated, “I’ll have a gin and tonic!”

Betsy, inspired by Sarah Jane, wanted to learn as much as she could about special education. She went back to school, earning a Master’s degree in Special Education from Manhattanville College in Westchester County. Betsy became a teacher from then onward. She taught nursery school at a local Temple. At Blythdale Hospital, she volunteered, teaching children who were long-term severely physically disabled patients. Toward the end of her life, Betsy again volunteered to teach English as a second language to immigrants from Central America and the Caribbean. She made props and labeled things with their English names, objects that Bill and Howard still find around the house today. Roman Catholic nuns ran the program and she made great friends among them.

The last years of having Sarah Jane at home were a burden as she was suffering so much. She developed grand mal epilepsy right as her schooling changed. She had attended a good special needs school run by the BOCES program. When that ended and New York demanded that all students be mainstreamed, her world fell apart. She was required to attend her brother Howard’s local school but couldn’t manage life with so many demands. She regressed terribly despite having achieved so much and needing residential education.

However, the public school crying on that day. The new family had made their decisions to get onto the school bus. Thus began an earnest search for a residential school. Betsy and Bill visited some private schools where the principals sat in beautiful offices with parquet floors and oriental rugs and the students were given demerits for walking on the grass. Other places had been summer camps and were muddy and decrepit. They visited institutions where people with developmental disabilities sat in groups for hours at a time uncomprehendingly watching congressional hearings on TV. While at a friend’s home for dinner in the fall of 1976, they found out about a school that sounded like a rustic village run by Europeans with lots of animals and gardens: their introduction to Beaver Run. Bill telephoned the school and spoke with Ursel Pietzner and requested an application form, her reply...
being: “We don't have an application form.” His next question was: “Then how do we get on the waiting list?” She patiently replied: “We don’t have a waiting list,” but went on to suggest that the family could visit. This they did, meeting Charles McWilliam, who carefully interviewed Sarah Jane. There followed a great visit at Rock Crystal, where Ingolore Maier was housemother. Bill recalls walking down Beaver Run’s long hill afterwards, explaining to Charles his concerns about the effect Sarah Jane’s issues were having upon Betsy, and imploring Charles to admit Sarah Jane to the school. Fortunately, there was a vacancy in Rock Crystal where Sarah Jane would be a “perfect fit” and would be able to come after the Christmas break.

Sarah Jane arrived in Beaver Run in January 1977 at the age of nine. Ingolore and Manfred Maier and Crystal Bender were a consistent presence in Sarah Jane's life from the beginning and became lifelong friends of Betsy and Bill. Ingolore was Sarah Jane's teacher, and her talks and consultations were incredibly valuable to Betsy and Bill as well as to all the other parents.

There were many occasions over the years when the dormitory parents who looked after the children had to go back to Europe and Betsy would volunteer to cover for them at the school. She did this regularly and got real insights into how the houses worked. She loved to roll up her sleeves to cook and clean.

Howard reflects that Camphill was a gift to Betsy, allowing her to reframe her worldview and recover her own confidence as a mother. Camphill fundamentally shaped her, as she became part of the Camphill family. Live music, eurythmy, and the assorted artistic and celebratory aspects of Camphill became accepted parts of their lives. Seeing the changes in Sarah Jane brought a great sense of relief and gave Betsy renewed strength. She felt very fortunate for this. To be able to be part of Camphill allowed Betsy to dive into the philosophical aspects of Curative Education and gain a deeper understanding of Special Education. She relished being a part of something bigger and came to appreciate the spiritual side of life in Camphill. Sarah Jane had brought a new world into view for Betsy. Her teenage son being able to appreciate the change in his mother illustrates the depth of renewal that Betsy underwent.

The gift that Betsy received from Camphill was returned by her in full. In 1978, the New York State Board of Regents began to enforce the new education laws for children with disabilities. A significant portion of Beaver Run’s students hailed from New York State, and so the community was plunged into crisis when a state review team declared that New York would no longer fund its children to attend the school. Bill and Betsy immediately became engaged in the process, giving testimony to the NY State Board of Regents and organizing other families to provide support. Although their advocacy was not ultimately successful due to the powerful political and
Betsy and Bill at a Beaver Run Board event in 2016.

Sarah Jane graduated from Beaver Run after completing 12th grade and went to live in Camphill Village Kimberly Hills in Martinsburg, West Virginia. She was recognized when Bill and Betsy were the inaugural recipients of the Camphill Association. Betsy arranged Bill's annual Christmas parties. She hosted clients at Camphill events and concerts at venues like Carnegie Hall and Lincoln Center. Betsy attended Bill's Bar Association events and knew all of Bill's lawyer and judicial friends. She was greatly appreciated for her spark of life and unfailing kindness to others, particularly to Bill's friends and associates at the bar. Bill's clients often became lifelong friends.

Those of us who often met Bill at his mid-town office knew that he was always dapperly dressed in a well-cut suit. Betsy was Bill's dresser, forcing him to go to Richard's in Greenwich, Connecticut, for his suits and shirts. Betsy was our friend. A lifelong New York liberal with very good taste for red wine and fun, she was always there when we needed her. Her musical tastes were eclectic: She loved show tunes and the Beatles, Beyoncé, and Lady Gaga. She was an avid Anglophile (at one time importing antiques from the UK to a briefly owned “Shoppe”) and attended summer schools at Oxford with the gang at Oxford Scholars. Betsy adored film and theater and loved life in Manhattan until the end. She will forever be remembered as one who gave unsparingly of her love, wisdom, and compassion.

Heaven is a better place now, but we weep on Earth for the angel that has been taken from us.
Our YouTube Channel

We have always known that our resident staff possesses diverse talents, but most people outside our campus were never privy to those talents. During distance learning, all that changed! Our YouTube Channel is bursting with over 130 videos that helped bring the school straight into the homes of our students. We hope that you, too, will head over to youtube.com/thecamphillschool and enjoy some of the videos yourself. There is something for everybody—including how to make our famous Camphill buns!

Tunde Schuschke, house parent in Rowan, shares the recipe and some insight: Over the last twenty years, I have made these buns many times. I also passed on the recipe to many coworkers and homemakers. Yet, after all this time, I still can’t tell them exactly how much flour they need. What I came to realize is that bun baking is just like curative education: There is no exact recipe. The amount of flour you need depends on the season, the weather, and many other factors. You need to be able to adjust accordingly. It is the same when working with our students: We need a little bit of freedom to adjust depending on the conditions.
The Class of 2020
Andreas Schuschke, their teacher

Zara has illuminated her environment with her sunny disposition and her infectious smile. Over the years she has shown great strides towards independence and has grown into a much more mature young adult. We were especially excited by the increase in Zara’s initiative, especially in 12th Grade, even if that meant that Zara was no longer content just to sit in her chair during class – a welcome challenge for her teachers! In our Senior Play, Zara played the role of the Mean Innkeeper with her usual brand of wonderful humor.

Asa has been a model student at our school for many years. His enthusiasm for and excitement about all content presented in class has made him a true pleasure to teach. Asa worked very hard on improving his ability to focus on his work and has been able to produce excellent results in the process. Asa is a wonderful young man with great warmth. He always shared his love and supported people. Even though he was engaged in many tasks, he enjoyed them all and made a lot of progress. As a Shepherd in our Senior Play he dazzled us all with his amazing performance!

Braden has been a part of our school for a long time! Here in Beaver Run we will truly miss his energy, his smile, and his movement! Braden has learned to be more patient, more persistent with his tasks, and more independent overall. He has taught us to truly savor the moment and find beauty in quiet spaces. Braden smiles you to send his greetings. He is very accommodating and always makes effort to give his best to the group. During our Senior Play he surprised us with his wonderfully disciplined and joyful performance!

When Brian joined our middle school many years ago, we received the gift of his sunny disposition and mischievous smiles. With his quiet, peace-loving nature he was always very popular with his classmates. Brian learned to immerse himself in his daily work and persist even through adversity. We can see how Brian has begun to take ever more pride in his work. In our Senior Play, Brian gave a stellar performance as the Good Innkeeper, speaking his lines clearly and independently!

When Ethan joined our class this year, he quickly became well-liked and appreciated by everyone for his joyful and easygoing ways. Always quick to flash his warm and sunny smile, Ethan showed great joy and participation in our school program. He worked very hard on improving his communication skills and showed great skill and quickness at learning new functional tasks. We will always remember Ethan’s quiet and joyful performance in our Senior Play.

Since joining us in 11th Grade, JP has enriched our class with his unique energy and wonderful humor. Nobody can sit still when JP gets going with his exciting dance moves, and he always takes great interest in his fellow students and staff members in the class. In the fairly short time that he has been with us, JP has made great progress in being able to listen to his friends and teachers and participate meaningfully and appropriately in the activities. JP always tries hard to communicate and understand when he gets confused. He cares and supports his peers and adults in many ways. He often drew pictures for his peers when he saw that they felt sad. JP showed incredible grace and sincerity when playing the Angel in our Senior Play.

Throughout his long time of schooling in Beaver Run, Robert has delighted many friends of all ages with his keen interest in social interactions and his great sense of humor. Robert has grown tremendously as a person. He has worked incredibly hard on maintaining his focus on and persistence with school tasks to an even greater degree. Robert’s memorable and funny performance as the old Shepherd was truly one for the ages!
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)  
Heidi Bowman  
Toni Parisi Bowersox  
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. McCardell III  
Debbie Nickles and Richard Strayer*  
John R. Fish, O.D.  
Maggie Hegney  
Bobby and Bob* Heser  
Robert and Rosemary Huether  
Lee Smith  
Jody Weaver and Michael Guerrisi  
Robert Vollkommer  
Julianne Williams

*In memoriam

For more information on the Beaver Run Foundation or how your legacy can ensure the future of The Camphill School, please contact Courtney Coffman at 610.469.9236 x132 or ccoffman@camphillschool.org.

Volunteers

“Selfless giving is the art of living.”

~ Frederick Lenz

The selflessness of our volunteers has improved the lives of our students, teachers, house parents, and coworkers. Our dedicated volunteers have donated their time by creating a flower workshop, assisting in classrooms, cooking lunch, gardening, weeding, painting, and stuffing envelopes. Thank you to our individual and group volunteers; you are an invaluable part of our community.”All for one and one for all!”
Beaver Farm 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!

Brandon has been a fixture at The Camphill School since 2013. A real asset at the farm, Brandon has found his true calling working with animals. He is most at home when being outdoors, though he does really love the quieter times. When he isn’t helping our farm in the day-to-day operations, he enjoys dance parties, community celebrations, playing sports, and hiking. He has also been an unwavering super fan of the Beaver Farm community lunches. We hope Brandon moves on to continue his work outdoors and with animals, as he really loves the rhythm and connection with nature in his daily routine.

Lily joined The Camphill School in 2011. Lily may seem shy at first, but once she makes a connection with someone, it is for life. She holds her dear friends close. She has been a tireless member of our estate crews, working hard to clear pathways, move brush, and keep our campus beautiful. In quieter moments, Lily enjoys baking and milling while laughing with her friends. Lily is a young woman who knows what she wants and needs and isn’t afraid to go out and get it, and we hope that doesn’t change in the future. She is moving on to Stanton Home in Massachusetts, where we know she will bless them with her lovely smile and keep them all on their toes.

Isay came to The Camphill School in 2011. Isay is a firecracker who doesn’t let any thing get in her way. She is a compassionate young woman who is incredibly community-minded and always looking out for her friends at Beaver Farm. When it comes to crew, Isay has seen them all. She has dabbled in baking, pottery, fiber, farm, garden, cooking, estate, and probably some more… because we just can’t manage to keep up with her! Her energy and enthusiasm for life is truly something we all admire, and we know it will help her achieve whatever she wants in the future. Isay will be reuniting with old friends and meeting new ones at Camphill Tifton in New York after her time at Beaver Farm.

Molly joined The Camphill School in 2014. Molly is a quiet and content young woman who found calmness in the outdoors. She has been a part of our Garden Crew, seamlessly joining in the rhythms and movements of the space. She has also been a great sense of humor and enjoys a good laugh more than anyone else. He finds comfort and steadiness in the people around him who support him and give him the tools he needs to succeed. Patrick has moved on to JEM Homecare Solutions, where he is continuing his work with animals as well as going on lots of outings.

Patrick came to The Camphill School in 2012. Patrick is a quiet and content young man who found calmness in the outdoors. He has been an active participant in the Pottery and Fiber Crew for her three years at Beaver Farm. When it comes to crew, Patrick has seen them all. He has dabbled in baking, pottery, fiber, farm, garden, cooking, estate, and probably some more… because we just can’t manage to keep up with her! Her energy and enthusiasm for life is truly something we all admire, and we know it will help her achieve whatever she wants in the future. Patrick will be moving back home and working with support staff creating her own day program.

Connor has been a part of The Camphill School family since 2004. Connor may seem quiet at first, but it is probably because he is planning something. He has the most incredible sense of humor and expertly executes it with perfect timing when you least expect it. He was a real asset to the Pottery and Fiber Crew and loves using the sewing machine and the salad spinner. He never shies away from learning how to use a new machine. He has also spent the last two years setting every single table in the dining room for our community lunches. He can be gentle and quiet but he can also truly make himself heard as he bellows out a song all his own when he knows the acoustics are just right. When he moves on from Beaver Farm, Connor will be found running Sonder House with his friend Cassidy. He is sure to do his part in making that house a place where he is truly warm and inviting home.

Cassidy has been with The Camphill School since 2009. Cassidy is truly a social butterfly who loves nothing more than to check in with and look after the people she holds dear. She is the unofficial schedule keeper, ensuring anyone and everyone if we have forgotten something or someone is missing. As a member of our Pottery and Fiber Crew for her entire time at Beaver Farm, Cassidy has proven to be dedicated and hardworking and is always willing to try a new job … eventually. There are very few things that can compare to beginning your day with a greeting and a smile from Cassidy. Every visitor to Beaver Farm can attest to that, as she goes out of her way to make new people feel welcome and part of the community. After she leaves us, Cassidy will be moving into a new home all her own with her close friend Connor. Together, they are branching out to build a home called Sonder House, where we know Cassidy will continue being incredibly helpful, loving, and joyous.

Haley came to The Camphill School first from 2005 to 2009 and then again in 2012. He is an incredibly generous, friendly, and caring young man who seeks out deep connections with people. Tevake is always eager to try new tasks and is now a seasoned Beaver Farm and laundry soap maker, taking great pride in every part of creating a meal to share with our community and beyond. Her dedication does not end there, as she has also been a crucial member of the cleaning crew, with the ability even to instruct new coworkers on how to complete tasks! Haley is bursting with potential, and we know she will succeed when she moves on from the Transition Program. She will be living at home while seeking out meaningful employment or a day program that utilizes her many talents.

Tevake was a student at The Camphill School in 2010. Alex is a social young man who loves a party or gathering. He is happiest when he gets to check in with the people he has truly deep connections with and will go out of his way to make sure they get a chuckle. And then it is off to work. Alex especially learned a lot in the Food Processing Crew during his time with us. He helped to make laundry soap for the community and sweet treats for special occasions. He is a gentle kind soul who-seeks out laughter and friendship with everyone around him. He is hoping to move on to another community setting after leaving us, and we know wherever he goes, they will be lucky to have him.
Year in Review 2019/2020

July 2019
Tom Meusel and Camille Ball from Ireland join the school as Artists-in-Residence for our Extended School Year program. Students produced a memorable performance of Irish folktales after four weeks filled with creating beautiful sculptures, shadow puppets, and set decorations.

Aug. 2019
House Parents Anna Janisch and Haleh Wilson get married at Foxfield Farm on August 17.

Sept. 2019
Wadsworth’s 100th, and The Camphill School celebrated with stories from the history of the pedagogical movement and a tree planting.

Oct. 2019
On Friday, October 11, the whole community gathered around the barn to enjoy a horseback riding demonstration by four of our students: Asa, Farah, Sasha, and Jackson.

Nov. 2019
Thank you, Dr. Fan of Eagle Eye Associates for nominating The Camphill School for an ABB Cares Grant, and thank you so much to ABB Optical Group! (Photo credit: Betsy Barron)

Dec. 2019
The Class of 2020 did an incredible job presenting a traditional holiday play for their classmates and families.

Jan. 2020
On January 24, the High School students came together for the Midwinter Dance. Heather and Lisa organized the party. DJ Chris provided the tunes, and the house parents made the food. It was a night to remember!

Feb. 2020
Every student participated in a weeklong retelling of a Hawaiian folktale—from acting and playing music to making sets and costumes to preparing snacks for everyone.

March 2020
Lots of planting takes place at Foxfield Farm before COVID-19 becomes a global pandemic. Pennsylvania is closed.

April 2020
The Camphill School adapts beautifully to virtual learning, and despite a usual “tech light” environment, everyone adapts beautifully.

May 2020
#GivingTuesdayNow is celebrated and helps raise over $70,000 for our students.

June 2020
Guy Alma celebrates his 30th anniversary of being part of The Camphill School community!


Claus Sproll, Director of Finance

The Camphill School Finance Committee has worked diligently over the last several years to implement the financial aspects of the school’s strategic plan. Components of the plan are significant investments in the physical plant, staff training for future leadership and direct care, and the reduction of the need for fundraising for operations in order to utilize the capacities in the Development Office in essential longer-term projects, including the Masterplan. The key element had been to increase our ability to offer financial aid to deserving families as the cost of boarding had gone up and we anticipated additional staffing needs to address the changing population of students and staff.

The school was on track for another stellar year financially with significant gains to add to reserve funds and Masterplan funds when COVID-19 appeared and we had to adjust to this new reality. We were able to keep all staff on payroll, maintain the overall financial picture, and ended the year with a balanced budget, if extraordinary items are excluded.

In the months from March to June (our fiscal year-end), we had to re-calibrate, re-focus, and re-envision our total fiscal structure. Additionally, we needed to lay the foundation for renting some buildings on the Soltane campus that were not being used, creating space for social distancing structures, enhancing our capacity for the creation of units and the adjustment in cleaning, sanitation, and more classroom spaces. Our Beaver Run Foundation stood ready to support financially if necessary.

The Finance Committee of the Board of Directors is very pleased with the result of this reported year. It will allow us to go into the challenging months ahead with the confidence that we will have a full year to accomplish the adjustment process for the education, care, and well-being of students, staff, and organization.

Expenses

- Administration/Marketing: $523,814
- Transportation, Special Services, & Misc.: $275,809
- Development: $207,129
- Insurance: $1,435,215
- Occupancy Costs: $1,163,908
- Educational Program: $3,713,467
- Boarding Program: $2,824,837
- Depreciation: $1,053,175

Our auditors’ report is available upon request.
Thank you!

possible.

knows the meaning of “we are community. Each name listed

Your support allows the

We are deeply grateful for

We are Member of the Board of Directors

G Grandparent of a current student

KEY

$1–99 Daisy

$100–249 Snowdrop

$500–999 Poppy

$1,000–2,499 Lavender

$2,500–4,999 Primrose

$5,000–9,999 Bluebell

$10,000–19,999 Forget-me-not

$50,000+ Trillium

Giving Circles

$50,000+ Trillium

20+ years of giving

Blue

Green at least 10 years of giving

Red at least 5 years of giving

Trillium

Sunnyflower

Thank you for your generous donations.

Your support allows the school to remain strong and responsive so we can continue to transform the lives of our students, families, and community.

Each name listed on the following pages truly knows the meaning of “we are all in this together,” and we are incredibly appreciative of what our contributions make possible.

Thank you!

Our Donors

The Camp Hill School | Annual Report | 2019–2020
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.

**2019 / 2020 BOARD OF DIRECTORS**

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<td>Andreas Schuschke</td>
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<td>Kylie Williams</td>
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**EMERITI**

| Manfred Maier             | Bernard Wolf                                   |
| Raymon Ripper (In Memorium) |                                            |

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