

# All for One. One for All.

Remembering Elizabeth Ruth Herman



**The  
Camphill  
School**

**Annual Report  
2019–2020**





Caption Goes Here.

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Annual Report  
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## Message from the President

The Camphill School Development Team



# All for One. One for All.

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*  
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 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.**

## ***Gleice, 4th 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 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.

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 before going onto the computer. I took walks in the woods to help me create beauty, wholeness, and love that I then translated through the 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 has 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***



I was new to being a class teacher this year. I had just gotten my feet under myself when this all occurred. I have

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 routine 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

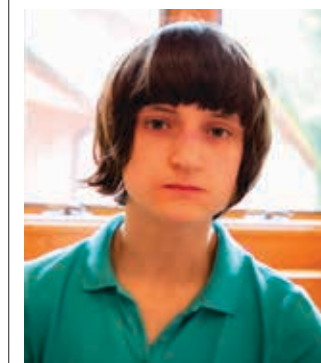
a big challenge because both parents might be trying to work, or the child is not enthusiastic to participate. I told my students and their families, "If you can follow along, great, if you are just listening, that is also good." You have to understand that the parents can't do everything, but any little 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, and with some inspiration from my students

and their families, I was able to find a new way of doing my job. While I never could have expected to be teaching over Zoom, it was amazing to see how much joy this brought my students, and how much we were able to accomplish together.

## ***Sally, 9th grade teacher***



When I first learned we would be making the move to online learning, it was a little scary and I was apprehensive. I didn't know how my students would react.

The school sent a survey to all the parents regarding distance learning and their expectations for their child. When I reviewed my parents' answers, the overwhelming response was that they didn't want their kids to lose touch with the community.



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 and we invited them as guests to our sessions. We had a variety of specials teachers come as well as volunteers who help in our class during the year. This really ensured they did not lose their connection to those who are important to them and had helped them learn and grow prior to online education.

It was amazing to talk to the parents one-on-one on a weekly basis and get to know them. This is my first year with this class, so their parents taught me so much about their children. I was able to build an enriched understanding of who they are and where they are coming from.

As much as I missed my students, I missed my colleagues. There is a lot of collaboration that takes

place between us on a daily basis. While we still had our weekly meetings via Zoom, it was not the same as seeing each other for a brief moment in the schoolhouse and catching up or offering advice and support.

I really want to be back in the classroom with the kids in September. I will do whatever it takes to ensure we are together, in person.

## Sam, Transition Program crew leader



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

who are more “doers” were shown activities they could accomplish around their house, yard, or neighborhood.

Finding the right media and presentation for the videos we made was extremely important. Silvan did a lot of running from here to there to capture everything we needed to present the students

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.

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.

Before the shutdown, I was leading a communications group. We were working on using the kinds of technology and tools that we ended up implementing for

distance learning, so it was great to see that my students from that group really had a grasp of what we were doing already.

Everyone came together and worked incredibly hard to put together a meaningful, adaptable, and worthwhile program. My husband, who also is a teacher providing distance learning content to his students, and I even collaborated with ideas around the weekly themes. If he found content that would work for the Transition Program, he would send it to me and vice versa.

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 the students. I can't wait to be back!

## Michael, House Parent



Woodledge house community gathered via Zoom each evening at 7:00. Our small group went through our usual routine as if we were all together: We sang songs of the children's choosing, told stories, and practiced movement activities. It was a wonderful way to wind down from the day, and by the time we were finished, the children were ready for bedtime, just as they would have been at Woodledge instead of their own home.

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-reality” of not being able to see each other and be physically on campus.

In addition to our house meetings, I had one or two one-on-one sessions weekly with each student and their parents. We addressed issues that were coming up at home, helping the families as they created a routine that would work for their lifestyle and their child.

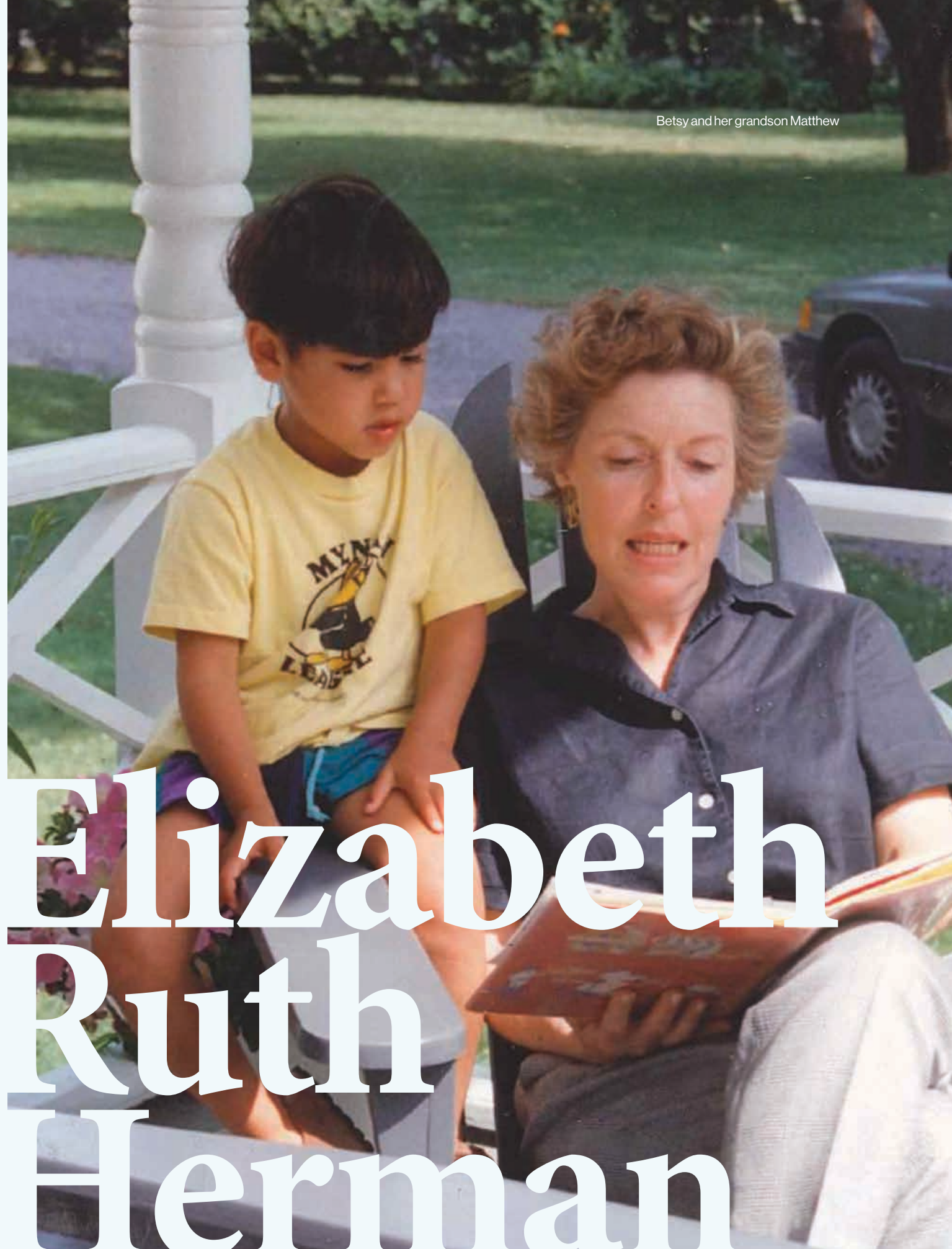


The most important aspect for me was having a literal window into their homes. Learning more about their family dynamic, even what their living environment looked like, helped me better understand the children. Having a more direct channel to their parents built deeper relationships that probably would not have happened in any other way.

If it were not for COVID-19, we would not have been able to help the parents as they adapted Camphill's simplistic, minimalist, structured living environment into their own households to help their children thrive during this unprecedented time.



Betsy and her grandson Matthew



# Elizabeth Ruth Herman

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.

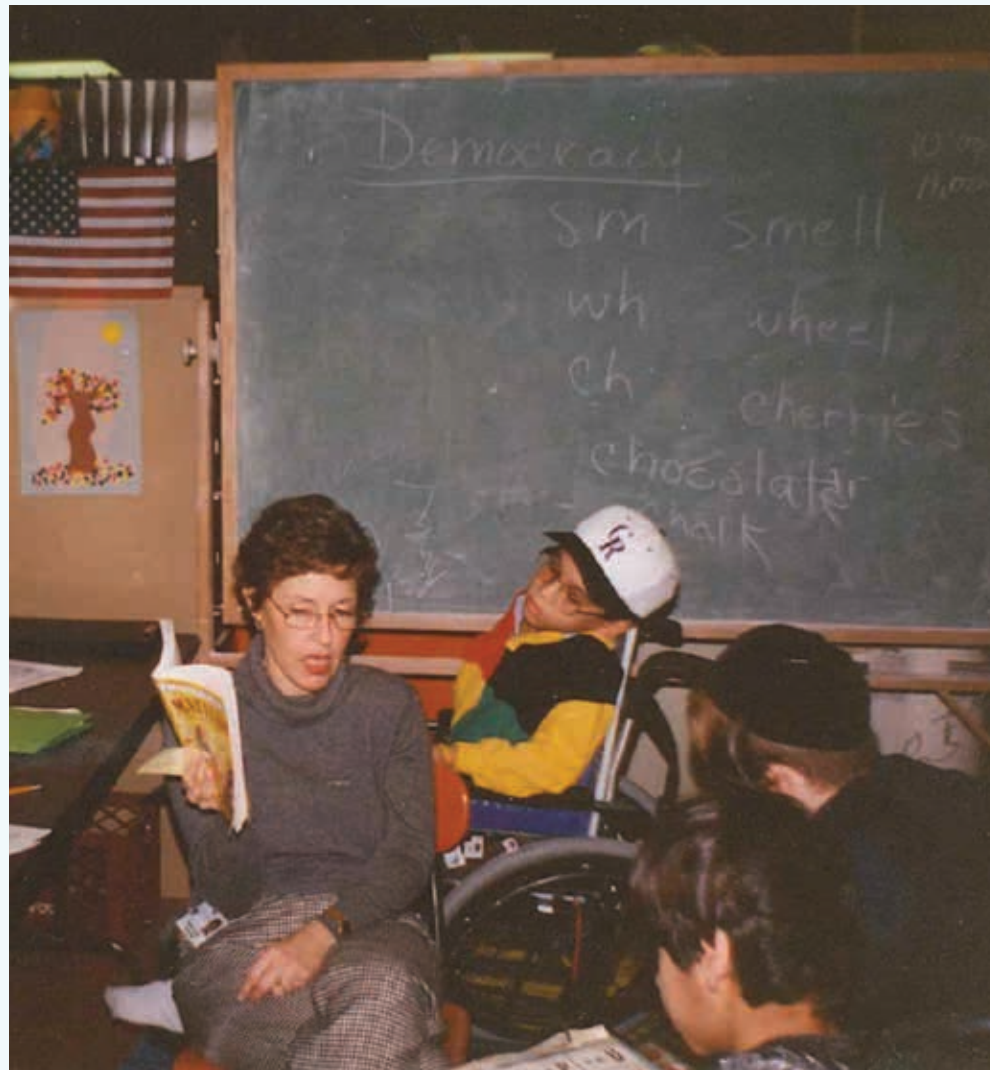
Who was Betsy? She was the consummate New Yorker, born and raised in Brooklyn. Her father, William Leitner, had come to the USA as a refugee from Estonia. Although trained as a watchmaker in Europe, in America he began his career at a cafeteria chain called The Willow. Working his way up through the 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



Betsy teaching disabled children



restaurants at major holidays, and he still remembers dipping roast beef back in the hot pot of “au jus” if customers complained it “needed more fire.”

Bill and Betsy were married on March 25, 1961, in the Hampshire House Hotel overlooking Central Park, surrounded by family and friends. They honeymooned at the Caribe Hilton in San Juan, Puerto Rico, where Betsy burned her legs to a crisp sunbathing and required medical treatment.

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 backyard. 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 naughty 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 scampi that was flamed with liquor. The local soda was called Mawbie: awful to the point of being unforgettable. Sarah loved playing in the water, and she spent hours with Betsy in the pool. On another trip driving down to the Florida Keys, they stopped at a roadside stand

Betsy and Sarah Jane at a Beaver Run May Fair



on the beach and were seated on barstools. 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 some apparently significant

progress at a “behavior modification” summer camp before public school began. Betsy and Bill had Sarah Jane professionally assessed by a psychologist who told them that she would eventually need residential education.

However, the public schooling early on created a crisis for the entire family because Sarah Jane became anxious. She began biting her index finger until it bled, and at the beginning and end of each day she had to be forced 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 what 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



Betsy and Bill at a recent Camphill Foundation event

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 with Bill upon her graduation from Manhattanville College



Betsy and Bill at a Beaver Run Board event in 2016



bureaucratic interests behind the decision (not the Regents themselves), Betsy and Bill had thrown their lot in with the school and with Camphill. From that point onward, Bill has served on the Board of Directors for The Camphill School as well as becoming President of the Camphill Foundation and a Trustee of the Camphill Association. Betsy often attended these meetings with him and hosted Camphill meetings at their home in New Rochelle.

Bill and Betsy knew and admired Carlo Pietzner, the founder of Camphill's work in North America. They heard him lecture and revered his intellect,

depth of knowledge, and ability to connect successfully with each member of his audience. They travelled to Camphill conventions in England, Ireland, Scotland, and Germany and met Dr. Thomas Weihs along the way. Their lives became intimately intertwined with the work and well-being of the Camphill Movement, and this was formally recognized when Bill and Betsy were the inaugural recipients of the Camphill Lifetime Achievement Award in 1998. Betsy eventually became the Treasurer of the school's foundation, bringing her investment acumen to the Beaver Run Foundation Board. She and Bill are the Chairs of

the Pietzner Legacy Society, leading the group of donors and friends who are helping to secure the school's future through planned giving.

It wasn't just this bigger picture that engaged Betsy. Children of the coworkers from the seventies and eighties can still recall the gifts that Betsy would bring them when she came to visit. They vividly remember being young girls and receiving the embroidered silk slippers from Chinatown that magically seemed to be the right size and the real porcelain dolls that became their valued possessions. Likewise, Betsy brokered the relationship between young coworkers and their worried families who were concerned about the uncompensated profession they had chosen. In at least a few specific instances that Bill recalls, Betsy's letters to mothers of young coworkers made the difference between estrangement and rapprochement for those families.

Betsy and Bill became lifelong friends to Camphill coworkers. Carlo and Ursel's children came to know them well. Cornelius, the youngest, and at that time sporting shoulder-length hair, gave Howard a place to stay when he visited Williams College during his hunt for universities. Bill and Betsy attended both of the Pietzner brothers' weddings. Betsy and Bill had a special place in their hearts for Sanna, Cornelius and Elizabeth's daughter.

Clemens Pietzner was the Executive Director of the Camphill Foundation in the eighties and worked hand-in-hand with Bill to help establish it as a fundraising entity. He and his wife Claudia were held especially dearly by Betsy, who loved Clemens for his unending reserves of decency and kindness.

Sarah Jane



Sarah Jane graduated from Beaver Run after completing 12th grade and went to live in Camphill Village Kimberton Hills in Martins House with Herta Hoy. She died during a grand mal seizure on February 5, 1990. Her funeral was celebrated at a reform Jewish Temple in White Plains, New York, eulogized by Ingolore Maier and with music played by Christof-Andreas Lindenberg. Sarah Jane had changed the lives of all she had touched. The Education and Resource Center at the school's Transition Program is named for her, and her portrait greets all those who pass through its doors.

Amy Gleicher, a longtime Camphill parent, remembers telling Betsy that she still wanted to give condolences for Sarah Jane, years after she passed. This was because Betsy had told Amy that what kept her awake at night was the plight of other parents, because she knew what it was like to worry about the future of a child with intellectual disabilities. Betsy said that although she didn't need to worry about Sarah Jane anymore, all the children at the school were like her own children now. Betsy

thus became a mentor to many parents and was always available to the families in need of a supportive, experienced, and empathetic shoulder to lean on. She was always there to help.

There is another group of people who invested in Camphill: the donors who built a relationship to Camphill through Bill. More often than not these were lawyers and clients who Bill knew from his legal practice. Bill may have held the license in law, but Betsy was an essential part of the team. The people Bill represented were often going through the most difficult and intimate events of their lives. Betsy often got to know the clients, as it was not unusual for them to come to the house to work with Bill, where Betsy would take great care of them.

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

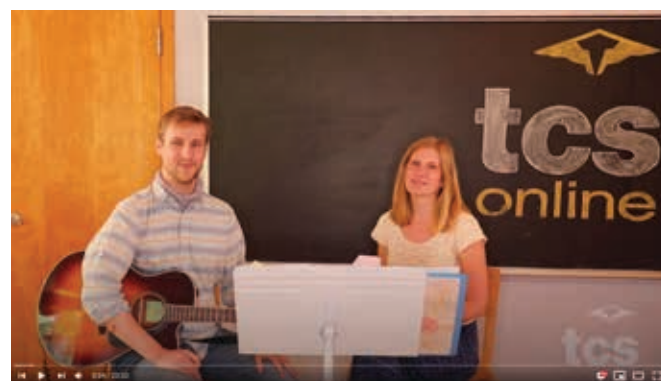
appreciated for her spark of life and unfailing kindness to others, particularly to Bill's friends and associates at the bar. Bill's clients often became lifelong friends.

Those of us who often met Bill at his mid-town office know 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 of friends she dubbed "the 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](https://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.

## Story Time

**With:** Bernie Wolf • Else Wolf • Gillian, eurythmy teacher • Tim with Arafat, coworkers • Rudiger, resident staff • Gleice, lower school teacher • Ntisekekelo, resident staff • Ginny, lower school teacher and her daughter, Lucy

## Dancing

**With:** Gleice, lower school teacher

## Crafts

**With:** Ryoko, house mother in Garden House

## Yoga

**With:** Flora, coworker

## Piano Music

**From:** Songs of the 60s and 70s with Chan, a coworker

## Foraging

**With:** Else

## Cooking or Baking

**With:** Else • Tunde, house parent • Jiap, house parent

## Exercise

**With:** Ivan and his twins, resident family, and Stan, coworker

## Spatial Dynamics

**With:** Jan Goeschel

## Singing

**With:** Natalie, Marzella, Sara, and Anna • Stephan and Natalie, high school teacher and resident staff

## Music

**With:** the Harris Family, resident staff

## Concerts

**From:** Melanie, our music teacher • Anna and Andreas from Beaver Farm • Gary and Tim, husband and son-in-law of high school teacher Sally • Alison, lower school assistant teacher • Bernie and Tsu-Ting • Nicole, our music therapist • Heidi and Fred Frayer, parents of a student • Antonio, ninth grader • Bonnie, pianist

## Horse Care

**With:** Shirley and Sarah, resident staff

## Painting

**With:** Else

## Movement

**With:** Adi, resident staff • Ute, eurythmy teacher • Anna, resident staff

## Puppet Shows

## Story Time & Crafts

**With:** The Meskeil Family, who were artists-in-residence last summer for ESY (Tom, Carmel, Laurie, and Paddy and puppet, Maggie)

## Bollywood Dancing

**With:** Bharat, a coworker

## Flower Arranging

**With:** Chiara, gardener at Foxfield

## Folk Dancing

**With:** Tobias, Pedagogical Director

# TCS YouTube Programming



# The Class of 2020

Andreas Schuschke,  
their teacher



When she joined us at the beginning of high school, **Meira** brought her incredible joy and quiet observation of life all around her. Throughout the years Meira has made great progress with her independence and self-care. She has befriended many of her class and housemates and really enjoys their presence. In our Senior Play, Meira impressed us all with her calm and inward portrayal of Mary.



**Shannon** joined us for our Senior year and delighted us with her quiet and sweet nature. She often made us all feel quite hungry at the end of a long school morning, when she told us about her breakfast and about Chick-fil-A. Shannon adjusted quickly to the new routines in our school and became an integral part of the class. Shannon is an industrious person in many aspects of life. She is always willing to make an effort and enjoys working with full concentration. She is organized and loves to make our classroom tidy. Shannon delighted the audience with her performance as the Starsinger in our Senior Play.



**Thishey** came to us midway through high school, and what a wonderful addition to the class she has been! Thishey brought a lot of life, joy, and energy to school every day. She cares a lot about people and shows genuine affection. She supported many of her peers to participate and enjoy their tasks. Her love and energy united the class as a big family. We are very proud of how Thishey learned to persist in her daily learning, even the parts that did not come easy to her. Her performance as a Shepherd in our Senior Play was hilarious and unforgettable!



Since she joined us in 8th Grade **Zara** has illuminated her environment with her sunny disposition and her infectious smile. Over the years she has taken 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 smells 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.



Ever since joining our school in 8th Grade **Joseph** has been the life of the party! No one can entertain, bring people together, and stir everyone's enthusiasm quite like Joseph can. His smile and laughter are simply contagious and he truly cares for everyone. We are incredibly proud of everything that Joseph has achieved over the years and how he has braved his challenges in the classroom setting time and again. In our Senior Play Joseph gave a stirring performance as Mary's husband Joseph.



Since his arrival as a freshman in our high school, **Josh** has shown tremendous growth in his learning and maturity and became a leader and role model for his classmates and students in the whole school. Josh has shown great talent and perseverance when working with tools and technology. He has often helped us fix something that did not work in the classroom!

Josh has also made great progress with developing appropriate and meaningful relationships. Josh's performance as one of the three Shepherds in our Senior Play was a true testament to all that he has achieved throughout his schooling!



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 ever greater degree. Robert's memorable and funny performance as the old Shepherd was truly one for the ages!



# Pietzner Legacy Society

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



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

Anonymous (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  
Lainey Moseley

Debbie Nickles and  
Richard Strayer\*  
Lucile Reid  
Tom and Marcy Rosendale  
Lee Smith  
Paula Toburen  
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!



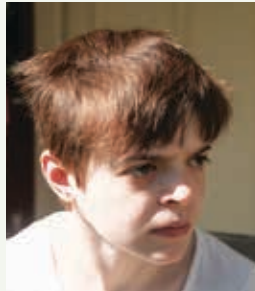
**Brandon** has been a fixture at The Camphill School since 2013. A real asset at the farm, Brandon has found his true calling working with animals. He is most at home when being outdoors, though he does really love the quieter times. When he isn't helping our farm in the day-to-day operations, he enjoys 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.



**Issy** came to The Camphill School in 2011. Issy is a firecracker who doesn't let anything get by her. 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, Issy 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. Issy will be reuniting with old friends and meeting new ones at Camphill Triform in New York after her time at Beaver Farm.



**Molly** joined The Camphill School in 2014. She is a sweet and curious young woman who is happiest when she is in the middle of all of the action. Molly has been an active participant in the Pottery and Fiber Crew for her three years at Beaver Farm and loves working on felting projects and rolling slabs of clay in the pottery. She loves music and being near people and is never shy at mealtime, but she really truly enjoys when she gets to explore the world on her own. When Molly finishes at the Transition Program, she will be moving back home and working with support staff creating her own day program.



**Patrick** came to The Camphill School in 2012. Patrick is a quiet and content young man who found calmness in the outdoors. He enjoyed being a part of our Garden Crew, seamlessly joining in the rhythms and movements of the space. He also has 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.



**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 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, informing 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 in 2009. She has such an incredible enthusiasm and joy for activities and for people with whom she has a strong connection. Haley has truly become a chef in our kitchen at Beaver Farm, paying close attention to her knife skills and 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 after Beaver Farm, and we hope she finds work that reflects her love for either caring for animals or cooking.



**Tevake** has been part of The Camphill School first from 2005 to 2009 and then again in 2012. He is an incredibly generous, friendly, and observant young man who seeks out deep connections with people. Tevake is always eager to try new tasks and is now a seasoned weaver and laundry soap maker, taking great pride in how his contributions help all members of our community. He has a very strong connection to art, but he also enjoys getting his hands dirty and has a real affinity for the animals we have at the farm and dreams of being a farmer one day. Upon leaving the Transition Program, Tevake will continue to live at home and look for meaningful employment or a day program that utilizes his many talents.



**Alex** became 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 Meskell and Carmel Balfe 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

Waldorf turns 100, 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. Fish 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 and schools in Pennsylvania are closed.



## April 2020

The Camphill School pivots to virtual distance learning, and despite our 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!

# 2019/2020 Financial Report

## 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.

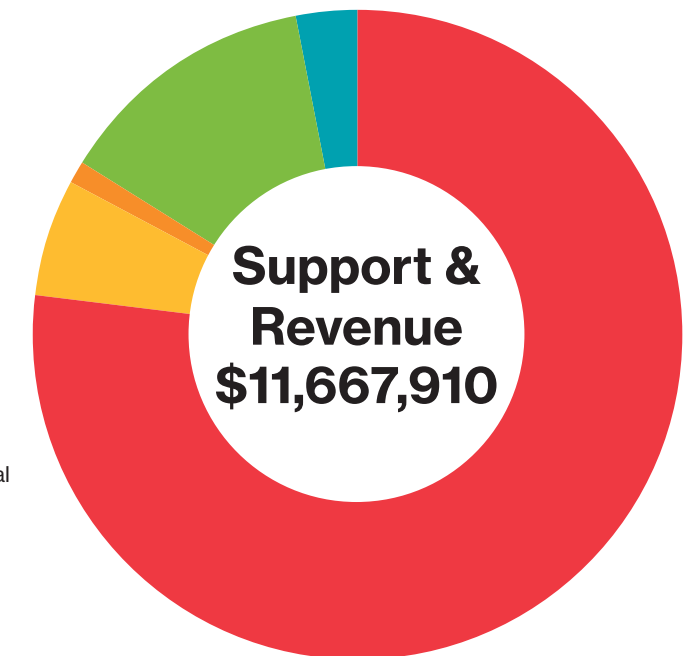
In the months from March to June (our fiscal year-end), we had to re-calibrate, re-focus, and re-envision our total fiscal structure. Additionally, we needed to lay the foundation for renting some buildings on the Soltane campus that were not being used, creating space for social distancing structures, 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.



## Support & Revenue

- Tuition: **\$8,970,681**
- Contributions – undesignated: **\$692,781\***
- Contributions – designated: **\$158,453**
- Program Services: **\$1,520,673**
- Other: **\$325,322**

\* Contributions are net of special events.







# Our Donors

We are deeply grateful for the generosity of our donors. 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 for what your contributions make possible.

Thank you!

### Giving Circles

|                 |               |
|-----------------|---------------|
| \$50,000+       | Trillium      |
| \$25,000–49,999 | Iris          |
| \$20,000–24,999 | Sunflower     |
| \$10,000–19,999 | Forget-me-not |
| \$5,000–9,999   | Bluebell      |
| \$2,500–4,999   | Primrose      |
| \$1,000–2,499   | Lavender      |
| \$500–999       | Poppy         |
| \$250–499       | Violet        |
| \$100–249       | Snowdrop      |
| \$1–99          | Daisy         |

### KEY

|   |                                  |
|---|----------------------------------|
| P | Parent of a current student      |
| G | Grandparent of a current student |
| C | Coworker or staff member         |
| B | Member of the Board of Directors |
| * | In Memorium                      |

|        |                             |
|--------|-----------------------------|
| Purple | 20+ years of giving         |
| Blue   | at least 15 years of giving |
| Green  | at least 10 years of giving |
| Red    | at least 5 years of giving  |

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

### Trillium

Customers Bank  
Fidelity Charitable Gift Fund  
The Page and Otto Marx Jr. Foundation  
William and Betsy Shields (P)

### Iris

Anonymous  
American Endowment Foundation  
BLOCS  
Central Pennsylvania Scholarship Fund  
DNB First  
Bill and Betsy\* Herman (B)  
Grant and Wendy Kvalheim  
PECO

### Sunflower

Craig and April Adams  
Jen and Scott Althouse (P)  
Eagle Eye Associates  
James R. Hodge  
Carl Schulze

### Forget-me-not

Asplundh Tree Expert, LLC  
Bendita Foundation B  
Colbert Family Fund of Coastal Community Foundation of SC  
CVM Construction Managers  
Goldman Sachs Gives  
Fran Kinniry and Anne Maattala (B)  
Ms. Theresa McCabe  
Bob and Amy McHugh (B, P)  
Liz and George F. Ohsiek, Jr.  
SKF USA Inc.  
The Hoxie Harrison Smith Foundation  
UHS of Pennsylvania, Inc.  
Utility Line Services, Inc.  
Vanguard Matching Gift Program  
Wright-Cook Foundation

### Blue Bell

Anonymous  
Guy and Ani Alma (B, C)  
BB&T Bank  
Janet L. Blakeman Esq.  
Angie Butler  
Carnevale Eustis Architects, Inc.  
Chubb Charitable Foundation – Bermuda  
Jephson Educational Trusts  
Landon Family Foundation  
Kathleen and Michael Langen (P)  
Eric Maskin  
Mid Penn Bank  
The Mutual Fire Foundation, Inc.  
Network for Good  
The New York Community Trust  
Philadelphia Insurance Companies

Schwab Charitable Fund  
Florence Short (G)  
Edward Strong and Laurel Durst  
Univest – Banking, Insurance, Investments

### Primrose

Sonja and Tobias Adams (B, C)  
ARK Foundation  
Arthur Hall Insurance  
Jay Baker and Christiane Hertel (P)  
Sharon A. Bugelski  
David and Kimberly Chester  
The Coffman Family (C, P)  
CSI International, Inc.  
Cynthia and Ralph Finerman  
Van Beck and Paula Hall  
Joe and Anna Harris (C, P)  
Shirley and Paul Juniewicz  
Mr. Gisbert Kempkes  
Kimberton Whole Foods  
Rachel and Raphael Knauf (C, P)  
Chris and Lisa Kulp  
Phoenixville Community Health Foundation  
Raymond J. Ripper\* and Barbara Fleming  
Mr. and Mrs. Thomas R. Rosendale (B)  
Anna and Ivan Rynder C Tunde and Andreas Schuschke (B, C, P)  
Anne and Claus Sproll (B, C)  
Tennis Addiction Sports Club  
Robert Vollkommer (P)  
Bernie and Else Wolf (B, C)

### Lavender

Anonymous (2)  
ABB Optical Group  
Philip and Kathleen Adelizzi  
Aetna Foundation, Inc.  
AIG  
Mr. and Mrs. Drew and Marjorie Alleva  
Abheet Badrinath  
Charles and Jane Bingham  
Heidi Bowman (P)  
Gerry Burke  
Ed and Lucille Callahan (G)  
Carsten H. Callesen (C)  
Circle of Life Foundation  
Bernard Clair and Michelle Ascher Dunn  
Rodney Comegys  
Bob and Stephanie Corey  
Daniel and Julie Cusak (P)  
Lanny and Micki Edelson  
Elliott-Lewis Corp.  
Exelon Foundation  
James Fairburn  
Janet Taylor Faust (C)  
Tim Folger and Wendy Weil  
Dick and Judy Fuller (G)  
Gettinger Family Foundation  
Jan Christopher Goeschel (B, C)  
Philip and Carol Greene

Deborah Hayes  
Ute Heuser (C)  
Harold and Bonnie Himmelman  
Stephan Hohlbaum and Michael Oliveira (C)  
Hollenbach Family Foundation, a Fund of the Chester County Community Foundation  
Andrea and Rudiger Janisch (C)  
Haleh and Anna Wilson Janisch (C)  
Stephen Kastenber  
Kimberton Folk Dancers  
Jill Levy  
Christof-Andreas and Norma Lindenberg (C)  
Eric and Anastasia Littlepage  
Lida and Frank Lloyd (G)  
Marianne and Paul McAndrew  
Mr. James McKnight  
NJM Insurance Group  
Michael and Mary Beth Peabody  
Philips Brothers Electrical  
Kathleen and Michael Pickar  
Mike and Joanna Pietrafitta  
Rick and Diane Poce (P)  
Walter and Hope Poliansky  
Raymond James Global Account  
Hope and Josh Rogers (C)  
Melanie Sabra (C)  
Carol and Scott Sanders  
Elizabeth Sanders (C)  
Ntsikelelo and Ryoko Saul (C)  
Gillian G. Schoemaker (C)  
Sarah Schreck (C)  
Melanie Scott (G)  
Aviran Shoshan (C)  
Ruth M. Sill  
SITE Engineering Concepts, LLC  
Geanine and Chad Sitkowski (P)  
Nicky M Smith (C)  
Jeff Sokolin, Royal Wine Merchants  
Susanne Sproll (C)  
Lucia and Joe Sun (P)  
Bob and Ginny Swain  
Ginny Thimme (C)  
Tyler and Christopher Weld (P)  
Betty Shaw Weymouth  
Fiona Young and Ted Boinske  
Mia Ziering

### Poppy

Anonymous (2)  
Franny and Franny Abbott  
Dr. and Mrs. Theodore Adler  
Ann Kinniry Almond  
Greg and Annie Ambrose  
Drs. Kane Anderson and Mareca Pallister (P)  
Archer & Buchanan Architecture, LTD  
Dan and Beth Bargabos

Chris and Maureen Bauers (P)  
Joseph I. Bishop  
Stephanie and Michael Boldin  
Anne G. Campbell  
The Bosse Family Foundation  
Perry and Judith Cartwright  
Mr. David Chelnik  
Lindy Crawford and Marilee McDonald  
Mary Ellen Cronin and John Esposito  
Julie and Daniel Cusack (P)  
Delaware Center for Maternal and Fetal Medicine of Christiana Care  
Arthur Deleo and Jennifer I. Nilsen (B)  
D.G. March & Associates  
Guy Diana  
Kevin J. Doherty  
Peter Egan and Margaret Yu  
David and Kelly Faggioli  
Marjorie Feder  
Ellen Gayda – Body Word Therapy  
Glackin Thomas Panzak, Inc.  
R. Bonnie Glaser  
Meredith Howard  
Mitch and Anne Huber  
Michael and Susan Innocenzo  
Jenny Jan-Luo and Jenn-Ching Luo (P)  
Jewish Communal Fund  
Paul Kinniry  
Carol Levin  
Ian and Mary MacKinnon  
McCaffrey’s Market  
Merck Foundation  
Jeff Merschel  
Colleen and Bradley Mook (P)  
Karen Murphy  
Deborah Nickles  
Gerard O’Reilly  
Frank and Peggy Ann Osborne (G)  
Bill and Faith Parshall  
John and Mary Pellack  
John Perham and Christine Donohue  
Pfizer Foundation Matching Gifts Program  
PJM Interconnection  
Marlene and Donald Pollock  
Zara Qubain  
Drs. Andreas and Heather Revelis  
Mr. Willard C. Richan  
Helen L. Ridenour  
Jonathan Rivin and Tempe Reichardt  
Richard Rockwell  
Rogers Reunion Association  
Dan and Jaclyn Rottenstreich  
Christian Schwartz  
Jerry Schwartz  
Bonnie and Brent Sheldon  
Paula Toburen  
Triskeles Foundation  
Trust Company Oklahoma  
Tulsa Community Foundation  
Vanguard Charitable

Jennifer Vervier (P)  
Kathleen and Joe Vervier (G)  
Frederick and Gail Wallert  
David Wickard  
Mike Williams and Sue Delaney  
Reed and Bernadette Wilson  
Francis Wolf  
Yost Family (P)  
Lester and Marjorie Zimmerman  
John Zulack and Laura Mack

### Violet

Anonymous (3)  
Amazon Smile  
Lauren Arcuri (P)  
Sandra and Robert Bauers  
Dr. and Mrs. Robert Bill  
Susan Blumenfeld  
Amber Buchanan  
John and Carol Calsin  
John and Vickey Campbell  
William Carter  
Susan Brigham Cheyenne  
Christine and Robert Connell  
Phil and Cat Cronin  
Gleice Da Silva (C)  
Betsy and Anthony DeCecco  
Oscar Defitowski  
Richard and Geraldine Donohue  
Sarah and Brendan Downs (C)  
Phil Dumont  
Lisa Dykstra  
Michael and Elissa Fiorito  
Rev. Leonard Freeman  
Tracy and John Gallagher  
Edward and Irene Gasiorowski  
Patricia and Gerald Giardinelli  
David Gliniewicz  
Rebecca Anne Goetz  
Barbara and Gary Goldsmith  
Roby Harrington  
Eva-Maria Hertel  
Edward and Marsha Hill  
Bob and Rosemary Huether (B, C)  
Jean and Charles Humphreys  
Bill and Jodi Keller  
Annette Laskaris  
An Le and Vi Pham (P)  
Laura and John MacDonald (P)  
Sam McKay (C)  
Melaleuca  
Mr. David J. Milberg  
Newton and Louise Monschein  
Stephanie Moore  
Amanda and Rick Moseley  
Regine Moulton  
Robinah Nakimera  
PreDoC Inc.  
Richard Ratzel and Cornelia Sitkowski  
Jeffrey Reed  
Linda Ritter (G)  
Sarah Rivin  
Akil Rodgers



Roger and Robin Roundtree  
Kathy and Charlie Rush (G)  
Randy Saluck  
Drew and Anita Schwartz  
Brian Scott  
Ben and Amy Shobaken  
Komilla S. Singh (P)  
Deanna and Henry Stueber  
Kenneth and Marie Thomas (G)  
Chris Tidmore  
Claudia Timbo  
Elizabeth and George Tolis  
United Way of Greater  
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Bob and Annie Uris (G)  
John A. Vassallo  
Helen Walter-Creehan and  
Dean Creehan (C)  
David Werfel  
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Salwan Al Shaibani  
Aubrie Althouse  
Manny and Lyn Alvarez  
Jerry and Nancie Arsenis  
Anne Aycock and Todd Morris  
John and Cass Beacham  
Don Bennyhoff  
Michael and Pamela  
Benton (C)  
Michael Berlin  
Tom and Kristen Bissinger  
Jack Brod  
Nancy Brown  
Marc Bryan-Brown and  
Florie Seery  
Robert and Suzanne Butler  
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Jeffrey Cappuccio  
Jessica Cartwright  
Jacqueline Case and Mark  
Redding  
Leslie Chatty  
Brett Chelnik  
Mrs. Sheila Chelnik  
Jon Cohen and Jody Hill  
Dan Coutts  
Gerry Crowley  
Letty Lee Dahme  
David Dawson  
Colin Day  
Champschi and Tarulate  
Dedhiya  
Gayle DeLong and Jonathan  
Rose (P)  
Ms. Jeanne S. Delong  
Donna Dolan  
JoAnn and Dan Domanski  
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Frederick and Heidi Frayer (P)  
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Randy Lee  
Olga Levitt  
Patrick and Stephanie  
Linskens (P)  
Shelley Maattala  
Nancy Magee  
Donna Baker Mahon  
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Maureen McCormick  
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Matthew Arcuri  
Linda Baker  
Martin and Ruth Bell  
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Cantor  
Nancy Blanning  
Eva Booth  
Brandie Bowman  
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William Earl Brecher  
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Coll Coar  
Mrs. Maria Cocci  
Robert J Coia  
Scott and Nell Cook  
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John T. Curran  
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Michael DiJoseph  
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Heather Dios  
Constance Dodd  
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Shawn Melnikoff  
Tom Meskell  
Mary Meyers  
Anita Miller (G)  
Julie Miller  
Sky Miller  
Nora Minassian  
Nikki Mitchell  
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Network for Good  
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Hilston  
Invictus  
Raymond James Charitable  
Raymond James Global  
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Kimberton Whole Foods  
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McCaffrey's Market  
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PreDoC Inc.  
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Seide Financial Group  
Seneca Foods Foundation  
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LLC  
SKF USA Inc.  
St. David's Episcopal Church  
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Tennis Addiction Sports Club  
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UHS of Pennsylvania, Inc.  
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Jen and Scott Althouse (P)  
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BLOCS  
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Central Pennsylvania  
Scholarship Fund  
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Mid Penn Bank  
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SKF USA Inc.  
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Archer & Buchanan  
Architecture, LTD  
Arthur Hall Insurance  
Asplundh Tree Expert, LLC  
BB&T Bank  
Carnevale Eustis Architects,  
Inc  
CSI International, Inc.  
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Domus Kids, Inc.  
Eagle Eye Associates  
Eden Horticulture LLC  
Elliott-Lewis Corp.  
GenVest Strategy Group  
Glackin Thomas Panzak, Inc.  
Drs. Marylyn and Charles  
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Kimberton Whole Foods  
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McCaffrey's Market  
Melaleuca  
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Paul Mychaluk, D.C.  
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Panorama Consulting  
PECO  
Philadelphia Insurance  
Companies  
Philips Brothers Electrical  
PJM Interconnection  
PreDoC Inc.  
Rogers Reunion Association  
Seide Financial Group  
Seneca Foods Foundation  
Silkie's Farm  
SITE Engineering Concepts,  
LLC  
SKF USA Inc.  
St. David's Episcopal Church  
Superior Surgical Products,  
LLC  
Tennis Addiction Sports Club  
Trust Company Oklahoma  
UHS of Pennsylvania, Inc.  
Univest – Banking, Insurance,  
Investments  
Utility Line Services, Inc.

**Educational Improvement Tax Credit Program**  
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Central Pennsylvania  
Scholarship Fund  
Customers Bank  
DNB First  
Fran Kinniry (B)  
Mid Penn Bank  
Philadelphia Insurance  
Companies  
SKF USA Inc.  
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Therapy  
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Equipment  
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Rose  
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Mary Flagg  
Tracy and John Gallagher  
Gray Glenn  
John Greene  
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Anne Aycock and Todd Morris  
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Mary Ellen Cronin and John  
Esposito  
Gayle DeLong and Jonathan  
Rose  
Keith and Melissa Epps  
Andrew and Lisa Fidler  
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Philadelphia and Southern  
New Jersey

**Honorariums**  
**In honor of Guy Alma**  
Anonymous  
Greg and Annie Ambrose  
Lauren Arcuri  
Anne Aycock and Todd Morris  
Jay Baker and Christiane  
Hertel  
Dan and Beth Bargabos  
Susan Blumenfeld  
Stephanie and Michael Boldin  
Sharon A. Bugelski  
Susan Brigham Cheyenne  
The Coffman Family  
Christine and Robert Connell  
Mary Ellen Cronin and John  
Esposito  
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Keith and Melissa Epps  
Andrew and Lisa Fidler  
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Lester and Marjorie  
Zimmerman  
John Zulack and Laura Mack

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Anastasia and Eric Littlepage  
Carl Schulze

**In memory of Thorsten Timme**  
Anne Aycock and Todd Morris

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John King  
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Randy Lee  
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*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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