

2023/2024
Annual Impact Report

In Search of the Miraculous



The Camphill School
1963-2023

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Dear Friends,

Miracles happen every day. I consider opening my eyes in the morning just the start of a series of miracles of daily life. Every so often we experience big miracles which leave us speechless with gratitude. I would like to touch on two of these in this letter.

The 1960s were undeniably a decade of change here in the United States. Post-war status quo did not work for many people regarding various aspects of life, and with a healthy dose of idealism and faith that they could stimulate the change they wanted to see, individuals and groups rose by the thousands to assert their views. During this period a small group who felt that society was not serving children with disabilities in a meaningful way brought their idealism and faith to an idyllic hillside in Chester County, Pennsylvania, and founded Beaver Run, a Camphill School for children. How many miracles must have fallen into place sixty years ago, and in the intervening years, for this school to still be fulfilling its mission on a daily basis? Thanks to the hard work and dedication of hundreds of members of this community—parents, coworkers, administrators, volunteers, and friends—the miracle of a school where children of all abilities are cherished and given the possibility of learning in new ways has been made manifest.

Which brings me to the next big miracle I have experienced and perhaps some of you have too. When we have a child no one gives us an owner's manual—we basically figure it out on our own. When our child falls outside of the mainstream in some way it can be difficult and exhausting to “figure it out.” The education system can be especially fraught, and we are bombarded with conflicting messages. So the moment we find the “right fit” school for our child it can feel like a miracle, and there is a feeling of relief and gratitude. The Camphill School hopes to provide this feeling for families of children who find their place here. At the same time, the school is grateful for the wondrous children who fill our classrooms and campus, bringing the miracle of joy and the gift of challenge every day.

We needn't search far for the miraculous. It is here. Every day. Thank you for being part of and contributing to the miracle of The Camphill School.

Warmly,

Bethany Asplundh

Bethany Asplundh
President, Board of Directors



What does it mean to turn sixty?

S

ixty years is a long time, by human standards. At sixty, three quarters of a life have passed, the work ahead has to do with reflection and mentoring, and the achievements born of decades of hard work can be seen in the world. What does it mean for a community to turn sixty? For a school to turn sixty? For a place, with its nature, woods, fields, meadows,

buildings, roads, and pathways to turn sixty?

Little miracles are a regular experience at The Camphill School. Since December 9, 1963, the coworkers and children who form the community at Beaver Run have been trying to make a bigger miracle occur: creating a world that runs by different rules, with different goals, and a very different version of what success means.

It starts with the view of the human being. Each of us is a wonder, a mixture of physical substances and animating life forces, imbued with soul and emotion, and graced by the power of individuality. Each one of us is unique, and that means that not one of us is more important than another. The school has put this perspective at the heart of all we do. A beautiful environment, healthy food, plenty of sleep, and exercise. A rich cultural life, the attempt to have all members of the community learn something new every day, and to get to know one another a little better as the seasons pass and the years come and go. These are the hallmarks of our community. They are the basis of our curriculum for living. Our work is slow and steady, gentle and rhythmical, iterative yet constantly creative. It is out of this soil that the miracles begin to grow.

How do our teachers, house parents, and therapists know what is needed? By looking inside themselves as they walk alongside our students. Camphill shies away from clever technique and rigid protocol, from methods based on Pavlovian reinforcement, from systems of instruction. If each child is unique, then each group of students is a once-in-a-lifetime constellation of individuals. Every classroom and household must adapt to meet the individuals in it and their distinctive need for growth. It must also allow relationships to grow that are deep, lasting, and caring: This is how community is built over time, and how growing miracles begin to develop leaves and buds.

The third element thus becomes visible. What kind of community shall we create? What social substance is needed so that our students can be recognized as important members of the greater whole, and co-creators in the continual evolution of the place that is The Camphill School? Three ingredients are essential. Each must work for the well-being of the others. Daily chores; caring for the land, the classrooms, and houses; helping to cook and clean and set up festive events: all are opportunities to

give to others and bring order and beauty into life. The second golden rule is devotion to one another: to learn to recognize the other to be as important as I am. Our value is unique: In this we are each the same, and each a miracle of existence! Lastly, the community must be such that each individual can receive the stimulus they need for their own particular and independent development. The old adage can be turned around: One for All, but All for One! The miracles thus come to flower one at a time, as each person receives the gift of community life from their friends and mentors, and each learns to become a giver of gifts.

Community changes and evolves. Sixty years is a long time, but it isn't even close to the end of a communal life. The seasons come and go, people grow up and grow old, but the forces of youth are constantly at work bringing rejuvenation and new beginnings. Success flows from remembering your beginnings, remaining faithful to the journey you embarked upon, and relishing the new adventures and experiences that must come if the search for ever new miracles is to continue.



We Are Building for a Lifetime

At the Gala on May 30, The Camphill School was thrilled to publicly announce the Building for a Lifetime Campaign. While marking our 60th Anniversary, the school is looking to the future. The Building for a Lifetime Campaign is a vision for the school that will provide a true renewal of the buildings and grounds necessary to strengthen the village atmosphere, improve accessibility, and provide all

community members with buildings and residences that are beautiful, functional, and inspiring.

The goal of this comprehensive campaign is \$7 million that will enable the completion of vital capital projects as well as provide tuition assistance and general operating funds. The Camphill School is thrilled to share that over \$5.6 million has been committed to the Campaign (80% of goal). A roster of generous businesses, foundations, and individuals has helped make the Campaign a success thus far.

Included in the Building for a Lifetime Campaign:

1.

The renovation and expansion of the Craft House to improve functionality by providing students with a larger woodshop, a weavery, a pottery studio, and a patio for community gathering and artwork display all the while incorporating ADA accessibility. *Completed October 2023.*

2.

Infrastructure improvements to establish an underground utility backbone that will improve the reliability of and provide critical upgrades to electrical power, communication and data, life safety alarms, and access to fire protection water systems. Pedestrian-friendly pathways with dark-sky compliant lighting, upgraded and additional generators, electrical vehicle charging stations, and a buried propane distribution tank will be installed as well.

3.

Renovation of Woodlege and Ember will transform the quality of living for students and resident staff alike. The expansion will provide more personal space and larger, more functional common areas. The creation of two dedicated apartments will support a healthier work-life balance for resident volunteers and allow for intergenerational living that is essential to life on campus. The plan also includes ADA accessibility and improves basic facilities such as the kitchen, bathrooms, entryways, and living spaces.

4.

Even before the pandemic, an open-air pavilion was seen as a necessity for the school—and that need has only grown over the past several years. This 1,500-square-foot sheltered outdoor structure, that will be situated between the pool and school house, will provide space for learning, therapy, socializing, performances, festivals, celebrations, and play.



For more information on the Campaign and its projects visit:



We are deeply grateful for the generosity of spirit that has been extended by the donors of the Campaign since its launch in September 2022. Listed below are those who have made a pledge or gift to the Campaign before it was publicly announced.

These and future donors to the Campaign will allow the school to profoundly transform the Beaver Run campus – positively impacting students and community members for generations to come.



Building for a Lifetime Giving Levels

\$1,000,000+	Keystone Circle
\$500,000–\$999,999	Visionary Circle
\$250,000–\$499,999	Founder's Circle
\$100,000–\$249,999	Heritage Circle
\$50,000–\$99,999	Cornerstone Circle
\$25,000–\$49,999	Partnership Circle
\$10,000–\$24,999	Community Circle
\$5,000–\$9,999	Fellowship Circle
\$4,999 and below	Friendship Circle

* In Memory

Keystone Circle
Bill and Betsy Herman*

Visionary Circle
Camphill Foundation
Grant and Wendy Kvalheim

Founder's Circle
Bendita Foundation

Heritage Circle
Beaver Run Foundation
David and Kimberly Chester
Amy and Bill Hagner
The Kistler-Tiffany Foundation
Eric Maskin
Aubrey and Ian Page
William and Betsy Shields

Cornerstone Circle
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Keegan Courage and Faith Fund
The Page and Otto Marx Jr. Foundation
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Bob and Ginny Swain
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Community Circle
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Jen and Scott Althouse
American Endowment Foundation
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National Philanthropic Trust
Mike Roh and Sara Clevering
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Tennis Addiction Sports Club

Fellowship Circle
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Carnevale Eustis Architects, Inc.

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Lisa Patterson
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Rudolf Steiner Charitable Trust Fund of RSF Social Finance
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Molly Swain and Kath Fitzgerald
Deb and James Thomas

Friendship Circle
Anonymous
Sonja Adams
Mrs. Rhoda Adler
Anthony and Ann Kinniry Almond
AvidXchange, Inc.
John Baring
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Harris Coffman
Roberto and Kathleen Cuca
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Chris Tidmore
Leelee and Richard Treadwell
John and Pege Verani
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Peter and Winkie Whitman
Reed and Bernadette Wilson
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In-Kind
Delaney & Scott, P.C.
Invictus



**Building for
a Lifetime:**

A Campaign for The Camphill School

The miraculous is possible.



It's up to us.

Craft House



The Craft House was the first building erected at Beaver Run in the 1960s. Since that time, the space has been home to classrooms, social spaces, and, most importantly, the school's craft program. For six decades, very few modifications were made to the simple structure. That all changed in 2023.

The first project to be completed as part of the school's Building for a Lifetime Campaign, the Craft House Renovation and Expansion, has been better than anyone could have predicted.

A true community hub, the Craft House is used by students in every grade and heavily used in the afternoons by our high school prevocational crews. Here students discover how they can use their heads, hearts, and hands to bring practical and artistic creations to life! From a simple tree branch becoming a useful kitchen utensil, to a lump of clay becoming a mug from which to enjoy your morning tea, to the wool from Beaver Farm's sheep becoming a table runner that adds beauty to a dining table, students learn, grow, and find value in their work and production.

The building had long outgrown our current population: lacking space and having outdated facilities. The hallway, which was also the entry, was congested and could not accommodate a

class of students, teachers, and paraprofessionals taking off coats and preparing for their hands-on classes or crew. Furthermore, the entrances, common areas, and restrooms were not ADA accessible.

By renovating, expanding, and reimagining the spaces, each of the craft areas doubled in square footage. The addition of a woodshop wing has allowed for the relocation of the school store and pottery studio as well as a proper ADA accessible entryway, office space, four rather than two restrooms, and plenty of storage.

“The new woodshop is certainly more spacious—higher ceilings and abundant windows make the classroom feel light and airy. The shop for power tools is much larger, which allows a better layout for a free-flowing movement in working with machinery.”
—**Carlton Noll, Woodworking and Special Education Teacher**

The layout of the school store makes it easier for the store crew to access the walk-in fridge/freezer, and the space is more like a proper grocery store, allowing for better vocational preparation.



“In the Beaver Run Store, where we supply the community with grocery needs, we have more space, newer equipment, and an updated sales system that uses a scanner and barcodes. The reimagined space allows for more efficient workflow and better organization. We are so fortunate to have such a beautiful space to support the growth of our students.”
—**Hether Wiglusz, Prevocational Instructor**

The weavery now boasts incredible natural light and ample space for looms large and small. Outside, there is a rain garden, flower beds, and a patio space for artistic activities and socializing.

“We are so lucky to be in the beautiful new space full of light to work with colors and be creative. The students enjoy having room for all the looms, colorful wool, and books. We already created many beautiful scarves, rugs, table runners, blankets, and potholders. We are looking forward to many wonderful years of weaving!”
—**Tunde Schuschke, Weaving and Special Education Teacher**





On an unseasonably warm late October day, the official dedication and ribbon-cutting was celebrated. The Craft House is dedicated to the memories of Bill and Betsy Herman. The Hermans are well known to the school and Camphill movement as alumni parents, Board members, and unmatched supporters of our students for decades. Their granddaughter Phoebe and son Howard cut the ribbon after speeches from Board President, Bethany Asplundh and craft teacher Tina Bruckner.

Guests then explored the new spaces. They, like our students, were likely thinking of all the beautiful and functional crafts that

will be created and prevocational learning experiences that will take place within the walls for decades to come.

The school is incredibly grateful to the individuals, companies, and foundations who generously contributed to the Building for a Lifetime Campaign. With your support, our new Craft House has become a reality!

“When I came to the school in 1972, I found myself in the small pottery workshop in the basement of Garden House—we have come a long way! Light and space are essential elements to any artistic pursuit, and now we have both. This coming school year we will be able to have high school pottery classes and perhaps we will try our hand at papermaking. I offer a huge thanks to everyone who helped make this beautiful new crafting space a reality.”

—Tina Bruckner, Pottery and Handwork Teacher



The Class of 2024

By Nicky Smith, Class Teacher



The sad thing is that **Adreanna** only joined the class for twelfth grade. The good thing is she had a chance to settle in and make new friends and will be able to continue to do so when she moves to Beaver Farm. Adreanna became more confident and independent during her year in Beaver Run. Initially, Adreanna seemed shy and quiet, but this did not really last very long. During the first weeks of term, we were practicing some songs for Michaelmas. Adreanna did not join in, but then, during the Michaelmas assembly, she joined in all the songs as if she had been doing so the whole time!

Adreanna loves stories and acting. She had the chance to do this in her reading group. Adreanna always had very clear ideas about which characters she wanted to play and worked hard to do this dramatically and appreciated it if the scripts were funny or scary. Adreanna likes to do many things and was able to work hard and well in music, movement, handwork, and woodwork lessons – having fun at the

same time. Adreanna also learned to weave complicated patterns with just written instructions to remind her what to do. Adreanna had the chance to use her artistic and creative talents in the pottery classes and was a big help in Sandra's work skills crew.

In the weeks leading up to graduation, we saw that Adreanna likes to perform but understandably gets nervous when she knows that lots of people will be watching her. Adreanna became more and more confident, did not look so worried on the actual day and performed so well!



Benaka came to Beaver Run in sixth grade. For ninth grade, Benaka did his learning remotely. He met with Melanie and Samantha, the therapists, and I saw him once a week to work on spelling words on his iPad. Benaka observes the people around him very carefully. He has always been a bit of a joker and an impersonator, copying some of his peers quite well. In tenth grade, when he returned to school to learn in person, he became quite an influence in the class. During roll call Benaka always said, "Good Morning. Yes, I am here." Three other students copied him and continued to

respond like that even after Benaka had stopped! Benaka has learned to do a wide range of activities at the school: from playing a lyre beautifully for one of our Beowulf songs in tenth grade to domestic tasks performed in functional academic groups to learning how to use a wheelbarrow in crew. In eleventh grade, Benaka really enjoyed Ivan's movement lesson and worked hard to do things that were challenging for him. He joined the group for twelfth grade and made so much progress! He showed off some of the things he worked on in his graduation. Benaka worked hard at his main lesson books, and this year it was discovered that he could make bold, colorful designs on large paper. These were used to make posters and flags to decorate the Blue Room for graduation.



Ellie has been a student in Beaver Run for thirteen years. As she entered high school, Ellie became a boarding student who especially enjoyed any parties or dances that happened. For the Fasching celebration in eleventh grade, we all made costumes to dress as bees. Ellie was truly the Queen Bee at the center of a dance. In fact, she was the Queen Bee in the center of the class. As years went by, other students joined her. Several of the boys befriended her and wanted to help her by fetching her walker or stroller, and even encouraging her to use her walker. Ellie made friends with other students but also in particular, with the therapists and Amanda, who was her paraprofessional for three years.

In her senior year, Ellie started participating more in special lessons such as woodshop and in her weaving crew in the afternoon. However, Ellie has worked hard all through her years here. She has had numerous surgeries and faced them all bravely and for the most part cheerfully. After them, she worked hard to be as mobile as possible and has built up so much stamina, particularly this past year.

There is a school brochure containing a picture of Ellie in a painting lesson in kindergarten. In twelfth grade Ellie showed a renewed interest in painting and was pretty determined to do it as independently as possible. Ellie, I wish that you continue with your determination and accept any help that you need as graciously as you have done during your years here. That is your gift to the people that meet you and live with you. You have many lessons to teach us.



Jackson came to Beaver Run in fifth grade. In ninth grade he learned to build up his stamina for physical work, especially in the garden and on the land. Jackson enjoyed riding bikes and was able to put in a lot of energy to work on making deliveries. This was also true for movement lessons, which Jackson liked, but he needed to work hard at doing the exercises.

good ideas, and such a good sense of humor and some people do not realize how hard Jackson has worked through the years to make the progress he has made.

Perhaps even more importantly, Jackson has learned to make real friends to enjoy hanging out with. Also, in the last couple of years Jackson has started to notice what needs to be done and offers to help or just goes ahead to do helpful things.

Jackson has always been interested in stories, but he has shown great interest in all kinds of main lesson blocks in high school. Through the years Jackson learned to focus on and become much more independent in his main lesson book work. This included writing and coloring things beautifully both with colored pencils and pencil shavings. I think Jackson surprised himself by how much he could enjoy painting. In twelfth grade, Jackson enjoyed and took great care choosing pictures relating to Architecture, Zoology, and the Transcendentalists to illustrate his work. Because Jackson can be so good at talking, has such



The Class of 2024

Continued



Jillian joined the class in eleventh grade. People are the most important thing for Jillian. She has a number of interests and enjoys talking to people about them. Her favorite part of the day is recess because then she can socialize with “her people.” As she will tell you, “Mega(n) is my person.” Megan has been her person and friend for her two years in Beaver Run. In the time she has been here, Jillian has become a better listener and more interested in the people around her. She is very observant and likes to make people laugh. Pretty soon after meeting her, people learn that one of

Jillian’s great interests is shopping. One of the highlights of having Jillian in the class for me was the time that she spotted me in Giant in Phoenixville. She talked about it for weeks!

It took us a while to get to know Jillian, but as we did, she has come to enjoy being with the class and joined in singing and exercises in main lesson and eurythmy lessons. Jillian has worked hard for many hours in the store with her friends, Heather and Alex. One thing that we are proud of Jillian for is that she has learned to manage without Megan for a few days if she is told about it in advance and another friend is found to be with her. Everyone was also so impressed that Jillian joined the graduation rehearsals and performed so well.



Kai came to Beaver Run in fifth grade. Luckily this was achieved reasonably quickly. An early goal I had was that he would be able to make beautiful things, not just get things done quicky so he could choose what to do next. Kai has made so many beautiful things in the woodshop, the weavery, and in handwork lessons. In the classroom he made beautiful main lesson books and paintings. He also did a lot of artwork with Else, both painting and using pastels. Kai has worked hard in the store, the garden, the pottery, doing land work, and in the biking crew. I hope that he can continue to get joy and satisfaction from his many talents.

Kai, my hope for you as you move on is that you do not lose sight of my early goals for you because you made such amazing progress towards them. I hope that you can see for yourself the benefits of continuing to show respect to other people, working hard, and making beautiful things.



Kai became an amazing helper in school, faithfully putting up the date, changing the calendars, bringing Ellie’s walker to eurythmy, and many, many errands. Kai also sang songs and spoke verses so well for four years. He worked hard at reading and math. In twelfth grade he was elected to the Student Council. Kai also started to advocate for himself – asking to go to Sandra’s crew and then to the garden.



Kaylyn has been at Beaver Run almost as long as Ellie. Kaylyn is always keen to greet visitors and makes them feel welcome. Kaylyn cares for and talks about her family a lot, but has chosen many coworkers over the years to become her special friends. She will do things with and for them willingly and well. Kaylyn can be a good worker, especially on the land.

During the fall of eleventh grade, Kaylyn was part of the tenth-grade class in the room opposite ours. She visited us many times, even sitting at someone else’s desk for a while. Luckily for her, after Christmas Kaylyn joined our class. (She then started visiting tenth grade!) Kaylyn is the only student in the class I was also in a house with for a few years. As I got to know her again in school, I could see that even though things could still be hard for her, she has matured a lot and made many steps.

Over the years, Kaylyn’s curiosity in learning has grown and she enjoys main lesson block. In eleventh grade she was interested in *Hamlet*, the Romantic Poets, and Botany. This made sense when her mom told me that she had read Shakespeare to her. In twelfth grade, Kaylyn was much more a part of eurythmy

lessons and worked hard in movement lessons. One of Kaylyn’s most special friends is Jose. With his help, Kaylyn was able to enjoy the rehearsals for the class’s performance and graduation and to be fully present with her friends on the day itself. Kaylyn has been in Beaver Run for so long she will be much missed, but it is my hope and wish that she will continue to find her special friends to live and learn with.



Majed and his brother Bader came to Beaver Run in the fall of 2019 as the first day students who stayed until about 7p.m. Then COVID happened and in the spring the boys were able to come back as boarding students. Majed’s dad says that he is a good role model for his brother Bader. He is right. Majed is a good big brother.

Majed has become a very hard and skilled worker in so many areas. These include land work, handwork, the woodshop, jam making, and cooking with Meredith in crew and in the house. Majed has the most beautiful handwriting and has a very good sense for color and designing things. He is starting to have his own very particular ideas about things and my hope for him is that he continues to have more confidence in his own ideas and works toward more independence in everything he does. Majed has learned so much and can be a good role model for all of us, not only for Bader!

Majed is very social and I am fairly sure he greets more people than anyone else in Beaver Run does!

The Class of 2024

Continued



Ricardo came to Beaver Run at the beginning of sixth grade. Ricardo has always been good at doing things. There was a time before he came to high school that he needed to undo the things that he had done. Ricardo soon grew out of that in ninth grade and has become a good worker, especially in the woodshop and on the land. Ricardo is usually happy and a bit of a joker. He has overcome several challenges that life in high school brought him. It has helped him to learn to use an iPad and we hope he will still use it more often. Ricardo has a signature tune on the piano and enjoys drumming.

One of Ricardo's biggest accomplishments was to learn to ride a bike when he was in Ivan's biking crew. He overcame fear to do this and can now enjoy riding. Ricardo still looks proud of himself when he is on a

bike. He was in Ivan's movement group for four years and has become much more confident in the movement lessons and the real world. It is amazing that someone as unsure about walking in the woods as Ricardo was can now even bike on trails in the woods.



Siggs came to Beaver Run to join the ninth grade. He has grown so much and in so many ways in the four years he spent here. Siggs has made many good friends. He is original, creative, curious about the world, and funny. Siggs is an artist, an observer, a woodworker, a climber, an experimenter, a scientist, a cook, a musician, and a thinker. Siggs enjoys doing many different things, but always on his own terms and in his own time. He is full of surprises.

Siggs has many different styles of handwriting and voices. He is a great singer and has started to join in singing not only alone, but also with others. Siggs is more able to express things that are upsetting him. He knows his schedule very well. Siggs saw Peggy for reading on Mondays and Wednesdays. On the Tuesday after Memorial Day, I wondered why he had

not come back to the classroom. He was sitting at the table in the hallway. When I asked him to come back, he said, "See Peggy!" It was Tuesday but felt like a Monday. Once I told her about what Siggs had said, Peggy kept finding times to see Siggs until the end of term because she also enjoyed working with him so much.

Siggs has learned to work so hard and for so much longer at many different things. In our first lessons in the woodshop, I had to keep going outside to look for Siggs. This year he worked on and painted benches to go outside the new Craft House. If he needed a break during crew, Siggs could easily be found sitting on the bench. In ninth grade, each page in his main lesson book took a long time to complete, but by twelfth grade, Siggs could complete several pages.

My hope is that Siggs keeps enjoying the other people that he meets, keeps showing off what he can do, and keeps finding his voice for speaking and singing, alone and with others.



Simon joined the school at the beginning of seventh grade. He is a favorite of our volunteer coworkers, both those who help him in school and those who he has lived with over the years. When he is not in school, the other students miss him and the spirit he brings to class.

In tenth grade we had our first music lessons. Simon was not enthusiastic because Melanie tried to have him hold instruments to play them. In fact, he protested by refusing to walk down the stairs to the music room. He only came after I assured him that I had asked Melanie not to give him anything to hold. In

eleventh grade, Simon became Melanie's biggest fan when she started playing Scott Joplin for us. Simon could not be kept in his seat, he just had to join her at the piano! Simon is equally passionate about sweet desserts or snacks. Once he has spotted one there is nothing that can stop him until he has been able to eat it.

Simon has learned so much. He will hold on to things much more readily, including musical instruments, things in the woodshop, and tools for doing certain chores, like pushing a shopping cart or a wheelbarrow. Simon expanded his interest in sweet things this year, becoming involved in making cookies. Simon has become a great walker and sometimes still needs reminders to stop walking!





A Very Beautiful Number

By Ntsikelelo Saul, Class Teacher

I have just completed my first year as a classroom teacher. It gives me great pleasure to bring my experience in Curative Education to a classroom setting. I previously applied it to my work with the high school students on the land prevocational crew. I have worked with high school students for many years and enjoyed teaching outdoors. My first lower school class began as first/second grade in September 2023 with three students. I find this number to be a very beautiful number. It carries a mysterious meaning, symbolizing the growth and a combination of two singular parts that bring about the third. Numbers can be used to describe everything. Numbers help us develop.

Getting to know the numbers is one of the first steps to many uses we have for them in our lives—from the DNA sequences that connect us to our ancestors, to counting cups for water.

I feel fortunate to have begun my journey as a classroom teacher in a first/second grade class, especially for students who are new in the school (having so much to get used to). We explored a lot of rhythms through learning about our daily activities, our surroundings, and through the many encounters with students from other classes. Once we learned our routine and felt safe in our surroundings, we started learning different forms through Form Drawing. These forms helped us in writing the letters of the alphabet, which we learned through fairy tales. The form drawing work also helped us when we learned Roman Numerals; exploring the numbers by using our bodies and items that we found around us.

While each student in the class has a paraprofessional, it is always the aim that students find their complete independence. At this young age, it is always exciting what each student learns and how much they grow every day. We did not have individual desks but formed a circle that helped connect all in the class.

It was always amazing to see how the students connected to their peers, each in their own way. This was also evident when someone was absent. You would hear how the other students ask about them or, if not asking, seeing different behaviors when someone is not there. The students want to be together. It is amazing to see when a student does an independent activity because they want to be together with other students. The whole class is still one whole, while each student is growing toward their independence.

During recess, it is also evident how the students show different ways of their connectedness to their friend, through interactive play. They have learned what to expect from each other and have grown to accept their peers for who they are and what they are still working on. It is a great joy to watch their interaction.

In February, we moved to the second-grade curriculum where we learned many Saints stories and Fables. The Saints stories go well with the Fables, helping the children to identify some of traits of their own behavior. If the Fables show the mischievous side of the student, the Saints stories balance this by bringing aspects of compassion and kindness through doing good in the world. We concluded the year by reviewing all we have done together. The review included many different activities that we engaged in, to elaborate our learning of each main lesson.

I look forward to the coming year with great anticipation, as we welcome two new students to our class. Moving from three students to five—a mysterious three to a star!



Beaver Farm Graduates



Alana is the social glue in any room she enters. Her friendly personality, willingness to try anything, and mischievous and silly side make her incredibly popular with all her classmates who she loves right back. You'll often hear her laughter or see her dance moves at gatherings and parties where she just can't help but have the best time.

Alana is also dependable and hardworking in her vocational crews. She's a huge help at Foxfield Flowers, in Pottery & Fiber, and the day student unit afternoon where she gets to bake, garden, clean, and enjoy music group with her friends.

Alana recently moved to Phoenixville and is living with an old friend. We miss you Alana, but are glad you will be living close by to come for a visit!



Charlie is an experienced Beaver Farmer and he absolutely knows the lay of the land. He's tried his hand at many crews over the years, and this year decided that he fits best as part of our Farm and Estate crews where he loves being on the move, feeding animals, caring for the land, and going on lots and lots of truck rides.

Charlie is also an important member of his home at Stone House where he enjoys the daily rhythm and routine, helping with clearing the table after house mealtime and the daily morning meeting when they go over the events of the day—because he loves being in the know.

Charlie is incredibly determined, loyal, and has a great sense of humor. In fact, laughter is the fastest way to Charlie's heart, which is a great place to be. Charlie also loves books, movies, music, rollercoasters, and shopping trips.

Charlie will be moving to Vermont to a newly forming life-sharing community called River Flow. Please join us in wishing Charlie all the best!



Colin learned so many amazing things while at Beaver Farm. A weaver, a baker, a farmer, a flower harvester, and our Monday morning meeting date keeper, Colin has done it all. He's a friendly, chaty, and curious guy who always introduces himself to new friends and makes sure he greets them day in and day out.

Colin enjoys movies, connect the dots, reading, and spending time with his housemates, as he loves being a part of a community. His helpful and friendly nature and amazing smile make it so he's at the top of everyone's invite list for parties and events.

Colin will be heading back to his home state of Illinois to attend Weston Bridges Independent Living Community. Good luck to Colin as he embarks on the next chapter of his life!



Ethan has an amazing smile, which greets every visitor to our campus, warmly welcoming everyone he meets. He's enthusiastic, outgoing, playful, and well-liked by his peers for good reason: He's just a lovely guy.

When he isn't taking care of our pigs and cows, he's a huge fan of music and talking about his family.

Ethan moved to an adult group home in the summer and it is going great! We will miss Ethan's energy and humor!



Jad has been a part of Camphill for so long that everyone has a sweet story to tell about him. A funny, kind, and gentle soul, Jad is always finding ways to be helpful and loves trying new things.

Jad spends his mornings bouncing between the Herb Processing and Kitchen crews where he is king of compost runs and errands. In the afternoon, he helps with cleaning and gets to enjoy fun social activities with his peers. He also loves music, books, games, and walks outside when it's warm and sunny.

We wish the best for Jad in the future and hope he continues to live his best life.



Jaime is a curious and inquisitive young man who is always up to date on all the comings and goings around him. Jaime finds joy in working on the farm, caring for the animals, and lending a helping hand. Other activities he enjoys are hiking, going on outreach, and socializing with his pals.

Hands down, one of Jaime's most favorite things is to shake a tail feather up on stage! Whether it is performing at the Gala or during a school festival, Jaime has the beat.

Jaime will be missed, but we know he will stay in touch because he will be staying in Chester County and plans to move to an apartment with a roommate in the very near future.



Maura has thrived at Beaver Farm, where she lives in Farm House alongside many of her friends. During the week she helps all over the farm and is part of the Estate, Pottery and Fiber, Food Prep, Arts and Humanities, and Hiking crews.

Maura is so positive and has a "go with the flow" attitude that makes her a blast to be around. She finds the joy in the little things and is always game to learn something new. In fact, this year she learned how to play the guitar and is really excited to practice!

Maura loves going to the beach, dancing, fashion, running, and is always up for a trip to Starbucks. She's also really enjoying baking and outings with her house on the weekends.

Maura is moving on from Beaver Farm with the support of an agency called Brian's House. She will be living in a house that she will share with a peer. She is very excited about this next chapter, and we wish her the very best.



Oliver loves being helpful, and he spends his days doing as much as he can in our Estate and Farm crews. This year he has helped to clear trails, maintain fence lines, feed the animals, and lots of other heavy lifting jobs, and he does it all with determination and dedication.

Oliver is not just a super hard worker, he's a true party animal. While his favorite band is the Grateful Dead, Oliver is happy as long as there is music, food and friends.

Oliver is a sweet and thoughtful friend. He loves celebrating his friends' accomplishments and offering a hand when they need one. He can tell you what everyone is up to at the Farm and keeps us in the loop on all the happenings.

Oliver plans to move back to his home state of Colorado where he will be exploring different program options.



Rachel is a cheeky, sweet, and determined young lady who never misses an opportunity to say hi to her friends as she makes her way around Beaver Farm.

Rachel is a member of both our Estate and Farm crews, which is a perfect fit because this young lady LOVES hiking, and when she's done with that, she's eager to see what the world looks like from the driver's seat of the tractor. In both her morning and afternoon crews, she's able to keep moving, which is when she is absolutely the happiest.

Rachel is a bit of a foodie and is willing to try anything once. She's also a huge fan of music, zipping around in the car, and spending lots of quality time with her family. Rachel has a perfect little smile that she shares with her nearest and dearest but is kind and gentle with everyone at the Farm.

Rachel is still trying to figure out her next steps after Beaver Farm. She plans to stay in her home state of Pennsylvania, but is still narrowing down programming and supports in the local area.



Robert (a.k.a. Bobby) has everyone wrapped around his finger with adoration of his endearing smile and friendly interest in those around him. Though Robert is nonverbal, he expresses his joy and gratitude regularly and shows us those "goal post arms" which are a sure sign of a great day.

Robert is a master supervisor and will always give those around him all the encouraging nods they need to get the job done. He is the heart and soul, the social butterfly, and the mischief man all rolled into one! Robert is the conductor of the symphony that is Beaver Farm! Robert is easy to love, and hard to let go. We will be missing him so much for all the wonderful qualities that he brings to school with him each day.

After graduation, Robert will continue to live at home and is exploring options for day programming near his home in Pottstown.



Shannon is a happy, fun loving, hard-working young woman who is always eager to help. She's a member of the Estate crew in the mornings and the day unit in the afternoons. As a lover of animals, Shannon truly values her time spent caring for the pigs and cows at Foxfield Farm.

If Shannon isn't working super hard, she is probably coming up with new dance moves, flipping through a horse magazine, or enjoying a long hike to the creek. She has a sparkly smile which she shares with her friends at school often, especially if we're all around a bonfire enjoying some s'mores. She's also an avid horse-back rider in her spare time.

We wish Shannon the very best of luck as she departs from The Camphill School and explores opportunities for what comes next while continuing to live at home with her mom.



Soukaina has tried her hand at so many things. She has worked in our kitchen crafting delicious meals for the community; she has made beautiful pottery and fiber pieces; she has even worked at Foxfield Flowers where she enjoys making wreaths and processing fresh-cut flowers. Most of all though, Soukaina has thrived in the role of caretaker in helping to watch over the next generation of Beaver Farmers in our childcare group.

With a great sense of humor and an eagerness to connect with people, Soukaina is often the first to greet new students and guests and see how she can lend them a hand. She's not only thoughtful and enthusiastic, Soukaina is also observant and curious and enjoys finding creative one-of-a-kind solutions to everyday problems.

Soukaina has many big dreams following her graduation. She plans to have her home base in New Jersey and hopes to get a job working with animals. She will also be sure to get some traveling in there to the family farm in Michigan and visits to Spain!



Zara is an incredibly warm, loving, and kind person who will do everything in her power to turn any stranger into a friend. Her sweet and silly personality is beyond charming as she brings light and joy to the community.

Zara enjoys varied days at the Farm, where she spends time in the garden, Foxfield Flowers, baking, life skills, and childcare. Whether filling trays with soil, transporting compost, mixing up cupcakes, or playing with babies, she turns every crew into a party. Zara also loves music, going on walks, festivals, car rides, and giving huge hugs.

Zara transitioned out of Beaver Farm this summer before the Extended School Year program. She has a plan to attend Elle Vie, a small group home in the suburbs of Philadelphia.

Biodynamics at Beaver Farm

By Andreas Schad, Farmer

Editor's note: "Biodynamics is a holistic, ecological, and ethical approach to farming, gardening, food, and nutrition. Biodynamics is rooted in the work of philosopher and scientist Dr. Rudolf Steiner, whose 1924 lectures to farmers opened a new way to integrate scientific understanding with a recognition of spirit in nature. Biodynamics has continued to develop and evolve since the 1920s through the collaboration of many farmers and researchers. Around the world, biodynamics is alive in thousands of thriving gardens, farms, vineyards, ranches, and orchards. The principles and practices of biodynamics can be applied anywhere food is grown, with thoughtful adaptation to scale, landscape, climate, and culture." From the Biodynamic Association's website and in celebration of the centennial of the 1924 lectures, we share how the practice manifests at Beaver Farm.

Whether we are old or young, nutrition plays an important role in our well-being. Naturally, in childhood, as we are forming our bodies, greater awareness should accompany our choices of what to include or not. Many are familiar with the age-old adage that "you are what you eat"; nutrition and wellness go hand in hand, and a healthy relationship to food is the bedrock on which our relationship to Self and Nature is formed. In disturbances in the image of self or that of nature, we can look to food as a healing modality.

The practice of Biodynamics at the Transition Program supports the development of our pathway to adulthood, to our individuation in the widest sense. We are challenged to face the opposing dynamic of how we view our self and how we are viewed by others. The diverse opportunities in our community provide a suitable landscape for working on and harmonizing these sometimes conflicting viewpoints with compassion to the extent that we prioritize our interests to perceive what is needed and develop sufficient courage, imagination, and perseverance to create pathways leading to lasting progress.

The Biodynamics method practiced at the Transition Program recognizes the two aspects of Self and Nature as two sides of the coin. Life revolves around activities played out on our land. The cultivation of beautiful flowers at Foxfield; herb-processing workshop; yardwork; fiber, ceramic, and wood workshops; kitchen, where produce from the farm and garden are transformed into delicious healthy meals; and the all-important apiary provide myriad opportunities for growth.

Another aspect of the life of the community revolves around the seasonal celebrations. The great breathing of the Earth as it expands into the fullness of high summer and contracts again into the depths of cold and dark winter. On Fasching/ Groundhog Day we cast and light an earth candle. This is to focus our intentions for the upcoming season that they may be incorporated into the crystalizing, preparatory forces now forming deep in the frozen earth in this mid-winter festival. On Good Friday, we spray the land with a Biodynamic preparation to stimulate the plant/soil interface: the rhizosphere. Later, in early June, we spray another Biodynamic preparation, this time on the grain fields to enhance the plant/sun connection resulting in better ripening, aroma, flavor, and keeping qualities. Still later in the year, the manure piles will be inoculated with Biodynamic preparations, homeopathic remedies to support a healthy transition to humus, vibrant, life-giving compost later applied to field for flax, oats, spelt, and rye.

As I write this at the time of year when so many students graduate, we are reminded of the real progress we have made, the mountains we have climbed, and the new skills and capacities we have mastered. Extending the role of Teacher beyond the traditional Human to include what can be learnt through a sensitive, empathetic relationship to caring for the needs of Plants and Animals is in no small measure appropriate to acknowledge. The art of Biodynamics is an ethical pathway practiced to bring healing to humans and nature alike and bestow real blessings on our existential aims and path of becoming.



On

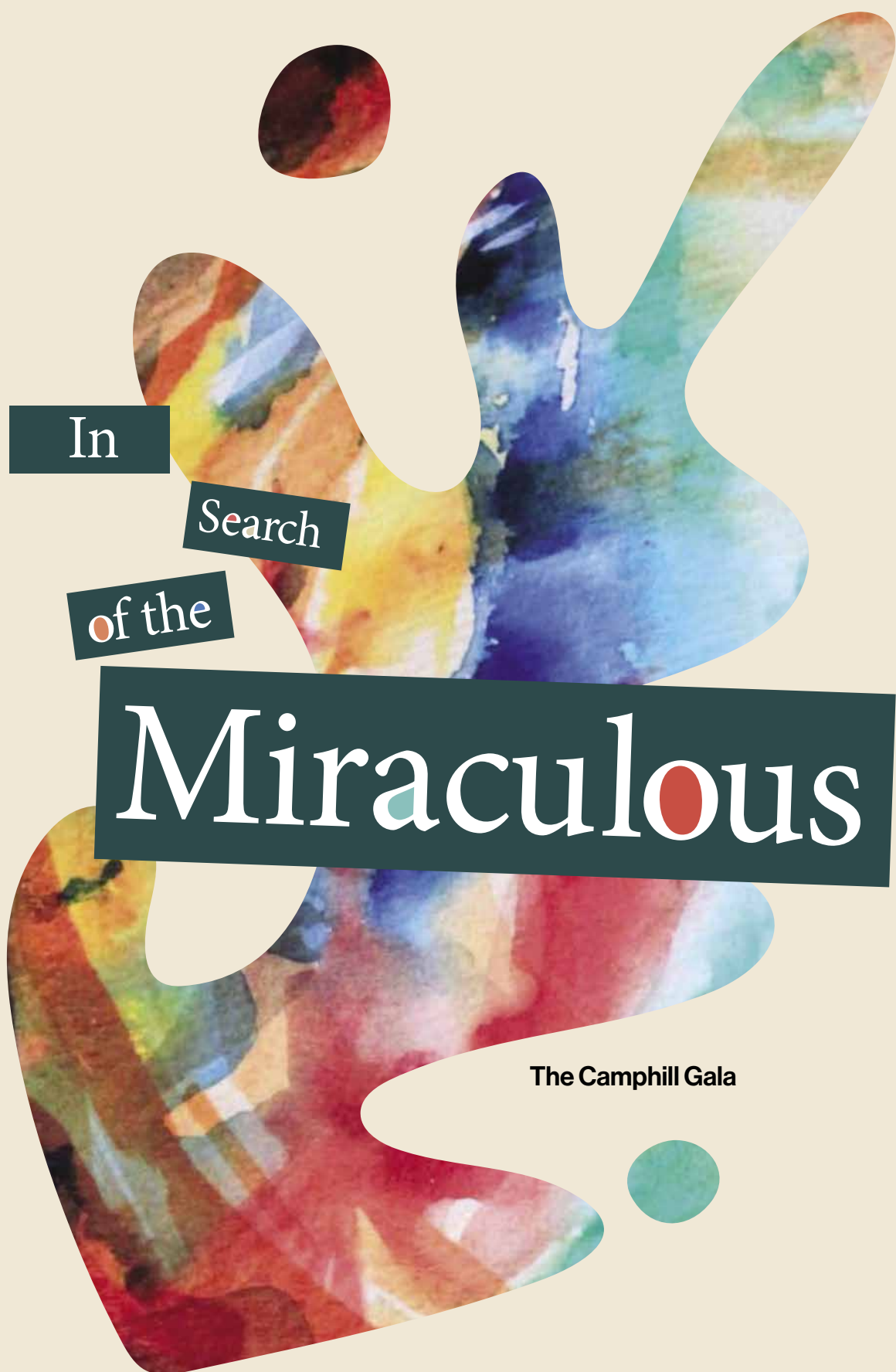
the evening of Thursday, May 30, 175 guests gathered to celebrate Camphill's 60th Anniversary at beautiful Meredith Manor in Pottstown, Pennsylvania. Development Director Guy Alma and Sue Rushing teamed up to co-host the Gala. In addition to being a parent, Sue has been a friend, a mentor to other parents, and a cheerleader for the school.

The Beaver Farm Choir performed original songs and encouraged crowd participation with American Sign Language. The performance was followed by the "Beaver Run Birthday Song" to commemorate sixty years of The Camphill School. Panorama Consulting was inducted as Corporate Partner of the Year. Scott Williams and Susan Braun, Managing Partners of Panorama, have worked closely with the school's Development Office on multiple fundraising campaign initiatives, all of which have been transformational for the school. After recognizing past Corporate Partners, it was time for the big announcement—the Building for a Lifetime Campaign!

With the renovation of the Craft House this year, our hosts appealed to the audience for a variety of new items — a workbench, fixtures, furniture, and more. Donors eagerly contributed so our students can continue to create with their heads, hearts, and hands, all while learning life skills and preparing for adulthood.

After enjoying a delicious dinner and dessert, including birthday cake from the Beaver Farm kitchen, the evening program ended, and guests danced and sang along with Almost Minnesota.

We are so grateful for the outpouring of support; the Gala raised nearly \$150,000 for our students. Thank you to our committee, our sponsors, and everyone who made it happen!



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Year in Review 2023/2024



July 2023
Thanks to generous donors, our houses were able to spend time learning and having fun together at the beach or mountains.



Aug. 2023
Students may be home for summer break, but activity at Beaver Farm never takes a break, especially as new piglets are born.



Sept. 2023
Ninth graders had a fun day at Ringing Rocks County Park that included a stop at Lake Nochamixon on the way home to take in the gorgeous view.



Oct. 2023
High school bike crew members hone their cycling skills. These riders help deliver supplies to houses and classrooms throughout the community.



Nov. 2023
In anticipation of the school's big birthday, throughout the month of November the school celebrates each decade of our sixty years.



Dec. 2023
Beaver Run turns sixty on December 9 and the entire school community celebrates in style!



Jan. 2024
First graders visit the Chester County Food Bank and the St. Mary's Franciscan Shelter in Phoenixville to drop off donations made by our community in honor of Martin Luther King, Jr. Day.



Feb. 2024
There may not have been much snow this winter, but our students make the most of it!



March 2024
Our seventh graders share their puppet show with the community. Their teacher, Arafat, narrated the African tale of *Nantsi*, and the students gave a beautiful performance filled with colors and singing.



April 2024
Eleventh graders learn about botany, including studying the root systems of plants.



May 2024
Things got wild at the Jumanji-inspired annual High School Prom!



June 2024
Beautiful summer evenings are best enjoyed dining outside with your friends at Beaver Farm!

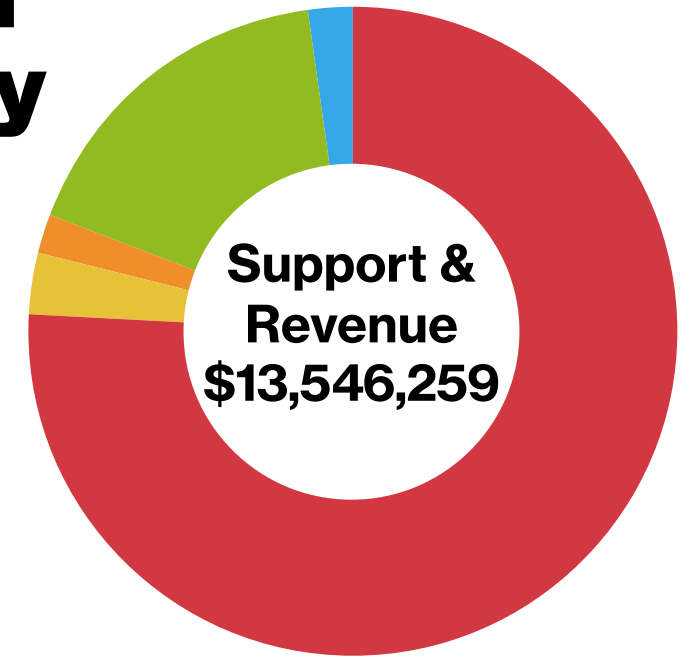
The Strength of Our Community

Tom Rosendale, Treasurer, & Claus Sproll, Director of Finance

The 23/24 school year presented a number of financial challenges, with the Finance Committee and Economic Group of the school did their level best to address.

Enrollment was lower than expected and the process of working on the longer-term financial picture began. The newly renovated Craft House was completed and the Building for a Lifetime Campaign was launched to complete vital projects associated with the school's aging infrastructure and facilities.

Work on the long-term strategic issues will be the most important aspect of the Finance Committee's work over the coming year. Tom Rosendale, our Treasurer for over ten years, will be stepping down from this role but will continue to participate as a Board member. We are truly grateful for Tom's guidance and advice over the last decade.



Support & Revenue

- Tuition: **\$10,268,309**
- Contributions – undesignated: **\$426,435***
- Contributions – designated: **\$271,077****
- Program Services: **\$2,308,855**
- Other: **\$271,583**

* Contributions are net of special event expenses.
** Capital Campaign contributions, pledges, and expenses are not included.

Expenses

- Administration/Marketing: **\$806,282**
- Development: **\$197,952**
- Insurance: **\$1,944,721**
- Occupancy Costs: **\$1,066,713**
- Educational Program: **\$3,770,125**
- Boarding Program: **\$5,097,308**
- Depreciation: **\$1,125,000**



Our auditors' report is available upon request.



Our Donors Make Miracles Happen

Throughout the school year, we ask for support from you, our incredible donors, and time and time again you respond with enthusiasm. Our students make progress in their education, daily living, artistic activities, and work skills because you contribute to the needs of our students, staff, on-campus homes, and prevocational crews with your donations. Even the small moments of growth our students experience, like being able to connect sounds of letters thanks to movement lessons,

or seeing how combining two colors can make a third, are tantamount to larger, more dramatic improvements in their learning and lives. It is truly miraculous, and our gratitude knows no bounds!

Those listed on the following pages made a contribution between July 1, 2023, and June 30, 2024, to support the school's general operations, tuition assistance, and/or the Building for a Lifetime Campaign.

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 Memoriam

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 a huge effort to correctly list all those who give, we do occasionally make mistakes or inadvertent omissions. Please email Sarah in the Development Office at sdowns@camphillschool.org to alert us of any errors.

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Brian Doles
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**Fran Kinniry's Personal
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Christopher Flick
Colleen Jaconetti
Fran Kinniry
Fran Kinniry III
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Sarah Pine
Mohamed Ramadan
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Pietzner Legacy Society
The Pietzner Legacy Society was established to recognize those who have chosen to include the Beaver Run Foundation in their wills or other estate plans or those who made gifts to the school through their IRA's Qualified Minimum Distribution (QMD). Named for our founders Carlo and Ursel Pietzner, whose legacy is being nurtured and maintained by our many donors and those below who have made a deep commitment to the long-term health and vitality of The Camphill School.

Anonymous (2)
Toni Paris Bowersox
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Ruben "Ben" Reina*
Tom and Marcy Rosendale
Lee Smith
Paula Toburen
Robert J. Vollkommer
Julianne Williams



Gratitude to Our Volunteers






On

Saturday, April 20, 2024, DaVita employees gathered at Foxfield Farm for an Earth Day project. The team of eighteen volunteers removed fencing and cemented poles from an old tennis court, tore down a woodshed, and

weeded flower beds with the help of four wheelbarrows donated by the company. The group was efficient and effective while also having fun. Kristina, a Systems Analyst at DaVita said, "We appreciated being able to come help at Foxfield Farm. It was a lot of hard work and very rewarding. Hopefully this made a significant impact for the school as well." We appreciate the DaVita team donating their time and hope they come back for Earth Day 2025!



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610.469.9236 camphillschool.org

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

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