
What it means to be seen.
2025/2026
Annual Impact Report
The Camphill School

Table of Contents

3 Message from the President
Howard Herman, President, Board of Directors

4 Where He's Meant to Be
By Cindy Dunson, Christopher's Mom

8 Never Give Up
By Gesana Helene (aka Geeg)

9 See Me Now
By Bernie Wolf

10 Class of 2026
By Sarah Schreck, Teacher

13 Bridge Program Class of 2026
By Emily Hess, Teacher

14 Beaver Farm Graduates

16 2026 Gala: Foxfield Al Fresco

18 Year in Review 2025/2026

19 Ensuring the Future
By Tom Rosendale, Treasurer, and Claus Sproll, Director of Finance

20 Building for a Lifetime Campaign Donors

22 Our Donors: *You* see us and we appreciate *you*

26 Gratitude to Our Volunteers

Message from the President



Dear Friends,

I am honored and excited to step into the role of The Camphill School Board President. By way of introduction, I am the brother of a former Camphill School resident, Sarah Jane Herman, who lived at the school throughout the 1970s and 1980s. My family's connection to this community has continued through my parents, and I am deeply grateful to now carry that tradition forward.

I want to begin by thanking Bethany Asplundh, our outgoing President, whose four years of dedicated leadership have shaped this Board in lasting ways. We are fortunate that she will continue to serve as a Board member and I look forward to her continued guidance.

This year's Annual Report theme is: What it means to be seen. It is a theme that is close to my heart, and one that lives at the center of everything that Camphill stands for. In the pages that follow, you will hear from members of our community reflecting on what being truly seen means to them—as students, as families, as staff, and as neighbors.

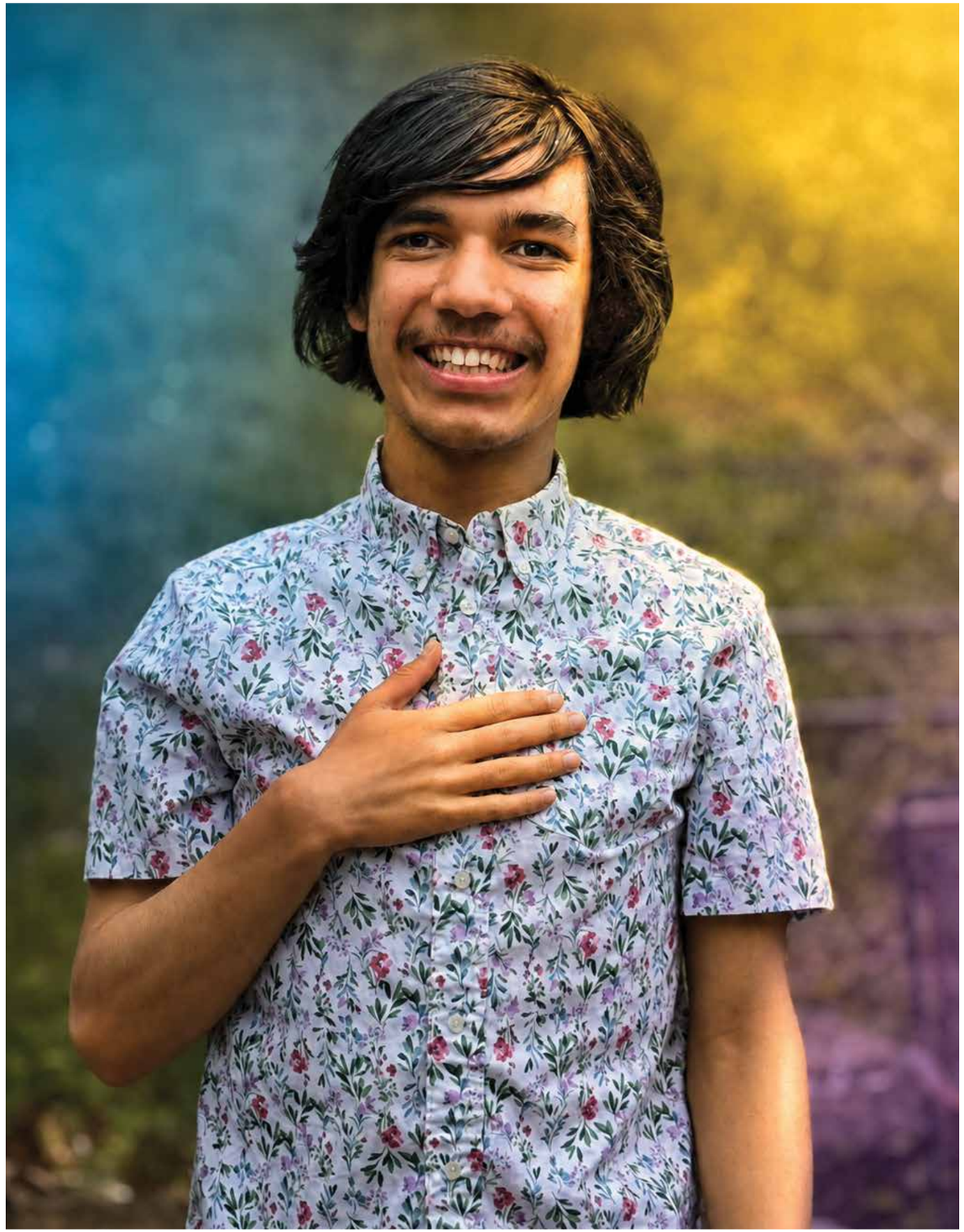
At The Camphill School, we believe that every individual's traits, gifts, and challenges are worthy of recognition without judgment. To be seen is to be known fully, and to be met with acceptance rather than expectation. That belief has guided the community for decades, and it will guide us as we look toward the future together.

Thank you for being part of this community, and for taking the time to see us—and be seen by us—in return.

With gratitude,

Howard Herman

Howard Herman
President of the Board of Directors

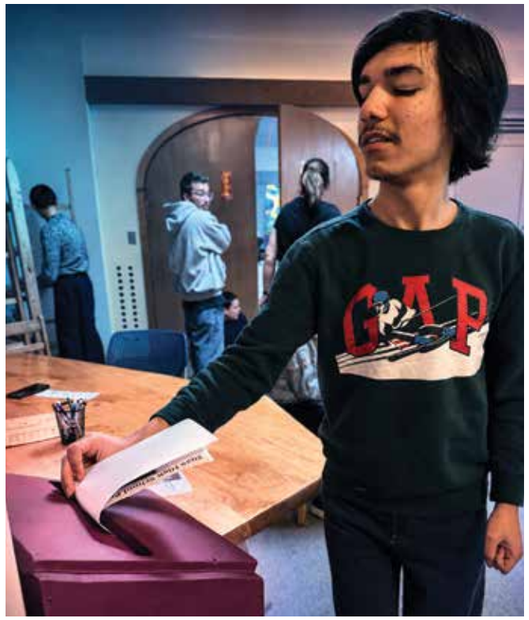


Where He's Meant to Be

By Cindy Dunson, Christopher's Mom

For seven years, we considered ourselves lucky with our public school educational experience. After all, we burst out the gate strong, having been connected to Christopher's kindergarten teacher through a touch of divine providence—for real. We didn't yet know that this member of our church was also a teacher of the year and a special educator to boot. As strange luck would have it, although she was intended to be his teacher for the next three years, COVID gave us the gift of fourth grade with her as well. It was through this experience we learned that Christopher having a teacher be a fixture in his academic advancement was good. From a relationship standpoint, he and we benefited greatly from this consistency for a few reasons: It was harder for him to sandbag with her; it was therefore easier for her to call nonsense if he tried; and time fostered our relationship with her as well.

Despite these benefits, each year after summer break, no matter the progress that had been made, September always resulted in some amount of prior year redo. Even if his teacher knew that he knew certain things, he would still need to demonstrate that knowledge before they could move on. (This was made worse when each new grade began introducing a new teacher.) The gamification aspect of education through learning apps also didn't help. If only that error music hadn't been so entertaining to our child, he may have been inclined to click on the correct answers.



This routine of chronically feeling like we were losing time could be frustrating, but he was our first and only, and our friends were describing worse situations. We counted our blessings.

Middle School was the next big change moment, and leaving our elementary school was tough. Our go-with-the-flow boy, who had always loved school so much, seemed to have real apprehension. Thanks to his sixth grade teacher, who also turned out to be our next-door neighbor, he eventually settled in. Seventh grade was also solid. Christopher's Fire Prevention essay won at the local, regional, and state level for Delaware. Classroom karaoke became a thing, and showing up with his personality was encouraged. We were feeling pretty good about the future. Then eighth grade happened.

This was the year that the communication with which we had become accustomed appeared D.O.A. This was described to us as preparation for high school. This was the year that our boy who always loved school was no longer eager to go. He started mimicking the behaviors of the adults in the classroom thinking it was funny. I don't need to tell you how that went. The support team put in some noble attempts but ultimately the classroom dynamics weren't going to change and something had to give. This is what inspired my husband to declare, "We need to go private next year." I'm not going to lie; this freaked me out a little.

Christopher has always been an enigma for his teachers—and us. He has many unique splinter skills that would always throw them for a loop. The more social aspects of school have always been tricky. Yet he's always been a friendly kid who has always had a lot of friends, despite his struggles to express himself to them. He's been the recipient of Occupational and Speech Therapy throughout and consultative Physical Therapy. Although behavior has never been an issue, around fifth grade his teacher reported that he was engaging in passive refusals that seemed to follow him through the rest of his public-school life. He had a reading specialist in elementary school, but that program seemed to disband. He was never the class clown but tended to be the funniest kid in the room. Pushing adults' buttons can be a source of humor for him. That last year of public school had to be like working in a button factory.

Despite my apprehension, we agreed to explore private schools for high school. Our plan was for my husband to research schools primarily in the Baltimore and DC metros where we could be close to family. One day, out of the blue, I decided to search too and happened upon The Camphill School's website. That night my husband and I looked at it together. We weren't that familiar with this part of Pennsylvania, but we both knew that we should find out more. I sent the request for information, and before long the three of us loaded into the car and visited the school.

First impression: The campus seemed idyllic. We toured the grounds and saw various spaces that impressed us greatly: where pottery was made, a store was run, cool instruments were played, and a loom operated. We saw gardens, blue skies, and seemingly happy children and staff. We saw the classrooms, walked a ton, and left with sore calves. We were impressed but not yet convinced. I continued to struggle with the newness of such a change and how Christopher would respond. The Camphill School represented nothing but new: new school, new house, new state, new teachers, new friends, new program. I was concerned it might be too overwhelming.

Next, we decided to visit our public high school and found ourselves leaving pleasantly surprised. The eighth grade experience felt less like a bad omen than it had before. Now we had more to consider. We knew that ninth grade would see Christopher out in the community. He had a taste of this during eighth grade ESY where his summer included janitorial tasks at our local bowling alley, wing shop, and movie theater. Certainly, all these jobs are important and necessary, but we were beginning to develop a deep feeling that we wanted Christopher to have different community experiences where different lessons could be taken away. We also kept thinking about having consistency again with a teacher that would follow him through his high school years. These were things that Camphill could provide.

As the year progressed, we knew that we had a big decision to make, and we scheduled another visit to The Camphill School. This visit would be immersive for Christopher. I'll never forget the sight of Christopher heading toward us with a push mower and big smile on his face when it was time to be picked up from campus. Our child and a push mower, seriously? How did that happen? His visit had included an abbreviated school experience, lunch in Longhouse, and time in a prevocational crew. Up until this point I had the notion that Camphill was more up our alley than it was Christopher's. When we consulted with his various providers concerning ninth grade placement it was with starry eyes that my husband and I discussed our initial campus experience. I couldn't quite envision Christopher getting into all the outdoorsy-ness, yet there we were.

When it was time to finally make the decision about where to go for ninth grade, we decided to leave it up to Christopher. When asked where he wanted to go, he simply said the new school. Over the next couple of weeks, we asked again, and had others ask the same question, with always the same answer. He made the choice, and the rest is history!

To say that Christopher loved the ninth grade feels like a bit of an understatement. He ran for Student Council and lost—better luck next year, right?! (We were just happy that he went for it!) He was a teacher's aide for Lindsay—she's the best! He made beautiful pieces of art that adorn our mantle and make our rental house feel more like a home. His atom lessons included marshmallows. He visited the Crystal Cave to crystallize his geography unit—like what I did there? Our child, Christopher JW Dunson, used an axe AND pushed a wheelbarrow! He sang "Country Roads" with Anders each Thursday. He discovered Eurythmy. He volunteered, he gardened, and he gave back to the community in ways that were meaningful to him and us—and got his day's supply of Vitamin D. He went to Prom and danced with girls and other friends. Not only did Christopher love this year, but we did, too. We received communication all through the week with a Friday recap that included pictures that gave us a window into his days. We were invited to events and were warmly welcomed when we arrived.

At our first IEP meeting shortly after the start of the school year, the team had a better grip on Christopher and his strengths than we'd experienced in the past. It was so refreshing not to need another battery of testing or months to figure it out. The team also reported that they did not see passive refusals. We're not sure if they are miracle workers or if the environment better supported him in showing more of what he knows. I think it's probably some of both. This list cannot possibly do justice to the marvelous experience we've had this year, which is why we leave you with a story.

During the winter, Christopher had a rough night of sickness. We scheduled an appointment with his pediatrician in Delaware the following morning, and there could be no school on Friday. We were getting prepared for the trip home when we noticed that Christopher was standing at the front door in his pajamas, with his backpack on, waiting to go to school. I would be lying if I said that this sight didn't tug at my heart or cause me to tear up. Wow! What a difference a year makes. What a difference a nurturing environment makes. What a difference an entirely caring educational team makes. What a difference a lovely little school in Glenmoore, Pennsylvania makes!

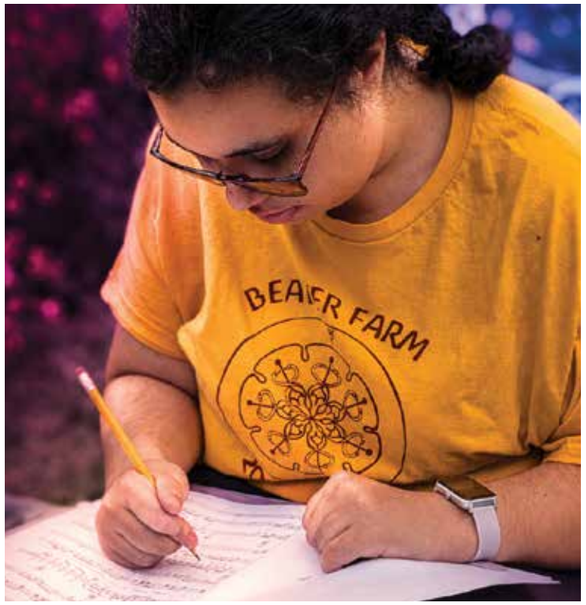
As I write this during the final week of ESY I can report that Christopher is a little sad about the school year coming to an end. This does his parents' hearts good as we know without a shadow of a doubt that The Camphill School is where he's meant to be.





Never Give Up

By Gesana Helene (aka Geeg), Transition Program Student





Growing up it was really hard for me to feel like I was not just seen by anyone but also heard! Because back in December of 2004 when I was eight months old I became epileptic and cerebral-palsied. But ten months later when I was one and a half my life turned into a roller-coaster, being in and out of the Emergency Room on a weekly basis. And growing up I didn't feel like I was seen because no one that I knew had the same conditions like I had. And in elementary school I would get bullied and manipulated for having epilepsy and cerebral palsy, which made me feel like not being social at all.

When I was little I knew that I wanted to put myself out in the world and show everyone who I am through performing! But like I said, being epileptic held me back for a very long time. Because the performing arts world is a trigger for people with epilepsy. And here is how. The heat and brightness from the stage lights trigger seizure episodes.

After I would come off the stage from performing growing up, I would have a seizure and get rushed to the Emergency Room. I couldn't even enjoy watching other people performing on stage because of the heat and bright lights. And that's why the summer time is the riskiest season for people with epilepsy.

Thankfully when I started my Beaver Run trail back in 2016 I started to feel like I was starting to feel seen because there were way more people that I could connect with. And I'm really grateful that a lot of my friends and favorite staff were able to see who I was and what I can do and be.

I'm glad that back on January 23, 2023, three months and eighteen days before my nineteenth birthday I had brain surgery, which successfully made me epilepsy free! Even my new life still feels strange to me after being epileptic since year one. I'm very glad that I can finally follow my dreams that have been put on hold for so long! And my one main goal for the rest of my life is wanting to encourage others, especially those who are disabled, that "no matter your disabled struggles, you shouldn't let them control your life and hold you back from your dreams!"

That's the message that I deliver in all of the songs that I write just like "Fight Song" by Rachel Platten and "Stronger (What Doesn't Kill You)" by Kelly Clarkson!

Sincerely,
Gesana Helene, (aka Geeg)

See Me Now

By Bernie Wolf

My face is a mask.
You cannot see beyond it,
I can hide from you,

You can see me now,
I am proud to show myself.
Well, most of the time.

Class of 2026

By Sarah Schreck, Teacher



Brian joined our class in ninth grade. He started to fully engage over the years after being shy about doing so in the beginning. He enjoys woodshop and movement as well as all the other aspects of our school routine. Brian learned and developed many skills; joining in the Eurythmy movements, counting confidently, and writing his name! Brian formed strong connections with people and appreciated the social atmosphere and activities around him. Brian enjoys observing what is happening and feels comfortable being around his peers and the adults. Brian will join the Bridge Program, and I am sure he will bring his positive energy and ability to work along with his real joy of being at school!



Ceci has been at The Camphill School since fifth grade. Ceci has a unique style and mind and often surprises us with creative ideas, answers, thoughts, and outfits. Ceci has a love for learning, especially about the planets in the solar system, and can remember everything! Ceci also enjoyed all the things that the High School program offered and joined in it all. She especially liked all the special events such as Prom, movie day, and the Halloween dance, and supported it fully with enthusiasm and joy. Ceci formed strong relationships with the staff in the entire school as well as with her peers. She always noticed when someone wore something new or unique and made a point of commenting on it. Ceci has become flexible and able to adjust to changes and be comfortable not always knowing. That is a big step for Ceci and shows how mature she has become. Ceci will move to Beaver Farm, and I am looking forward to seeing how she continues to grow into the unique and amazing young woman she is. She will be a trendsetter for everyone at the Transition Program.



Dylan has been at The Camphill School the longest. He started in kindergarten and now graduated high school! Dylan loves movement, loves sounds, and has an incredible sunny personality. He appreciated all the songs and movements in the class as well as all the activities and fun moments like going for walks and creating his own rhythms and sounds. Throughout his time at the school, Dylan gained various skills and abilities. A significant development for Dylan happened during high school with the bike program. In the first years in high school, he was not comfortable with even holding a bike handle and pushing it. Over the years, Dylan learned to be on a bike and pedaled along! It is a big achievement for Dylan and shows how open he is to learn new skills and try to achieve amazing things. Dylan will join the Bridge Program, and his sunny personality along with the skills that he has learned over the years will be a wonderful addition!



Ellis came to The Camphill School in fifth grade and brought the sun and warmth into the classroom. She has a huge smile that she flashes at everyone and, as many know, a very tight hug. Her smile and hugs show her love and enthusiasm for the world, for life, and for being with others. Ellis enjoys being around people and is happiest when she is part of the social fabric. Throughout high school, Ellis got to experience art blocks, specialty lessons, and high school activities such as Prom and Halloween. Ellis also mastered skills such as pushing the recycling cart to the container, delivering items from the store to the schoolhouse, and collecting items in the classroom. Ellis likes being engaged in practical things and social activities. Ellis will join the Bridge Program, and I am sure her shining personality and joy in life as well as her practical capacities will be a wonderful addition to the class just as it was for the twelfth grade.



Jaiden joined us in twelfth grade but as he said at graduation, he fitted right in! It seemed like he had been with us since the very beginning. Jaiden brought his love for learning, his humor, and his interest for everything with him, while sharing with us all that he learned prior to coming. Jaiden also soaked up all that he learned during the year with us. He felt comfortable from the moment he stepped into the classroom and appreciated being with us at The Camphill School. Over the year, he developed close friendships with his peers and others in the school community. This also gave him the confidence to be himself and be guided towards maturity and responsibility of being a young adult. He will join the Bridge Program in the fall, and there is no doubt he will bring all his willingness to help, his curiosity, his friendship, and his humor along.



Class of 2026 (continued)



Katie has been at The Camphill School since kindergarten. Katie is small, but she is mighty! She has a great sense of humor and loves hanging out with people. She thrives from social interactions, enjoys playing tricks on people, but also cares very much about everyone. Besides her sense of humor, Katie also has a tremendous amount of curiosity, knowledge, and persistence. Once Katie has put her mind to something and knows what to do, she will stick to it and give her best. Katie was able to express her nervousness while we were practicing for our senior play, but with continued rehearsals and time to practice, Katie's confidence developed. She grew familiar with her lines, her acting, and the songs, so she was able to perform on stage confidently and with ease. During high school, and especially during the twelfth grade, Katie gained self-confidence and became aware of her ability to be successful. Katie will move to Beaver Farm, and I know that she will find her friends and grow even more into the confident and persistent young woman she has already become.



Lilly came to the school in sixth grade. At times quiet and mysterious and at others communicative and engaged—that's Lilly. She enjoys being the quiet observer and her own note taker. She is probably the most advanced and the fastest student at the school with writing and deleting words on her iPad before anyone can read or listen to it. Lilly loves academics but also developed a love for painting that was fostered in art therapy. In twelfth grade, Lilly created the world map in her art therapy sessions that was a beautiful addition to our world geography block and senior play. Although she makes us believe that she does not like to do chores, she appreciates and enjoys the routines and being engaged in activities. She likes to have enough time to observe and engage at times with others around her —staff and students alike. Lilly feels very comfortable in the class and always notices and asks if someone is missing. Lilly will join Beaver Farm and will surely continue to find ways to engage in the world and deepen all her skills that our dear mysterious and very talented young woman developed over the years.



Leah, quiet and shy once upon a time when she joined the school in eighth grade, has grown into a confident young woman who has shown us how courageous she is, how she can remember and ask questions, and now she can speak up for herself. Throughout high school, Leah has been our staffing manager, walking newspaper, and organizer all in one. Nothing goes unnoticed by her, and we always knew the latest information from the boarding and school programs! Leah cares for adults and students alike and has thrived in the routine, variety, opportunities, and expectations. Although she knew she had a difficult time speaking in front of people in three out of four years, she ran for student council. This year, she confidently delivered many lines and sang a solo in our senior play, because she knew she could! Leah is a friend to many students and has a beautiful gift of making people feel comfortable and welcome. She will join the Bridge Program, and I can't wait to see how she brings her gifts and abilities to the group. There is no doubt, it will be the best informed class there is!



Trevor joined the school in ninth grade and has made leaps and bounds since then. It is a great joy to see the change from being a young boy to becoming a mature, caring, and funny gentleman who feels comfortable in our midst and who appreciates everything and everyone. He enjoyed all high school had to offer, especially student council, art blocks, main lesson topics, making friends, and dancing at Prom. He loves speaking into a microphone but learned how to project his voice without using a mic and gave a fabulous performance as one of the main characters in our twelfth grade play. Trevor is very aware of how he matured and how much self-confidence he gained. He cares deeply for the staff and his peers. He engages with people in conversation, sharing silly and funny moments with his peers. He loves to learn new skills and gain knowledge during activities while engaging with peers and staff. Trevor will join the Bridge Program, and I am very sure he will amaze the team with how capable and reliable he has become as well as his care for others and his appreciation for everything.

Bridge Program Class of 2026

By Emily Hess, Teacher



Elias was new to The Camphill School this year. When he joined the Bridge Program. Elias quickly settled in and easily became part of our program. It was his first time living away from home but he had no problem making connections with staff, coworkers, and peers. His willingness to try new tasks and push himself through challenges with encouragement was a huge step for him. We saw a lot of growth and strength in Elias this past year, and we are so excited to see how he does at Beaver Farm and beyond!



Simon has been a part of the Bridge Program for the past year and a half. Simon has one of the sweetest temperaments and a go-with-the-flow attitude that makes being with him a breeze. He is happy to link arms and walk with us wherever we need to go on campus, push carts with deliveries to their destinations, and tag along on van or truck rides and bike trips! I know Simon will continue to bring a spot of joy to anyone who has the pleasure of being around him.



Danielle continued to form connections within our class, where she learned new skills and grew so much this past year. Danielle has shown us what a hard worker she is, and we hope she carries all she has learned at The Camphill School these past two years and will continue to thrive at Beaver Farm!



This year in Bridge, **Renny** has deepened his friendships, gained more confidence in his speech and conversations, and continually brought happiness in our days together. Renny will be a light wherever he goes. The Farm is excited to have you, Renny.



Sydney brought her nurturing and caring qualities to Bridge this year, as well as her hard-working attitude. She is assertive and has a keen awareness. Sydney has learned new skills this year, worked through challenges, and has come out the other side SHINING. She will be an amazing asset at the Farm next year.



Beaver Farm Graduates



When **Aaron** moved to Silver Maple a couple of years ago, he had never lived away from home, but he has proven to be an amazingly community-minded young man. In his house, he helps with setting the tables and cleaning up after meals, and always does it with a song in his heart. In the garden crew, he enjoys the opportunity to be outdoors, in food prep he fine-tunes his food-handling skills. He really loved being a part of the forest crew in the afternoon where he was able to relax and find peace in nature. Aaron has a silly side and a desire to get his job done the right way. He is just as helpful at a loom as he is prepping veggies for the following day's lunch, and his contribution is always wonderful. He'll be moving home and is looking to find a program where he can continue to be a part of something larger than himself as he has so much to offer.



Alex celebrated her birthday in March, so she has had a little time to establish her new normal. As a Beaver Farmer, Alex enjoyed tasks like repairing benches, clearing hiking paths, and pruning fig trees, and her future has been set up with no shortage of fun, novel tasks as she and her parents settle on their new farm together in Lancaster County. Alex is loving, curious, very clever, and is missed already by her peers, but we know she has a bright and exciting future ahead of her with lots of opportunities to work on her farming and gardening skills.



Antonio left in the spring of this year after spending many years helping wherever he could at The Camphill School. At Beaver Farm, he flourished in the kitchen and garden and was amazing behind the loom. His curiosity and work ethic are second to none, and he brought enthusiasm with him every single day. Increasingly, he enjoyed working alongside his peers and created some deep, meaningful friendships we know he'll carry on beyond Beaver Farm. He shared his sweet and thoughtful side with us in his final year as he came to terms with moving on. He has moved home with his parents and is currently keeping them very busy as he volunteers, is part of a cooking club, attends social events, and continues with his music studies as he is an accomplished musician.



Audrey brings a smile with her every day to crew at Beaver Farm whether she's sewing in pottery and fiber, harvesting salad in the garden, or caring for the animals on the farm. She's been part of a tight-knit group of old and new friends at Foxfield, where she enjoys dance parties, shopping trips, celebrations, and lots of singing. Audrey will be moving back to New Jersey and will be looking for a home with peers where she can continue to dance her way through the days while also lending a very helping hand when needed. She brings with her a positive attitude and a silly streak a mile long.



When **David** joined Beaver Farm, he wasn't so sure about the bugs and the dirt, but in his final year with us he became an extraordinary gardener. He seeds, transplants, fills trays, harvests, and rinses salad among all the other tasks his crew is responsible for. As a day student, he enjoys variety-filled afternoons where he can do a little baking, a little art, and have a lot of fun. David is someone who makes lasting connections with the world around him, and we know he'll be a frequent visitor to Beaver Farm long after he graduates. His kind smile and can-do attitude will make him be an asset anywhere he goes, and he'll make lots of friends along the way. He'll be moving home with his family and creating a day program that will keep him busy and his social calendar full.



We can't talk about **Ella** without mentioning her amazing art. Ella came to Camphill as an artist, and she is leaving with the same passion, a few new tricks up her sleeve, and a love of hands-on work. She spent mornings in the farm and pottery and fiber crews and her afternoons in Foxfield Flowers, where she is an absolute asset. Ella has such a sweet and silly soul that can melt your heart. She treats her housemates at Stone House as siblings and loves being part of an extended family-living setting. After Beaver Farm, Ella will be moving to Riverflow, where she can share her art and her awesome gardening skills with her new community.



Eunice joined us at Beaver Farm only this year, and it feels too early to say goodbye. We are so grateful for the time we've had working and learning alongside Eunice as she cared for the animals on our farm and the flowers at Foxfield. She's super smart and incredibly hardworking with a gentleness that captures your heart. Eunice made so many wonderful friends this year and enjoyed participating in dramatic performances as well as our numerous community festivals. She also shared lots of laughs with her housemates at Silver Maple. Eunice hopes to find ways to contribute to her wider community as she moves back home with her family. Her ultimate goal is to live with peers, find meaningful volunteer work, and have lots of opportunities to practice her social skills.



Gi set her sights high in her final year and really dedicated herself to her favorite activities at Beaver Farm. She spent her mornings in pottery and fiber working on her loom and she helped out in Foxfield Flowers and the garden, where she was able to help grow beautiful flowers and vegetables for salad. Her true love is knitting, and she had a table at our Christmas Market the past two years where she sold her creations. Gi is determined and has a great sense of humor which will serve her well in the future. She's moved back home and hopes to attend classes at Temple University, where she can continue to become more independent and explore what the world has to offer her post-Camphill.



Jackson is wrapping up several years of learning at Beaver Farm with so many more skills in his back pocket than he thought possible. He has been a stalwart member of the estate and food prep crews this year but has also left his mark on the farm crew in the past. He sure knows his way around the barn and is always willing to lend a hand. He also loved every opportunity for outreach, whether it was hiking, volunteering, or shopping with his housemates from Foxfield so they could prepare and enjoy delicious meals together. Jackson is a social and hardworking guy who loves to keep to his schedule and checks in with all of his favorite people throughout the day. He's dedicated to Beaver Farm, and we know he hopes to find a similar community vibe after he moves. He has so much to offer and loves that connection and purpose.



John was able to spend a few months with us this year as a day student after spending the rest of his time at Beaver Farm living happily with his friends at Stone House. Despite being a day student on paper, John has such a deep connection to his housemates there, that he would often find himself being swept up in their activities as if it were old times. John thrived as a day student and helped with farming and trail work alongside his housemate and friend Sarah. John brings joy everywhere he goes, and his life beyond Beaver Farm includes joining the day program at Kimberton Hills while living locally with Brian's House. He has so much to offer, and we know he'll blow them away with his ability to contribute to their wonderful program across the creek.



Meg had a whirlwind half of a year at Beaver Farm as she prepared for her next adventure. She rejoined Lucas House and participated in farm crew in the morning and forest crew in the afternoon. She blew us away with what an adept farmer she was and, in turn, she really enjoyed getting to spend as much time outdoors as possible. She continued to have a creative outlet to make beautiful things in pottery and fiber. Meg has always been everyone's friend, and she is sure to make lots of new connections as she takes on Triform in New York. She will hone the skills she has learned at Beaver Farm and gain new ones every day as she sees what life post-school is truly like.



Sam has been a part of Camphill for a long time. Everyone knows who she is, and that's how she likes it. She's got the personality and the drive of a leader and always knows how to best contribute. This year, she joined the herbs and processing crew where she thrived, and she spends her afternoons in the garden. She's also incredibly helpful in Stone House where she contributes daily to the chores and flow of the day. She enjoys her time alongside her friends with a good cup of coffee and a pile of clean laundry to fold. After Beaver Farm, she's moving to a group home in New Jersey where we hope she'll get the chance to garden and we know she'll make lots of new friends.



Sarah joined us for half of a year as a day student after spending years learning the ropes as a residential student, and she thrived in her final few months at Beaver Farm. Sarah had always been a strong and attentive member of our farm crew, but she joined the day students in trail maintenance in the woods and brought lots of energy. Sarah is the strong, silent type but still has lots of room for silly joy, which we saw on movie days, festivals, and in the nice weather. She loved getting to spend time with her familiar friends at Beaver Farm while she settled into her new home in the community and learned the ropes with Brian's House. She is enjoying her days with a busy social calendar, whether that's volunteering or spending leisure time hiking and keeping active and connected to her family.



Stephanie moved on after spending much of her life as a part of The Camphill School. In her time at Beaver Run and Beaver Farm, she found a rhythm that suited her and allowed her to come out of her shell. As a Beaver Farmer, she found her joy in Foxfield Flowers, where bucket runs were the highlight and sunny days were in abundance. This year, she was a dedicated farmhand and helped to care for all of our animals, rain or shine! Stephanie has moved to join a house with Emmaus Home and she spends her days volunteering through Delphi, where she has a very busy schedule and gets to spend quality time with people she has grown up alongside. Her sweet disposition and gentle kindness will absolutely be an asset as she builds her next community to thrive within.

2026 Gala: Foxfield Al Fresco

On the evening of Friday, May 29, more than 180 guests gathered at Foxfield Farm for the Foxfield Al Fresco Gala. The event was co-hosted by Development Circle Lead Guy Alma, and Borough of Phoenixville Mayor Peter Urschler, with a surprise guest emcee appearance by Guy's beloved pup, Finn.

During cocktail hour, guests browsed auction items in the barn and explored the gardens and greenhouses, many expressing admiration for the beauty and vitality of the property and its operations.

Once guests were seated, Guy presented a curated basket of student-made items—complete with a Foxfield Flowers bouquet—to honor Bethany Asplundh for her four years of dedicated service as Board President. The evening continued with the induction of Caldwell Heckles & Egan, Inc. as this year's Corporate Partner. Vice President Kurtis Egan accepted the award on behalf of the company. CH&E has been an invaluable partner to the school, contributing to numerous projects and currently leading construction on Ember and Woodledge, as well as key infrastructure improvements.

A highlight of the evening was a lively performance by the twelfth grade class, featuring selections from their class play. Their spirited Bollywood dance brought energy to the room, with guests clapping along.

Guests also viewed a video showcasing the remarkable transformation of Ember and Woodledge—the focal point of the 2025 Gala—alongside the evolution of Foxfield Flowers, which first took root at the 2019 Gala. Now in its seventh year, Foxfield Flowers continues to flourish but requires critical equipment upgrades to meet growing community demand. Business is truly blooming!

Following a delicious dinner and dessert by Robert Ryan Catering, guests returned to the barn for an evening of dancing, tambourine playing, and sing-alongs with Almost Minnesota.

We were delighted to welcome both longtime supporters and new friends to Foxfield, offering a glimpse of what your generosity makes possible. Thanks to the incredible support of our sponsors, volunteers, and community, the evening raised over $225,000. We are deeply grateful to all who contributed to this success.







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Year in Review 2025/2026



July 2025
Adventures on Marsh Creek are a highlight for students during the Extended School Year program.



Aug. 2025
Renovations and additions to Woodledge and Ember commence.



Sept. 2025
The newest students in our Elementary Class get to know one another and enjoy the hands-on learning that is at the heart of every day.



Oct. 2025
Beaver Run hosts its first annual Fall Fest. A beautiful, sunny day is the perfect complement to the joy and fun students, families, and community took part in.



Nov. 2025
High School Student Council elections take place after rousing speeches from candidates. Those elected work hard throughout the year to plan and organize social activities and other initiatives that make high school special for everyone.



Dec. 2025
Seventh graders begin the process of constructing puppets for their spring performance.



Jan. 2026
A blanket of snow followed by a crust of ice made for perfect snow play – from snowmen to sledding.



Feb. 2026
The Beaver Farm Community hosts a Masquerade Fasching, celebrating Mardi Gras in a classic, fun style.



March 2026
Twelfth graders present their class play, enthralling and thoroughly impressing their audiences.



April 2026
Eighth graders enjoy time together with an indoor picnic complete with blankets, baskets, and delectable food.



May 2026
Following the Foxfield Al Fresco Gala, the farm hosts Friends, Family, and Alumni Day, welcoming more than 100 people. Attendees have fun reminiscing and reconnecting.



June 2026
Sixth graders hold a bake sale offering a delightful assortment of treats that they made themselves. This gives them the opportunity to hone their baking, salesmanship, and mathematics skills.

Ensuring the Future

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

The Finance Committee has worked diligently to maintain the course. We are showing a healthy financial picture with a stable overall enrollment, although an increase in the day student population and a slight decrease in the boarding population requires careful long-term planning.

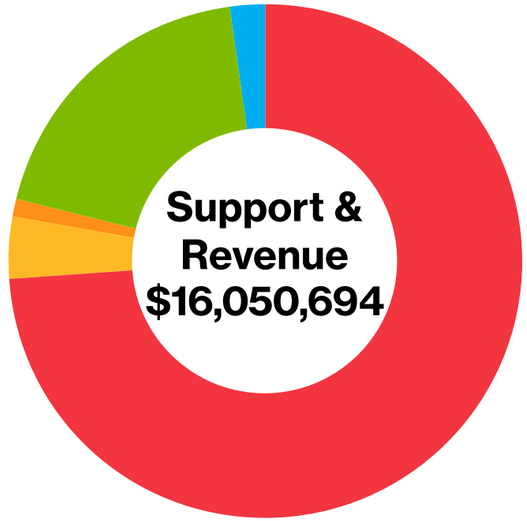
The committee continues to monitor capital expenditures to ensure that we provide adequate accommodations and facilities for the future. To that end, two newly renovated homes will be occupied by the time you read this. Thank you to our donors for providing the resources necessary for these sorely needed buildings. The areas of personnel costs and insurance present the most significant financial challenges going forward, and we will continue to seek ways to balance these important expenses with our other financial priorities.

Over the course of the past couple years, we have expanded the Finance Committee with the addition of two new members – Audra Hoffman Kahr and James Colman. They have both actively begun to provide us with new insights and vision, and we are grateful to have their expertise.

Expenses

- Administration/Marketing: **$986,525**
- Development: **$203,134**
- Insurance: **$2,862,107**
- Occupancy Costs: **$1,017,671**
- Educational Program: **$4,136,203**
- Boarding Program: **$5,022,253**
- Depreciation: **$1,253,743**

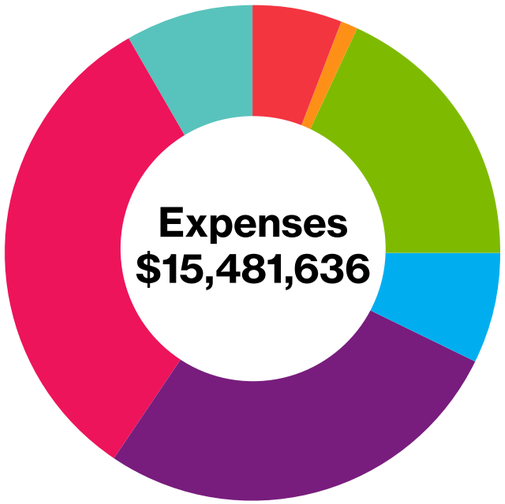
Our auditors' report is available upon request.



Support & Revenue

- Tuition: **$11,816,941**
- Contributions – undesignated: **$612,973***
- Contributions – designated: **$230,087****
- Program Services: **$3,088,443**
- Other: **$302,250**

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





Building for a Lifetime Campaign Donors

The donors listed made gifts earmarked specifically for the Building for a Lifetime Campaign to make possible vital capital projects. These include the renovation and expansion of the Craft House (completed in 2023), infrastructure improvements (commenced summer 2025), and the renovation and expansion of Woodledge and Ember (completed late summer 2026).

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

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Our Donors:

You see us and we appreciate *you*

The support provided by each of you recognized on the following pages is truly remarkable. You give so generously because you care deeply about the students, staff, faculty, and community members who make our school so special. What an extraordinary gift that is.

We are humbled by the trust you place in us as stewards of your generosity. Your support makes it possible to provide financial aid, sustain daily operations, purchase vital supplies and equipment for classrooms and prevocational crews, and invest in capital projects that enhance our buildings and infrastructure.

Although we express our gratitude throughout the year, it cannot be said often enough: Thank you! Your commitment strengthens our community, enriches the lives of our students, and helps ensure that The Camphill School continues to thrive for generations to come. We are deeply grateful for your partnership and support.

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$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 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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Gratitude to Our Volunteers

On October 28, 2025, fifteen Vanguard employees volunteered at Beaver Farm, helping to clear brush and improve the property. The group enjoyed working alongside our students and staff, making the day both productive and rewarding. This marked the third consecutive year that this group has volunteered at the farm, and we look forward to welcoming them back for future projects.



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