

# Reflections

A magazine for family, friends, and supporters of The Camphill School

FALL + WINTER 2021



  
**The  
Camphill  
School**



# Reflections

On the cover and below:  
Outdoor play at its best

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**Photography** Michael Oliveira

“So toss away stuff you don’t need in the end, but keep what’s important and know who’s your friend.” —Tom Marshall



While compiling articles for this issue of Reflections, I couldn’t help but notice that every single writer cited the importance of friends in our lives. It got me thinking about friendships and how they adapt over time and circumstances. People come in and out of our lives constantly, like the waves of the ocean.

At times, they are simply covering your toes, and when you wade more deeply, they can either buoy you or drag you under. Most times, you can choose which way they affect you, but once in a while you have no other option than to hold your breath, dive deep, and hope that you emerge back on the beach unscathed.

The friends we all—students, staff, faculty, families, supporters—find at The Camphill School are the best kind of waves, the ones on which you can lay back, relax, and know they will be there to support you as you experience life with all its ebbs and flows. We learn and teach each other what we can let go of, what is important, and that a good friend will always be there in the end to help us through even the toughest times.

As we continue to encounter what our world has to offer, with friends by our side who truly want to understand us, we can continue to feel supported. No matter what we go through next, we know that who we go through it with makes all the difference.

A handwritten signature in black ink that reads "Courtney". The signature is stylized with a large, looping "C" and a long horizontal stroke extending to the right.

Courtney Coffman  
Editor

*Editors Note: You may notice that some of the photos in this issue show students and staff unmasked. Either these photos are members of the same on-campus unit or the student pictured is not able to keep a mask on due to their disability. The school’s health and safety policy states that, like those in your own household, students and resident staff living in the same unit do not need to wear masks when together.*

# A Plan for Our Future:

Pushing for Pennsylvania  
to change their guidelines





## By Diane Poce, Sarah's mom

Like many families at Camphill, our road to the school was long and hard fought. The battles were well worth it given the impact that Camphill has had upon all of us. However, our time at the school will come to an end and we will need a plan for our future.

As residents of the state of Pennsylvania, our future plans are limited. The state of Pennsylvania severely restricts how Medicaid dollars are used to fund the care and services for adults with disabilities. Pennsylvania considers programs that look and feel like Camphill communities to be isolating and will not pay for adults with disabilities to participate in them. The Pennsylvania Office of Developmental Programs, which oversees the distribution of Medicaid dollars, has said the restrictions are in line with the federal regulations set forth by the Centers for Medicare and Medicaid.

Several parents have been pushing for Pennsylvania to change their guidelines. With the help of the national advocacy group Together For Choice and Congressman Brian Fitzpatrick, the parents have secured a letter from the Centers for Medicare and Medicaid saying that congregant communities *are in fact eligible to receive funding*.

The challenge now sits in Pennsylvania. Together For Choice is collecting statements from parents and other PA residents to present to State Representative Frank Farry, Chairman of the PA Committee for Health and Human Services. The statements are an opportunity to dispel the myth that congregant communities are isolating. Rather,

communities like Camphill provide abundant support and a chance to live a meaningful life. Finally, it is your chance to demand that your child, or a child you care about, has a choice in where and with whom he or she will live as an adult!

The road to change will take time and money. Therefore, Rep. Farry, along with the PA House of Representatives, needs to hear from as many people as possible.

### What can you do?

- 1. Write a letter to Rep. Frank Farry** and tell him why it is important for your child to have the choice to live in a congregant community like Camphill. Letters can be sent to Ashley Kim Wiess of Together For Choice at [ashley@togetherforchoice.org](mailto:ashley@togetherforchoice.org).
- 2. Carbon copy the letter to your PA State Rep.** Let them know that you and

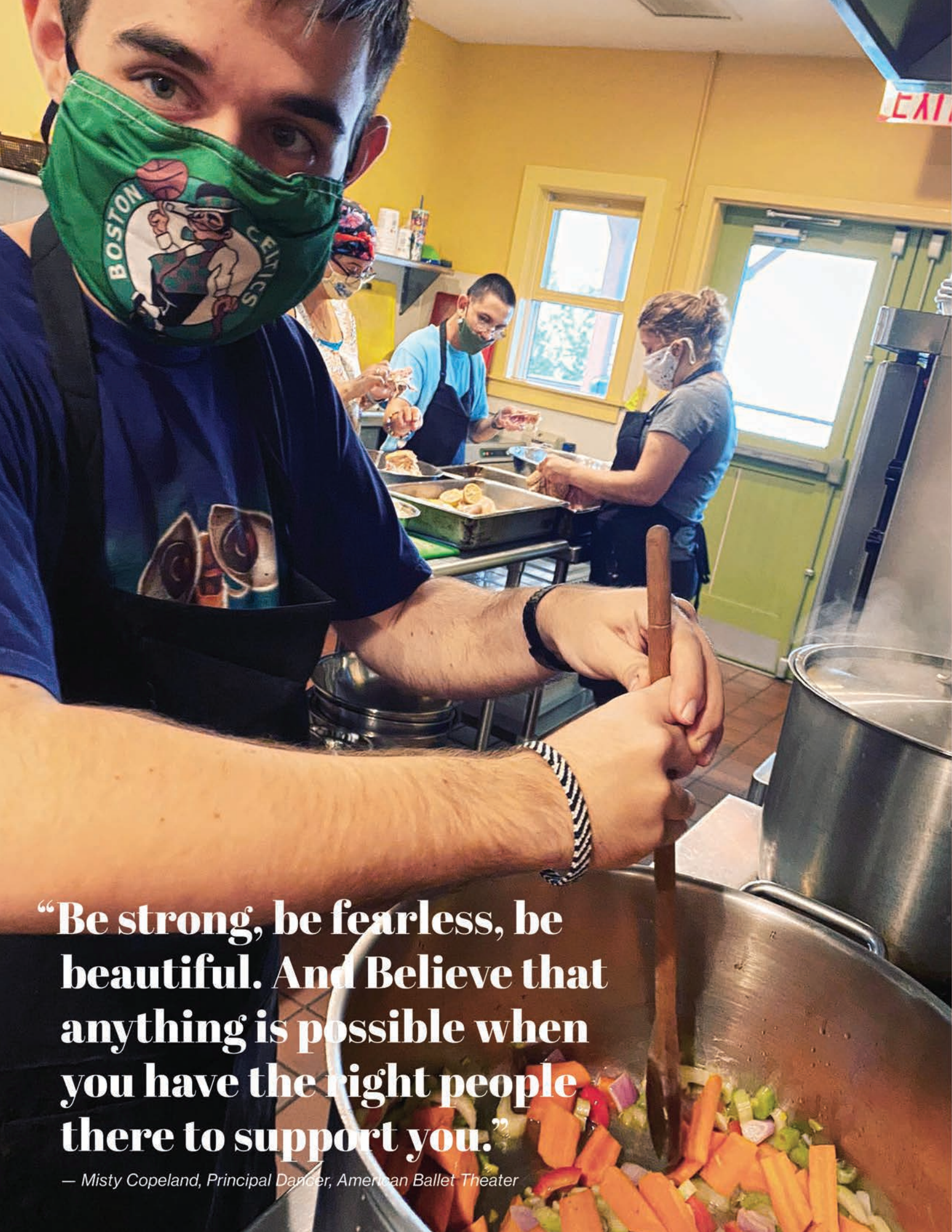
your child are a part of their district. Not sure who your state representative is? Go to [legis.state.pa.us](http://legis.state.pa.us) and search under "Find My Legislator."

- 3. Encourage family and friends** to also write letters.
- 4. Reach out to your child's service coordinator**, and if you do not have one then contact your county Office of Intellectual/Developmental Disabilities. Let them know the benefits your child has received from being part of a congregant community like Camphill.
- 5. Continue to educate yourself** about your child's options after age 21.

Just as neurotypical students take what they learn from school into the adult world, so should our students. Let's do what we can to ensure that they continue to grow and thrive after they leave Camphill!







**“Be strong, be fearless, be beautiful. And Believe that anything is possible when you have the right people there to support you.”**

*— Misty Copeland, Principal Dancer, American Ballet Theater*



Opposite Page / Colin cooking up something wonderful in the kitchen in Beaver Farm

# Rooted in Friendship

By Katherine McKnight, Ph.D.,  
Colin's mom

Families like ours who become part of the Camphill community have oftentimes experienced a long and complicated journey: advocating for our children while battling outdated beliefs and bureaucratic policies, often with the help of advocates and attorneys. Ours is no different. I've discovered another similarity among Camphill families. Our ability to overcome the challenges and obstacles to secure our son's and daughter's opportunity to attend Camphill is rooted in the love, support, and acceptance that friendship can bring to our families. Friendship is where our Camphill story begins, and it is the foundation of our experience today.

My son, Colin, is a resident of the Beaver Farm Transition Program and a third-year member of the Camphill community. When I ask Colin, "What does Camphill mean to you?" he always responds, "My friends." As Colin smiles, he lists EVERYONE—his teachers, his housemates, his therapists—EVERYONE he knows in the Camphill community. It is the first time in his 20-year life that Colin has had meaningful friendships, and because of this, he's thriving.

Yet we wouldn't be at Camphill if it weren't for one of my dearest friends, Deanna, who learned about Camphill, from her friend. Deanna, who has known Colin since he was born and "gets him," said to me one day, "Hey, have you ever heard of Camphill in Pennsylvania?" At that point, I hadn't, and I immediately thought that it would be personally challenging for me for Colin to attend school 800 miles away from his hometown. But it wasn't about me; it was about Colin.

Although Colin was content with his current school, he needed to develop life skills to become more independent. In our hometown of Chicago, a school and community like Camphill is nonexistent. Deanna listened to me as I shared my impressions. We researched together, and she offered her support and helped me to clarify my emotionally driven thoughts. With the support of my friends and my husband (Colin's stepdad) we visited Camphill with Colin.

During our visit, we found friends, beginning with the legendary Bernie Wolf, who shared his passion for this unique and magical community. By the end of the

visit, we noticed how calm and interested Colin became in the Camphill community. We knew that Camphill would provide the opportunity to be part of a community in which he could develop greater independence and self-actualization. As a family, we took that leap of faith, and Colin became a student that fall.

When Colin came home after his first three months at the school, our friends and families all noticed a difference. Colin carried a new aura of confidence, and he wanted to be involved. Colin helped me make dinner, offered to do tasks around the house, and was outgoing and calmer. Colin talked about his Camphill friends, and we discovered his newfound interests in folk dancing and cooking. Last summer, Colin received a letter from Stan, a Camphill live-in volunteer. That letter hangs in a place of honor on Colin's desk at home, and he often reminds us, "This is a letter from my friend Stan. He lives in Germany." Like most older neurotypical adolescents, Colin was finding his place in the world, with a little help from his Camphill friends.

We feel fortunate to have found Camphill. Colin's older sister describes it as "the Shire" (her nod to Tolkien's *The Hobbit*), a place where community, rooted in friendship and the love and support that it embodies, is magical and unique.

We discovered Camphill, a precious jewel in the Pennsylvania countryside, over 800 miles from our urban life, where Colin found friends—and our family is all the richer because of it.





# OUR TASK AS H

Editor's note: *For this article, three house parents were interviewed about what being a house parent entails and how parents of students can support their child's house and their extended school family. Thank you to Sarah Schreck, Michael Oliveira, and Tünde Schuschke.*

## Sarah

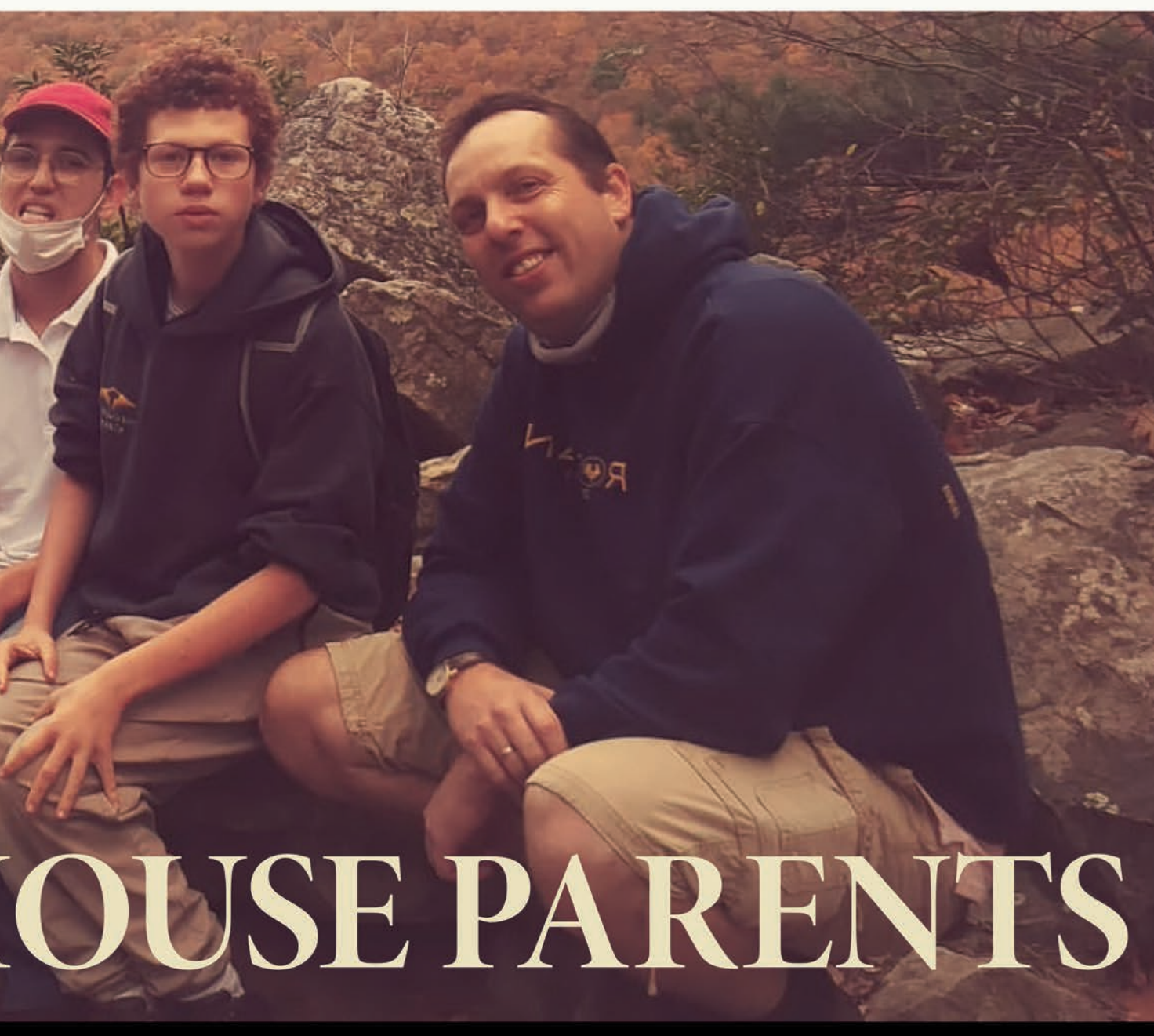
Our main task as house parents is to provide a therapeutic environment for our students where they can thrive and be well. We do our best to meet both their physical and emotional needs. We find

them activities, tasks, and chores that they can succeed in, but that also challenge them so they can strive in their development.

House parents also must regularly connect with teachers and therapists so that the house can support their activities and vice versa. It is also essential to report if a student is having a difficult day either at school or home so that the teacher or house parent can be ready to receive the student and support whatever may be happening.

As a house parent, I also must guide, instruct, and be a role model to the helpers in my house. Whether they are resident volunteers or commuting employees, I must show them how to interact and care for the students, one another, and our shared home. Team building is essential. We must know that we can trust one another and that everyone can be their real, true self. They must know that they are not a bad person if they have a bad day. We are all human beings. When someone is ill or has a day off, house parents must make sure that every





# HOUSE PARENTS

aspect of the home's needs are covered in a safe and manageable way. When you do not have enough people, the ones you do have get burned out. In contrast, too many people could mean that someone is not feeling as if they have a meaningful role to play.

I like to make sure that every student is individually engaged with an adult house team member, one on one, on a regular basis. That could be reading, taking a walk, playing a game, or calling home. Every student needs to be seen and

heard. It is good for the staff, as well, so they can truly get to know the students.

Being a house parent is my profession, but this is also my home. I am very careful that all the parents of my students know that, unless it is an emergency, I will not respond to texts, emails, or calls on my day off. I also won't respond immediately if I am with the students or in a meeting. Because my professional life and home life are blurred, these boundaries are very important. All of the students' parents are very respectful of this, and I am grateful.

It is important that everyone is included and that parents are a part of our house community. This is done by communication as well as engaging parents in the goings on of the house and updating them on the progress of their child.

Something that I would like for our parents to know is to trust that we mean well and do what is best in our abilities to care for their child. It is a huge step for parents to place their child as a boarding student and entrust them in our care. That does not go unrecognized. Once parents know





this is the right place for their child, they should trust that feeling. You will hear doubts from family, friends, and even yourself, but if you feel it is best, know that it is what your child needs and that your decision is the right one for your child and your family.

## Michael

Being a house parent is more than just being a house manager, it is being a parent to the children and the house community. We make sure the environment is taken care of for everyone's health and safety but we also make sure that everyone is being emotionally cared for—the children and adults alike—so that each of us can thrive.

There is also the paperwork required by the school, government, and school districts. We train resident and commuting staff, track house finances, communicate with parents, hold team meetings, collect

data for IEPs, give medications, and plan nutritious meals.

Being head of a house with twenty people, you get to know everyone and their personalities and needs. This helps when you do even the most simple things, like where everyone should sit at the lunch or supper table.

It is important that parents are honest with us about their children and their needs so that we can best care for and support them and their child. There is always an open stream of communication between the house and parents, with parents being respectful of the hour, our days off, and our restorative vacation times.

It also is hugely helpful for parents to trust in our process and help it along by incorporating what we do into their child's life at home. Engaging with the

house community is essential to understand and see the progress their child is making. It is a partnership, and the parents are as much a part of our extended family living as their child is.

## Tünde

My task as a house parent is to open our doors to resident volunteers and students, and to let them grow and develop and then go out into the world and take that growth into their futures. I learn so much from them, and they each bring something different to our house community. They give back and are grateful for their experience.

I was fortunate that I had established myself solidly as a house parent well before I had my children, Leon (12) and Julian (7). Having your own children and being a house parent is eye-opening because you have to place more trust and



**Previous Page** / Rowan House enjoying a hike last school year

**02** / Outings help to further the bond of house communities.

**01** / Enjoying time in the kitchen – the heart of every home

responsibility in your resident volunteers. My focus shifted to how I train and care for the volunteers in my house. I make sure that their strengths can come through while also making sure they are healthy, both physically and emotionally. While it was a struggle at first to give up control, it helped me become better at delegating and made me realize there is more than one way to do something. They should have the freedom to come up with their own way.

Now that my boys are a bit older and establishing their independence, it is a bit easier. Andreas, my husband, and I have come up with a schedule so that we can spend meaningful time with Julian and Leon. After they come home from school, one of us spends time with them playing or doing homework, while the other supports the house, then after dinner we switch. We have to prioritize our own children while still ensuring that the students and volunteers we are responsible for are safe and well cared for. Having “staff kids” as they are called here in the

house is wonderful. Julian and Leon engage with the students and they learn from each other. They truly become like their siblings.

Last year, we had a very small group to run the house, just three volunteers. While we all were very busy, with fewer of us we really got to know one another. We had the opportunity to have conversations and made sure everyone’s needs were met and that no one was struggling.

Our house had to quarantine last year due to a positive COVID test. It was a difficult time, but our students’ families would drop off take-out or special treats at our door or sent gift cards so we could order out for a meal. It was lovely to know that they cared and were making us feel loved as we all hunkered down.

This year, we again only have three resident volunteers with us, but we are hoping to get more. All of them are part of the Camphill Academy, so they have class in addition to days off and on-call

days. This year we have a younger group of students, and it is much different and more hands-on than our typical high school group. And it is made even more difficult with our continued staff shortages this year. We are fortunate to have a direct-care employee who has been wonderful. Even though she commutes back and forth, she is really part of our house just as much as those of us who live here. I think this is a role we need to cultivate in the future as the potential of getting resident volunteers becomes more challenging.

We also love having volunteers from the local community—like parents and other friends—come in once a week to cook lunch. It makes a huge difference, allowing me, Andreas, and our resident volunteers to take care of other necessary tasks to keep the house and our extended family healthy and strong. Having someone who would be willing to come and do laundry or iron napkins would be terrific, too!



**02**



# Turn your Pennsylvania personal or business tax dollars into tuition assistance!



**The Pennsylvania Education Improvement Tax Credit (EITC) program enables you to redirect your Pennsylvania tax dollars – almost dollar for dollar – to The Camphill School, for tuition assistance for our students from Pennsylvania.**

To qualify for the program businesses must pay one of the following listed taxes. Individuals qualify if their Pennsylvania state taxes exceed \$3,500 annually. Effectively, you or your business can donate to The Camphill School instead of paying taxes to the Commonwealth of PA. Eligible businesses and individuals can receive a tax credit equal to 75% of their contribution to The Camphill School. This credit increases to 90% if you or your business commits to give the same amount for two consecutive years.

Any business authorized to do business in Pennsylvania subject to one or more of the following taxes may be eligible:

- Personal Income Tax
- Capital Stock/Foreign Franchise Tax
- Corporate Net Income Tax

- Bank Shares Tax
- Title Insurance & Trust Company Shares Tax Insurance Premium Tax (excluding surplus lines, unauthorized, domestic/foreign marine)
- Mutual Thrift Tax
- Malt Beverage Tax
- Retaliatory Fees under section 212 of the Insurance Company Law of 1921

For businesses, application deadlines apply.

If you want to support the school and make a gift directly to the school, you will get a tax deduction, yes, but the majority of that donation is still a cost to you. If you make a gift to the school through the EITC program, it can offset almost your entire PA tax bill – in other words, the donation comes at almost no additional cost to you. You are basically redirecting who gets the money when you pay your state tax bill, which you have to pay anyway.

Even more good news is that the Pennsylvania budget, passed in June, includes \$40 million to the Educational Improvement Tax Credit program,

(EITC) representing the biggest expansion since the program's inception two decades ago, increasing it to \$225,000,000.

**To learn more contact Courtney Coffman (ccoffman@camphillschool.org) or visit [camphillschool.org/giving/eitc](http://camphillschool.org/giving/eitc).**

A special thank-you to these businesses and individuals who have participated over the last year:

**Craig and April Adams**  
**Scott and Jen Althouse**

**BB&T**



**Fran Kinniry**  
**Liz and George F. Ohsiek, Jr.**  
**Bill and Faith Parshall**





# #GivingTuesday 2021

The Camphill School has been able to thrive these past couple of years, remaining strong and hopeful thanks to the dedication, support, and love from you – our community, student families, and loyal supporters. With your continued assistance, our students remain in the classrooms and living in our community – learning, growing, thriving, and enjoying each day!

On November 30, The Camphill School is excited to once again take part in #GivingTuesday, kicking off the charitable season, when many focus on their holiday and end-of-year giving.



A healthy social life is found only when, in the mirror of each soul, the whole community finds its reflection, and when, in the whole community, the strength of each one is living.” —Rudolf Steiner

**Because you have been so supportive of #GivingTuesday over the years, we have upped our goal to \$75,000!**

This will help us continue to provide the gift of education to all of our students regardless of their family's ability to pay and support the health and well-being of not only everyone on our campuses, but the physical campuses as well. We can't wait to partner with you so we can provide the life-changing experience of education, friendships, growth, and memories made!

**For more information or questions, please contact Hope Rogers, Development Officer, at [hrogers@camphillschool.org](mailto:hrogers@camphillschool.org) or 610.469.9236 x119.**

## How can you make a difference?



**1.**

Access [bit.ly/IGiveTCS](https://bit.ly/IGiveTCS) to register for this event! **Start fundraising to benefit the school's #GivingTuesday Campaign. It's simple, customizable, and shareable via social media and email.**

**2.**

**Donate on Tuesday, November 30,** to create transformative educational opportunities for our students. Join together with the Camphill community by making your gift on this national day of giving.

**3.**

Do you have a loved one who has everything? **Give in honor of a friend, neighbor, family member, or coworker.** You not only give a unique and priceless gift, but are able to introduce The Camphill School to someone who might otherwise not know about us. You are helping us create new relationships and the potential for future supporters.

**4.**

**Share, share, share** our messages on Facebook, Twitter, Instagram, LinkedIn, email, text, and, of course, by word of mouth. Your endorsements and support are critical to the success of this one-day campaign!



# A New Kind of Family

By Clare and  
Bill Higgins,  
Sasha's parents

**We all understand that our children need us to love them for who they are.**

We had six children when Sasha came into our lives—a young, growing family enmeshed in a chaotic swirl of activity and noise, always excited to share the love we felt for each other. Through the years, each of us faced a variety of challenges, and our immutable truth and core foundation to weather those storms was the support and shelter offered by our tight-knit family. The concepts of “love conquers all” and “together we are strong” seemed irrevocable, intertwined truths. We believed that for Sasha it was no different. Given our experience, it would simply be a matter of sustained effort to figure out what support she, like her siblings, needed to thrive and succeed.

However, in the span of several exceptionally challenging years, an uneasy thought began to manifest. What if the things we tried weren't helping, but were instead making things harder for her? We remember acutely that terrible consideration: What if the best “place” for our child was NOT with us? The conflicting emotions triggered by such thoughts were overwhelming—our own feelings of failure, despair, guilt, and regret, coupled with opinions, and sometimes judgment, from others only added to the emotions we faced as parents. And so, we fought against our instincts and tried to love Sasha through it instead.

**Humility is not thinking less of yourself, it's thinking of yourself less.**

Ultimately, we had to suspend our own feelings and consider what such change might mean for Sasha, and for her siblings, who had fought this battle with us and did not come out unscarred. Perhaps success really meant finding a different means for Sasha to be happy and thrive on her terms and not ours. When we were able to let go and relinquish that control, there it was—it had never been about us, but always about them, our children, and in this case, Sasha.

A key to letting go was reconciling the vulnerability we felt, and the trust we would need to place upon others, to help carry Sasha further than we ourselves could. It was something of a spiritual paradigm shift. We always hoped we were innately the most capable, best-suited advocates for our children. Could we still fill this role, but instead from afar? Making the decision to send Sasha away from our home would require a leap of faith.



01





## Children are the greatest gift life will give you, and their souls the heaviest responsibility it will place in your hands.

Cultivating that initial faith was a process, especially in the beginning stages of information-gathering. Doctors had recommended long-term psychiatric care. Therapists recommended behavioral placements. None of them seemed right. However, finding Camphill planted the first seeds of hope. The palpable sense of community, acceptance, encouragement, and understanding gave us the courage to hand over our precious cargo to a new kind of family. We cried the whole way home after we first dropped Sasha off at the boarding program. They were tears of sadness, but also tears of tremendous relief. Repeatedly over the years, that faith, confidence, and trust in others has been renewed and nurtured by those at Camphill who have embraced our entire family and welcomed all of us into theirs.

Eight remarkable years have passed. The Camphill community has invested its time and effort, love and care into our daughter—we see the young woman she has grown into and know we made the right choice. We stand at a waypoint so very different from that of nearly a decade ago. In the time she has been at Camphill, Sasha has grown into a young woman who is excited by what each new day brings. She loves to garden and enjoys most chores where she can see a tangible result (especially cleaning!). She always has stories to tell about her friends, and somehow seems to know the lyrics of almost every song on the radio. Our family has healed and visits home are more peaceful and filled with laughter. Being at our house is now something Sasha enjoys, but we know that heading back to Camphill is something she enjoys even more! Our gratitude is boundless, and our hearts are full.









Opposite Page / Sarah splitting wood

02 / Sarah and Jordyn in a class activity

01 / Sarah in the classroom

# Because They Are Loved

By Rick Poce, Sarah's dad

The Greek philosopher Heraclitus supposedly said, "You can't step into the same river twice." The statement means that life is an endless cycle of change, life's one constant. Yet, change is something humans tend to not like at times. We like stability. Being the parent of a child with a disability, life has taught me that there is a lot of wisdom in Heraclitus' dictum. Also, if you can find a sense of stability and security, hold onto it, however fleeting it may be.

I remember dropping Sarah off at Camphill the first time. We were moving her into Longhouse. Anna and Joe Harris were her house parents. My wife, Diane, and I were so nervous about the change that was coming for us and Sarah. Anna and Joe were so welcoming! The eight-mile ride home from Camphill was silent and long. The house was so quiet. Sarah is an only child, and her absence was deafening.

Through Sarah's first year at Camphill, she blossomed and grew. The Harris family were like house parent superheroes

who used their superpowers to quell our fears and guilt about leaving Sarah to live with others. They, along with Sarah's teacher, Sally MacDonald, and the entire Camphill community did amazing things to help Sarah thrive with new friends and family. When she returned home for weekends and vacations, Sarah was still her feisty self, but the one remarkable difference was her sense of confidence. Camphill's greatest gift (superpower) is that it enables students to self-actualize and feel valued because they are loved. That love radiates outward to the families of students, bringing a sense of stability and harmony to lives that are sometimes fragmented by hardships of a disability.

Sarah is in her third year at Camphill living in Rock Crystal with Rafael and Rachel Knauf. She continues to blossom and grow through all the challenges and changes that life brings. Rock Crystal contains the same powers as Longhouse. It would be remiss to think of Camphill as a magical place. Rather, I like to think of it as a Shangri-La that challenges students to be the best versions of

themselves through hard work, patience, and enduring love.

Yes, change is inevitable in life. Sarah has about four years left at Camphill, and we are already planning for the future. For now, the school and community continue to provide her and us with a sense of purpose and stability. It's still difficult dropping her off every year, but I know that she is in the right place. The people at Camphill are the closest thing to God's hands on Earth I have ever experienced. Rivers and the world are always changing. It's nice to have a place like Camphill to call home for children like Sarah, even for just a little while.



01



02





# ACTIVELY SUPPORTING YOUR HEALTH IN THE COMING MONTHS



## By Raphael Knauf, M.D., School Physician

Many illnesses, including acute respiratory illnesses, occur more commonly during the colder and darker seasons of fall and winter. This article is meant to share some general thoughts on actively supporting your health. This is obviously not a replacement for advice from your physician and is meant as points for thought and consideration. I also recommend you stay up-to-date with all public health guidance.

Since the beginning of the COVID pandemic, many people have more worries and fears than before, about a wide variety of issues: health and illness, one's work and the people depending on it, isolation, one's loved ones, one's communities, social events, division and conflict, and much more. Often, worry and fear is experienced as "coldness" on the soul level; it has a negative effect on our immune systems. However, the issues mentioned are real and we cannot just make ourselves not be worried or anxious. Often, consciously acknowledging feelings can already be a help. Also, fostering warmth and trust on all levels is often experienced as helpful. Some things to consider may be:

- **Dress warmly. Using several layers allows flexibility to adapt to changing environments. Wool can be especially helpful; it is pleasantly warm and stays warm even when wet.**

- **Have warm meals and drinks regularly, e.g., warm tea and porridge.**
- **In general, opening windows widely for a limited period of time, on a regular basis, leads to better ventilation and better warmth retention than having them cracked all the time.**
- **Social activities are obviously still limited in many ways; however, human encounters are essential for fostering warmth and staying healthy. You may want to think about: cooking, baking, and eating together; talking with loved ones; limiting screen time; physical touch e.g., through a foot rub; playing games; reading or telling stories; laughing together, etc. (As stated above, consider public health guidance when doing these.)**

Some other things to consider for supporting our immune system and well-being are:

- **Regular movement and exercise, which are foundational for a healthy immune system.**
- **Spend time outdoors and in nature.**
- **The most concise diet advice I know is: "Eat whole foods, mostly plants,**

**and not too much."** To expand it a bit: **Eat a variety of foods. Eat more bitter and whole fresh foods and decrease sweets. Also, for adults, try to have at least a 12-hour break in food intake for each 24-hour period.**

- **Be careful with substances like alcohol and tobacco.**
- **Foster healthy rhythms:**
  - **A healthy, consistent sleep-wake rhythm.**
  - **A healthy, consistent eating rhythm.**
  - **Monitor rhythm of technology use: Take regular conscious breaks from TV, computer, and other devices — and the news.**
- **Depending on your worldview, make time for religious, spiritual, and/or mindfulness practices.**

Most importantly, find the things that are important to you and your family to stay well, have some fun, and find joy.

Be well!



## Volunteers Needed!



Volunteers are essential at The Camphill School. Our live-in volunteers care for the students while supporting teachers and house parents. Weekly volunteers provide respite by helping with a variety of tasks.

- **Cooking meals in boarding and day student houses – We have eight people helping so far, but still need a few more!** 9:30-12:00 – Monday, Tuesday, Thursday, or Friday
- **Horseback riding therapy helpers are needed:**
  - > Tuesday, Wednesday, Thursday 9 a.m. – 12:30 p.m.
  - > Monday, Tuesday, Friday 3 – 3:40 p.m. with lower school
  - > Tuesday and Friday 4 – 5:40 p.m. with high school

- **Volunteer groups from companies, religious institutions, and schools can accomplish in one day what may take one or two people a whole week.**

- **Foxfield Flowers needs volunteers to assemble holiday wreaths. Contact us for more information.**

Getting involved is a wonderful way to have a deeper connection to the school. If you have time and talents to donate, contact Sarah at [sdowns@camphill.school.org](mailto:sdowns@camphill.school.org). Please note, volunteers are required to complete all relevant backgrounds checks, clearances, and follow masking guidelines.







SAVE THE DATE FOR  
THE 2022 GALA

HAND

CRAFTING

OUR FUTURE

**FRIDAY, JUNE 3, 2022**

JOIN US FOR THE 2022 CAMPHILL GALA  
FRIDAY, JUNE 3, 2022 / 6:00 P.M.  
LOCH AERIE MANSION, MALVERN, PA.  
VISIT **BIDPAL.NET/CAMPHILL2022**  
FOR MORE INFORMATION.





# Congratulations, Laura and Andrew!

Laura Knight, Special Education Teacher at the Transition Program, and Andrew Lloyd, Garden Assistant at Foxfield Flowers, were married on August 7th. The two met as resident volunteers at Beaver Farm and the rest, as they say, is history. The wedding featured Foxfield Flowers, including Laura's bouquet. Best wishes for a long, happy, love-filled marriage!





## Welcome to the World, Leonie Georgia!

Houseparents at Beaver Farm, Haleh and Anna Wilson Janisch welcomed their beautiful daughter, Leonie Georgia, to the world on June 28th. Welcome to the Camphill family, Leonie, and congratulations to Haleh and Anna on their adorable new addition!







## PLEASE JOIN US

Nov. 30	#GivingTuesday (details on page 13)
June 3	The Camphill School Gala (details on page 21)

VISIT [CAMPHILLSCHOOL.ORG](http://CAMPHILLSCHOOL.ORG) FOR MORE DETAILS ABOUT ALL EVENTS.

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Join the growing ranks of the Pietzner Legacy Society by naming our supporting foundation, Beaver Run Foundation, in your will or other estate plans. Call Courtney Coffman at 610.469.9236 x132 for more information.

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

The Camphill School does not discriminate on the basis of race, age, color, creed, gender, sexual orientation, national or ethnic origin, or disability.

