

# REFLECTIONS

FALL+WINTER 2016



ECONOMY FOR  
THE COMMON  
GOOD **p. 4**

WISDOM OF THE  
HEART: DR. KARL  
KÖNIG **p. 12**

EVENTS/  
HAPPENINGS:  
CAMPHILL RACQUET  
**p. 18**

## DOING THINGS THEIR OWN WAY

HOW THE PATH OF SELF-DISCOVERY HELPS CREATE COMMUNITY



CAMPHILL SPECIAL SCHOOL



Antonia and Molly



CONTENTS

FEATURES

- 4 Economy for the Common Good
- 8 Prevocational Crews at Camphill
- 12 Wisdom of the Heart: Dr. Karl König
- 14 VOLUNTEER SPOTLIGHT
  - DaVita
- 18 EVENTS/HAPPENINGS
  - Camphill Raquet

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REFLECTIONS

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“

Be yourself.  
Everyone else  
is already taken.

— Oscar Wilde



**T WAS A SUNDAY IN SEPTEMBER. NOT JUST ANY SUNDAY**, the first football Sunday of the season, which at our house is practically a national holiday. My boys and I were at the grocery store before the game wearing our Eagles jerseys. We passed someone in a Packers jersey. I didn’t even notice. Well, Harris doesn’t miss a thing. “We don’t like the Packers!” he says to me, maybe a bit too loud. Gulp. I turn times like these into “teachable moments.” As you can imagine, we have many of these moments. So many in fact, that all I need to say now is, “What do we always say?”

“Everybody does things their own way. And that’s OK,” Harris replies. Even if they want to be a Packers fan in a suburban Philadelphia grocery store.

It may sound cliché, but everybody doing things their own way is what makes life interesting. Our teachers, aides, therapists, houseparents, and staff understand this completely about each of the students. They strive to make the way the students do things meaningful for everyone, especially the child. In this, they are guided towards the whole, incredible person they are and are meant to be.

Courtney Coffman, Editor



# ECONOMY FOR THE COMMON GOOD IN THE UNITED STATES: CAMPHILL SPECIAL SCHOOL AS THE PIONEER ORGANIZATION

BY SEBASTIAN BOELE



Christian Felber, founder of the Economy for the Common Good

**A**CCORDING TO CHRISTIAN FELBER, the current economic paradigm, which focuses on profit maximization and competition, has significantly increased income inequality and environmental degradation. Therefore, the current “bad” economic paradigm ought to be replaced with a socially just and ecologically sound model that considers the employees and enhances the common well-being and justice among sustainable development. The fundamental goal of a new economic paradigm is to develop the economy to better serve the basic needs that are commonly seen as the prerequisites of a

good life and a successful society. Concretely, this means that the economic model should create incentives for increasing the surrounding well-being—the Common Good, instead of the prevalent egoistic approach. Global debt crises are visible in the media across the world. However, the most challenging and serious issue is the ecological debt—the total consumption of natural resources has exceeded 1.5 Planet Earths each year. Due to the unsustainable consumption the climate changes, the price of basic commodities increases and social inequalities escalate. Hence the question: is our current economic paradigm able to adjust quickly enough or should it be replaced with a new model?

As a part of the Economy for the Common Good theory, Felber has created a Common Good Report that assesses an organization’s ecological, financial, and social sustainability in relation to the surrounding society, environment, and people. During my eight-month internship at Camphill Special School, I had the chance to create a Common Good Report for Camphill Special School and, in collaboration with German Common Good auditors, assess the strengths and weaknesses of the organization based on this framework. Therefore, Camphill Special School’s values were compared with the Common Good Report’s basis: the human dignity, cooperation, ecological sustainability, social justice, and

democratic co-determination. So far the best organizations in Europe have reached between 600–700 points out of a maximum of 1000 points. However, traditional companies usually fall between 0–100 points. Camphill Special School scored 457 points. In other words, the Camphill community can be seen as an organization that has a strong positive influence on the surrounding common good. It is also important to note that the indicators in the Common Good Report are derived from the prevalent Middle European standards, but nevertheless Camphill Special School scored extremely well.

The main challenges—the weaknesses—of Camphill Special School are related to the aging infrastructure, especially due to inefficiencies at the main campus in Beaver Run. The highest individual scores—the strengths—were received from the social justice and human dignity aligning with the core mission of the organization. This illustrates the well-being of employees within the intentional community, including satisfaction in remuneration, social benefits, and the possibility for democratic decision-making processes. The overall results of the Common Good Report revealed that Camphill Special

School is a responsible community and succeeds well in the evaluation despite the fact that strict Central European social and ecological standards were used in the evaluation process. The Common Good Report is a useful tool in organizational development, and it visualizes clearly the strengths and weaknesses on a wide sphere. Since the Common Good Report is the first in the United States, Camphill Special School is also the pioneer organization that helps the alternative economic movement to grow and flourish. 🌱

Asa and Josh clean up after snack time





# IF YOUR BUSINESS PAYS PA. TAXES, YOU MAY BE ABLE TO GIVE AND RECEIVE!



Teacher Ash works with Jad.



Eleventh-grader Lily

The EITC (Educational Improvement Tax Credit) Program enables Pennsylvania businesses to directly invest in the education of our children through scholarships. The application process is simple, and the benefits to our students and their families are transformational.

## WHO QUALIFIES FOR EITC?

Any business authorized to do business in Pennsylvania that is subject to one or more of the following taxes:

- 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

## HOW DOES EITC BENEFIT MY BUSINESS?

Eligible businesses can receive a tax credit equal to 75% of their contribution to Camphill Special School. This credit increases to 90% if the business commits to give the same amount for two consecutive years.

## HOW DOES THIS PROGRAM BENEFIT CAMPHILL SPECIAL SCHOOL?

Funds donated by businesses will support our financial aid program for Pennsylvania students who lack government or personal resources.

## HOW DOES A BUSINESS APPLY?

The process is simple, but deadlines and timely compliance must be emphasized. Applications must be submitted on July 1 for all first-time business applicants. To participate in the EITC program, visit the Department of Community and Economic Development (DCED) website (<http://bit.ly/CSSEITC>) to complete an online application.

## THANK YOU!

We are so grateful to the following businesses for contributing to our EITC program:



Would you like to see your business on this list next year?

Contact Cara Schmidt at 610.469.9236 or [cschmidt@camphillspecialschool.org](mailto:cschmidt@camphillspecialschool.org)

## IMPORTANT DATES

**MAY 15** Business applicants that have fulfilled their two-year commitment and wish to reapply in 2017-2018 to renew their two-year commitment\*

**MAY 15** Businesses that are in the middle of their two-year commitment

**JULY 1** All other businesses  
\*Have your tax credits equal 90% of the contribution up to a maximum of \$750,000 per taxable year with a two-year commitment or 75% of the contribution for a one-year commitment.

Sixth-grader Antonio





# A PURPOSE TO EVERYTHING: PREVOCATIONAL CREWS AT CAMPHILL

BY SARAH SCHRECK



Aide Michelle and Molly  
in the weavery

**L**IKE MANY SCHOOLS FOR CHILDREN WITH SPECIAL NEEDS, Camphill Special School offers prevocational crews for students. Such activities prepare young people for their lives beyond school and allow them to find and hone their strengths and interests in a “workplace.” Here, though, it is a bit different. Yes, our students are developing

skills that will serve them through school and as adults, but they’re also contributing and deepening their connection to their school community.

We offer eight prevocational crews as varied as the students who participate in them: woodshop, weavery/pottery, store, life skills, food processing, land, garden, and barn. In ninth and tenth grade, students do rotate through most every crew so that they

and their teachers can determine where their strengths, talents, and interests lie.

No matter the crew, students learn essential skills that will allow them to thrive in their adult lives—being on time, working with others, taking instruction, completing tasks from beginning to end, taking turns, and caring for their workspace and tools. Most importantly, they learn that there is a purpose to everything they do.



Crew Leader Noa and  
eleventh-grader Nora  
prepare to sort eggs.



Senior Galya makes a  
decorative table mat.



Christopher weighs oatmeal.



McKayla works at the loom.



Frank works on a  
wooden spoon.

Each prevocational crew is embedded in the life of the community. Whether they are watering the horses, delivering milk to houses, crafting a woven mat to be sold or placed in our auction, or removing sticks from a field so it can be mowed, what they are doing is not only for themselves, but for everyone.

Cassidy, a senior, thrives in our store crew. The store is where all the food

and grocery items for the community are kept. The crew fulfills weekly orders from all the houses. Cassidy is in charge of unpacking canned goods and stacking them on the shelves. She knows exactly what she is responsible for and needs little supervision. As she moves the cans from the back room to the shelves, you can see and feel the pride—she understands that what she is doing is important and meaningful.

After a school term in a crew, students feel more connected to and responsible for the school community. They connect to the meaningfulness of the activities they are performing. Upperclassmen help their younger peers by teaching tasks, giving encouragement, and guiding them so that they all succeed. In doing so, everyone meets their potential and further becomes part of the community as a whole. 🏡



# IT'S OURS: HOME LIFE

BY TOVIT SACHNER

**Y**OU CAN GO TO MANY RESIDENTIAL SCHOOLS ACROSS THE COUNTRY and throughout the world, but none has a home life like that of a Camphill community. Camphill Special School's home life is unlike any other program. It's ours. It is a true family setting where each child is supported by a team: teachers, therapists, and house parents. The gesture of a house parent is very different than that of a teacher or a therapist. The class teacher is leading the child to the world; the therapist accompanies the child on his or her journey; and the house parent guides the child as if from behind, supporting the child in the process of meeting the world.

We had five children in our house last year, and each had a specific need that

called for specific observation and flexibility. One student had difficulty with self-regulation and was often anxious and agitated—almost disconnected from the body and its needs. We observed and came to the understanding that in order to help this child gain more insight, we needed to work with the element of warmth. The child's bed was warmed in the evening with hot water bottles, and warm baths eased the transition to sleep. With warmth applied to hands, feet, and belly in the evenings, eventually the child was able to begin recognizing and mastering physical needs. The child could now better feel hunger, thirst, and exhaustion and could more easily express those needs to us.

Another therapeutic gesture that only can take place in the home is house work. Every opportunity for the care of the home and those it is shared with has a therapeutic

element. A student who was seemingly on the fringes of our house community was assigned the duty of setting the table. In the beginning the table was chaotic, with utensils and cloth napkins haphazardly strewn about. Gradually, after much repetition and loving guidance, the table became a lovely, tidy place to share our meals. This simple act helped bring this child to us as a house community. The child became part of the daily routine and knew that the spoons and bowls we were using were there because they had put them there.

House parents see each child and what they need. We strive to find wholeness for each individual student or coworker in our house. The house parent is an ever-present gentle force shepherding each member of their house towards the world and their true selves.



Alex and Else enjoy breakfast together.

# AN INTERVIEW WITH GALYA

**W**E RECENTLY SAT DOWN WITH TWELFTH-GRADER GALYA TO FIND OUT WHAT SOCIAL LIFE IS LIKE AT CAMPHILL SPECIAL SCHOOL. She was eager to tell us about all the varied activities that happen both during the school day and free times.

**CSS:** What's rest hour, your time after lunch, like during the week?

**G:** Usually we just chill out. I like to draw and read. When I get an idea for something to draw I just have to get it down right away. We play games, too. We really like Uno and sometimes the games get really intense. When I'm in a play I practice lines with someone.

**CSS:** What about the weekends?

**G:** This weekend we are going to the rodeo, which should be really fun. We went last year and had a really good time. A lot of times we go to Soltane and play basketball in their gym. We get to talk to the other students and get to know the coworkers, too. We are going to start going to the Farm for movie night, too. We eat lots of snacks on the weekend, too.

**CSS:** There will be clubs again this year, right, on Tuesday and Friday evenings?

**G:** Yeah, they're fun. People offer different things. We have Bollywood dancing, salsa dancing, arts and crafts, circus club, and singing. I hope we get a few more things, too.

**CSS:** What prevocational crew are you part of this term?

**G:** I'm in the weavery. I really like it. It is really fun. I'm making a placemat, potholders, and a purse. I am hoping to be done with one of them by the end of October. Next term I think I want to be in the store or food processing.

**CSS:** You were part of Student Council last year. What was that like?

**G:** We met once a week to plan two dances and other activities. We ran a food drive at Christmas and had bake sales for charity. We had a mid-winter dance and Wild West themed prom. I would like it if we could have a third dance. They are my favorite. I think it's so cool to watch everything get set up and how pretty it all is. We also had a talent show a couple years ago, and I want to try to do that again. 🦋



Galya at last year's mid-winter dance



# WISDOM OF THE HEART: DR. KARL KÖNIG

BY NORMA LINDENBERG

**W**HEN DR. KARL KÖNIG GRADUATED FROM MEDICAL SCHOOL AT THE UNIVERSITY OF VIENNA IN

1927, he was immediately offered a teaching position at the University. He turned it down and instead went to Switzerland to work at a clinic with Dr. Ita Wegman, who had been Rudolf Steiner's doctor and coworker. There he was introduced to children with special needs.

On one festive occasion, when the children, each carrying an apple with an unlit candle in it, were walking one by one into a garden of moss—a moss spiral—to a central tall candle to light their own light and offer it into the garden, Dr. König was moved to tears. There he witnessed awe, wonder, care, and devotion radiating from the faces of the children, which were shining from their candle

light. He vowed to devote his life to these children.

Soon he had the opportunity, together with his wife, to build up a curative children's home in Germany. During this time he also travelled, giving many lectures, attended by hundreds of people, and also had a large medical practice. However, the National Socialists had come to power in Germany, and due to his Jewish origins, Dr. König was no longer allowed to lecture and his medical practice was considered illegal. It also became a danger to the curative home to have a Jewish doctor.

The family returned to Vienna, and Dr. König began to reestablish his medical work. He also formed a "Youth Group," a number of whose members were medical students. Most were Jewish. After Hitler invaded Austria they parted ways, pledging to find each other again and build a community with special

children. This came about in Scotland, where in 1940, as refugees, they were offered a large house and estate called Camphill.

In the years that followed, Dr. König interviewed thousands of children and gave medical and therapeutic advice. He established the Seminar Training in Curative Education (known as Camphill Academy here in North America) and guided and lived in a community founded on trust and sharing life, where no wages were earned.

Dr. König was small in stature, with an extremely large head and a crippled club foot. Choleric and an honest task master, his greatest gifts were his warmth, insight, intuition, and wisdom of the heart that allowed everyone—child, coworker, parent, or patient—to feel recognized in their true, better selves. Such an encounter with Dr. König was in itself healing and freeing, so that the next step in life's destiny could come about. 🏡



After experiencing a scene like this, Dr. König devoted his life to children with special needs.



Karl König, center in gray suit, during a visit to the U.S. in 1962. In the back row are Ursel and Carlo Pietzner.



# SENDING FORTH RIPPLES: DaVita VOLUNTEERS

BY CARA SCHMIDT

**O**N A BRIGHT, SUNNY MONDAY IN AUGUST a pool of volunteers streamed from air-conditioned busses onto the hot asphalt. They came bearing loppers, pruners, and clippers. Brand-new work gloves were about to be broken in thoroughly. They listened intently as they were introduced to the Transition Program at Beaver Farm. They smiled while hearing the details on the job they were to undertake: today the volunteers would be clearing vines and brambles and brush along the eastern property line so that we can grow wildflowers to attract butterflies and bees.

The group of over a hundred came to Camphill from DaVita, where they work together in Information Technology. Watching

them spread out their sea of light-blue and yellow T-shirts made it look as if flowers were already blooming! Their shirts were made to commemorate and celebrate the day: “Sending Forth Ripples,” was written across the top. They worked hard, cleared a great deal in a short amount of time, and remained cheerful all afternoon.

I spoke with Maureen Scott, who told me, “At DaVita we call ourselves a village. We’re a community first and a company second.” She said that having fun was an essential part of that, that a fun environment results in better care to those the company serves, and a better work environment for the teammates. In her “work family” they find causes to support— they learn the mission of the organization and develop a relationship, one that often carries on for years.

Watching the group, you could see that they worked well together. They removed huge branches, cut back weeds, and loaded up the tractor with ease. The work was hard but they truly appeared to enjoy themselves!

Before they got back on their cool busses, they posed for a big group photo in front of the barn. They donated all those tools and work gloves. We thanked them for a wonderful and productive afternoon, and they responded with a collective cheer! They shook our hands and thanked us for our work as we thanked them for theirs. They certainly sent forth ripples and made a positive impact on the school!

Interested in bringing a group to volunteer or even just yourself? Contact me at 610.469.9236 x133 or [cschmidt@camphillspecialschool.org](mailto:cschmidt@camphillspecialschool.org). 🏡



**INTERESTED IN VOLUNTEERING?**  
Contact Cara Schmidt at 610.469.9236 or [cschmidt@camphillspecialschool.org](mailto:cschmidt@camphillspecialschool.org).

# ARE YOU READY TO CHANGE LIVES?: ANNUAL FUND FOR FINANCIAL AID



**D**ID YOU RECEIVE YOUR COPY OF OUR ANNUAL REPORT? We hope you enjoyed experiencing all that you made possible last school year.

Have you sent your donation to support student financial aid? Do you realize that without you nearly a quarter of our students would not be able to be at our school? Your impact on our financial aid program is vast! You fund holistic education, healing medical and therapeutic care, and warm support-ive extended family homes. Where would our

students who receive financial aid be without you?

All we can say is **THANK YOU**— but it never seems to be enough to express how grateful we are for you. We hope we can count on you again this year to keep our financial aid fund healthy, robust, and strong. Don’t just take it from us, though, an alumni parent shared this:

*“When it comes to Special Education, it’s not a “one-size-fits-all” solution. While inclusion works for many students, it failed miserably for my son. Without the significant scholarship we received, my son may have never found his*

*way to peace, joy, and true friendships; and we may have never known the sweet boy underneath his multiple diagnoses. I am forever indebted to the donors to Camphill Special School. Thank you. Your investment has changed our lives.”*

—Carol

Are you ready to change more lives? Make your gift today via the envelope included in this newsletter, by visiting [camphillspecialschool.org](http://camphillspecialschool.org), or by calling the Development staff at 610.469.9236. **THANK YOU!** 🏡



# #GIVINGTUESDAY

## OUR HOLIDAY WISH LIST: #GIVINGTUESDAY

**O**N NOVEMBER 29, 2016 CAMPHILL SPECIAL SCHOOL will once again take part in #GivingTuesday, kicking off the charitable season—when many focus on their holiday and end-of-year giving. Black Friday, Small Business Saturday, and Cyber Monday are recognized days of holiday shopping. #GivingTuesday fills out the calendar, bringing attention to philanthropy, donations, and kind actions.

- Make a donation on Tuesday, November 29, 2016, that will create transformative educational opportunities for Camphill Special School students. Join together with the Camphill community by making your gift on this national day of giving.
  - Give in honor of a friend, neighbor, family member, or coworker. In doing so, you will be able to share Camphill Special School with someone who might otherwise not know about us. By introducing new people to the school now, you are creating the potential for supporters in the future.
  - Share our messages on Facebook, Twitter, LinkedIn, and of course by word of mouth. Your endorsements and support are critical to the success of this one-day campaign.
- We hope you will keep Camphill Special School in mind this 2016 holiday season!



Nicholas, senior Cassidy, and Anne

Mark your calendars for

## A STELLAR EVENING

The stars will align on **Friday, June 2, 2017**, for our thirteenth annual Gala. Your sparkling smiles will gleam even brighter with the backdrop of the radiant Phoenixville Foundry. Your contribution, whether through a sponsorship, program ad, auction item donation, or attendance, will directly benefit the students at Camphill Special School by providing financial aid and new innovative programs to ensure their success. We also will shine the spotlight on CSI International as we induct them as a Corporate Partner for their years of financial support, expertise, and in-kind contributions.

Please plan on joining us! For information on becoming a sponsor, advertising in the program, or donating an auction item please contact Courtney Coffman at [ccoffman@camphillspecialschool.org](mailto:ccoffman@camphillspecialschool.org) or 610.469.9236 x132.



# CAMPHILL RACQUET

**WE ARE THRILLED TO ANNOUNCE A NEW CHAPTER IN CAMPHILL SPECIAL SCHOOL'S RELATIONSHIP WITH TENNIS ADDICTION SPORTS CLUB!** Rather than hosting our traditional ProAm, Anthony DeCecco will have a group of students participate in weekly tennis lessons—how lucky are they?! These lessons will culminate in an exhibition match at Tennis Addiction on Sunday, May 7, 2017.

Anthony and his staff are delighted to offer our students the chance to hone their skills, all while socializing with and learning from Tennis Addiction's junior program participants and their enthusiastic staff!

Our entire Camphill Special School community—including YOU!—is invited to cheer on the kids on Sunday, May 7, from 12 noon to 2 p.m. You will enjoy tennis, music, and lunch at Tennis Addiction's indoor facility, located at 202 Philips Road, Exton, Pa.

For more information contact Courtney Coffman at [ccoffman@camphillspecialschool.org](mailto:ccoffman@camphillspecialschool.org) or 610.469.9236 x132. We look forward to seeing you there! 🏆



# CORPORATE PARTNERS: PECO AND TENNIS ADDICTION

**AT THE GALA ON JUNE 3, CAMPHILL SPECIAL SCHOOL HONORED PECO AND TENNIS ADDICTION**, our first Corporate Partners. An organization will be considered for Corporate Partnership when it provides three or more of the following: financial contribution, product donation, volunteer mobilization (employees and/or customers), grant awards, expertise

(board membership, committee participation, advisory role), or EITC commitment.

Not only is PECO a lead Gala sponsor, but also it empowers its employees to make a difference in their communities: the men and women who keep our lights on have served as leaders of our board, experts in maintenance processes for our facilities, contract and design experts for our construction projects, and personal donors to the projects that help our children blossom.

Tennis Addiction and Anthony DeCecco founded the ProAm over 20 years ago to fulfill a desire to support a local organization. The ProAm and Gala are the school's biggest fundraiser, grossing over \$3 million. Tennis Addiction also provides countless volunteer hours from dozens of staff, club members, and their children.

Thank you PECO and Tennis Addiction for your commitment to our school! 🏆



Anthony DeCecco accepts Tennis Addiction's award from Amy Walker, Gala Chair, and Guy Alma.



PECO's President and CEO Craig Adams receives the Corporate Partner award from Bill Herman, Camphill Board of Director's member, and Guy Alma.

**TENNIS ADDICTION**





CAMPHILL SPECIAL SCHOOL

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INDICIA



FSC LOGO HERE

## PLEASE JOIN US

November 26	CHRISTMAS CAFÉ	10 a.m. to 1 p.m.
November 29	#GIVINGTUESDAY (see page 16)	
March 15	CAMPUS TOUR	9 a.m.
April 18	CAMPUS TOUR	9 a.m.
May 7	CAMPHILL RACQUET at Tennis Addiction Sports Club (see page 18)	
May 10	CAMPUS TOUR	9 a.m.
June 2	GALA (see page 17)	

VISIT [CAMPHILLSPECIALSCHOOL.ORG](https://camphillspecialschool.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.



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Camphill Special 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.

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