

REFLECTIONS

SPRING + SUMMER 2018



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Home is not
just a place;
it's a feeling.

From architecture to agriculture and from programs to people the Camphill community strives to meet the needs of their extended family by creating a feeling of home.



CAMPBILL SPECIAL SCHOOL



“

The ache for home lives in all of us,
the safe place we can go as we are
and not to be questioned

— Maya Angelou



I DIDN'T MAKE IT TO WHITESTONE FOR LUNCH THIS PAST MONDAY. IT DID NOT GO UNNOTICED. Oliver came into the office yesterday on an errand. He stopped in the doorway of my office, gave me a disapproving look, pointed at me and said, “No.” I immediately replied, “I know, I know. I’m sorry. I had a meeting and couldn’t come to lunch. I will be there next week, I promise.” He just stared at me, not quite believing that I would actually be there. I guess I better really make sure that I am.

I have been eating lunch in Whitestone weekly for the past three years. I have come to know the students well, and this year in particular a routine has developed. As in all homes in the community, the entire house gathers in the living room before lunch. Maxine and I talk about the Eagles wins, Frank shares his latest riddle or joke, and I read a book with Oliver.

Home is not just a place; it's a feeling. At Camphill, the line between what is school or work and what is home is blurred. For our students, whether they are day or boarding, the school provides that feeling of home—the feeling of being surrounded by people who know, understand, and appreciate you for who you are. It also does the same for the faculty and staff whether we live on campus or commute back and forth to our own homes.

We too, like the students, are a part of the warm, welcoming extended family of Camphill Special School. I know I am not alone in the feeling that coming to work every day feels like coming home.

Courtney Coffman, Editor

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BROKEN INSTRUMENTS: A SIBLING'S PERSPECTIVE

BY AVA MOSELEY, 9TH GRADER AT GERMANTOWN FRIENDS SCHOOL
AND SISTER OF TRANSITION PROGRAM STUDENT LETA

I WROTE THIS GRAPHIC NOVEL FOR AN ENGLISH ASSIGNMENT. We had just finished reading the graphic novel *Persepolis* in class and had this assignment to create our own story

of identity based on personal experiences. Growing up with Leta as my older sister of six years was challenging and difficult at times. But it has given me a perspective that has made me who I am and shaped my iden-

tity. There are many different stories that I could write about Leta. However, I chose this one because it was recent and portrayed the important message that I want people to know about her. 🌟



Ava with her sister Leta

Broken Instruments

by Ava Moseley

It's a normal Monday night and I get a call to babysit kids in my neighborhood. I have to walk to the house not being able to get a ride from my mom.

But I suck it up, because my special needs sister has thrown up 6 months of her bile within the span of 4 days. That night as I'm lying in bed my mind drifts to last weekend.

It was Sunday evening and my mom made me go with her to Center City because she was producing a story for NBC something about a broken instrument concert but I wasn't really listening.

When we arrived we snuck past the crowd and went into the back where we met the organizer of the event.

I go sit on a chair in the corner towards the back and hide myself in my phone. The musicians haven't even arrived, just a ton of people congregating in the center of the room.

We collected about 1,000 broken instruments that are owned by the school district of Philadelphia those were then sent to the composer who created a composition based on them. It's going to be a sort of rambling, interesting, cacophony of sound. A beautiful mess.

this should be interesting

I am amazed the back wall begins to open, and I watch hundreds of people silently parade out of it.

They were carrying all sorts of broken instruments. I thought the instruments would have a couple strings missing or were out of tune. But some didn't have bridges or keys.

I didn't expect it to sound good, and although it was different, and at times awkward and out of sync, there was something about it that captured my imagination and drew me in.

I was similar to the dad when I was younger. I was scared of my sister, of her tantrums and unexpected outbursts.

The musicians make their way to the stands and the composer stands up. I expect the room to erupt with a heavy song. Instead a few people from one section just start tapping on their instruments. It starts off slow then gets louder and louder.

But I have grown up with her my entire life & she has changed me and the way I see the world. As I've gotten older we learned to recognize and understand the words she holds.

"A beautiful mess" just like my sister. She is like those instruments, missing some things. She can't speak, won't ever go to a regular school, or drive a car or hold a job.

But I would never think of my sister as broken, she is just different. Her music brings joy to a lot of people's lives. I am proud to say that I can hear her music and recognize how beautiful it is.

ARCHITECTURE: LIVING IN BALANCE

BY LAUREN EUSTIS, ARCHITECT WITH CARNEVALE EUSTIS

WE HAVE BEEN PRIVILEGED TO WORK ON MANY BUILDINGS ON THE CAMPUS OF CAMPHILL SPECIAL SCHOOL BEAVER RUN, which is a school, but more importantly, is a home to students, coworkers, and families all working together to live harmoniously with nature and each other. The architecture of the campus reflects Rudolf Steiner's philosophy of living in balance. The human being is the catalyst for the building designs, which are expressed in their scale and proportion, while the relationships between the campus' structures has created the gathering places that make the campus feel like home to its residents. The Camphill architecture uses angles and roof lines to bring the scale of buildings in harmony with the human body. Views, color, and light add a sense of delight and engage the senses to bring warmth and beauty to the experience of living in the buildings.

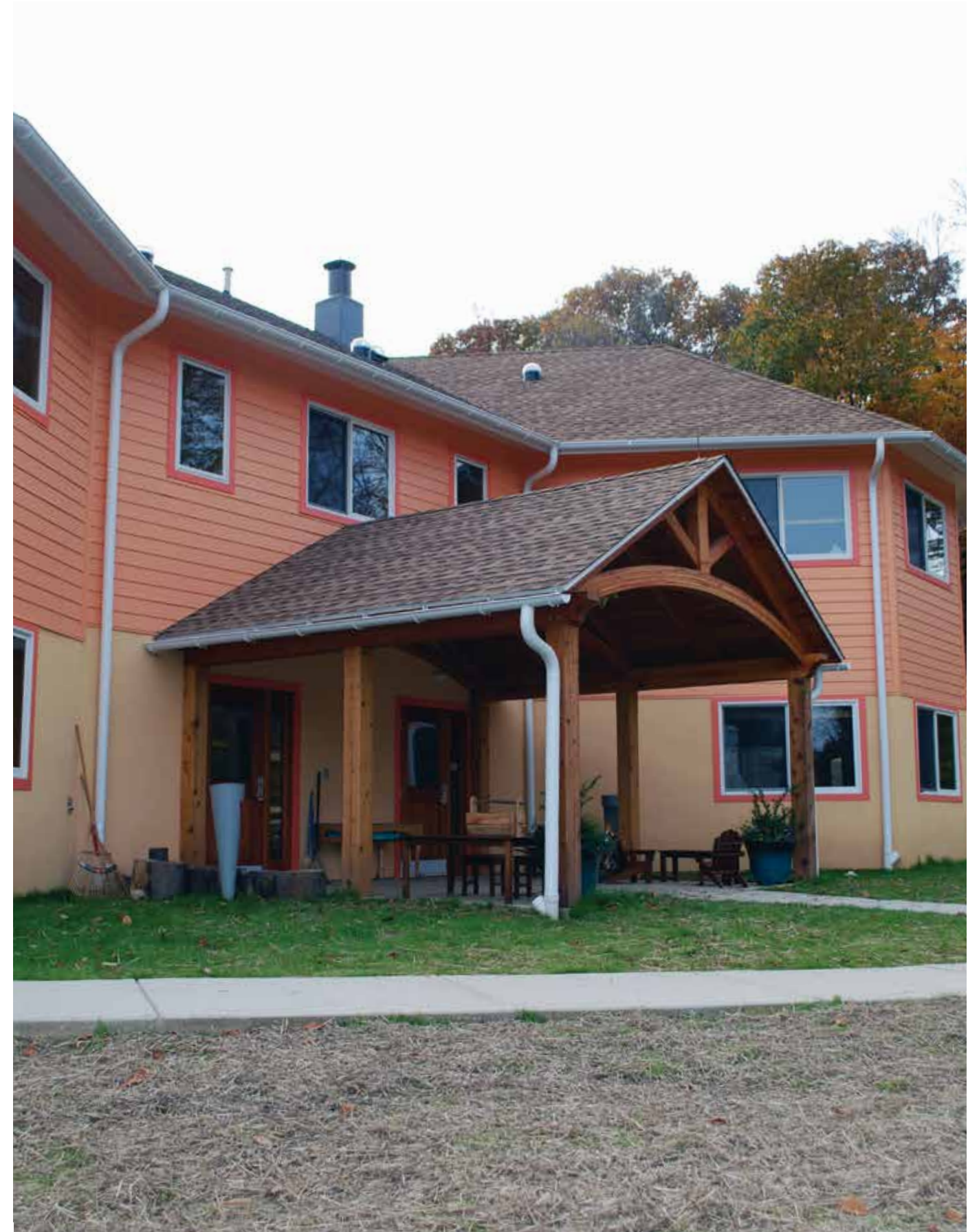
Meadowsweet Early Learning Center is the most recent building added to the campus. It was designed to provide the students with a warm, engaging environment that nurtures them as they explore their surroundings and learn from each other. Large windows and solar skylights flood the interior with light, and the use of wood adds a warmth to the spaces. The classroom walls are angled to create an enveloping embrace within the space. The ceiling plane also angles down to enhance the sense

of embrace. Soothing, warm colors and Lazure painting add beauty, and there is a strong connection to the outdoors, which is so important for the students. The large playground and access to other buildings on campus with pathways connects Meadowsweet to the entire campus.

Each home on campus is unique and distinct, but there is a common thread that ties them together. That sense of continuity between them is founded out of a desire to build community and share in the life experience. It is the reason the Karl Koenig Schoolhouse and Rainbow Hall are at the center of the campus, both physically and visually.

Gathering together to learn, share meals, events, and activities brings the individuals together and makes the campus a home to its residents.

It is impossible, when walking the campus, to discount the immense impact that the natural environment has had on the buildings, their designs, and the built environment. The natural topography, trees, sunlight, wind, and views of the surrounding country are what make Camphill Special School Beaver Run so beautiful. Nature is the true healer and provides the ultimate sense of home that makes the community so special. 🏡



GIVING TO CAMPHILL: THE PA EITC PROGRAM IS A GAME CHANGER!

IT'S NOT JUST FOR BUSINESSES ANYMORE.



Beaver Farm students accept an EITC contribution from Customers Bank.

TURN YOUR PA TAX DOLLARS INTO TUITION ASSISTANCE FOR OUR STUDENTS.

Why is this opportunity through the PA EITC program so significant? Essentially, it enables you to redirect your Pennsylvania tax dollars—almost dollar for dollar—to Camp Hill Special School, for tuition assistance for our students from Pennsylvania and other qualifying purposes. This is “tax-efficient giving” at its very best. To qualify for the program, individuals should pay \$7,000 or more in PA taxes annually.

In the case of a typical charitable, tax-deductible donation, the amount of the donation may be deducted from one's income, reducing the taxable income amount and therefore one's tax bill. However, there is still a significant net cost to the donor, depending on the donor's tax bracket and various other factors. Perhaps two-thirds or three-quarters of the donation amount is still out of pocket to the donor.

However, in the case of the EITC program and individual tax credits, the donor's net cost of the donation can be as little as 6–7 cents on the dollar. **Effectively, you can make a donation to Camp Hill Special School instead of paying taxes to the Commonwealth of PA.**

Interested individuals can call Traci at 610.469.9236 x133 to learn more about the specific mechanism for participating in this program.

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

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.

WHICH BUSINESSES QUALIFY 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

Individuals may qualify if they pay at least \$7,000 in PA taxes annually.



BB&T Bank presents a contribution for financial aid via the EITC program.

THANK YOU!

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

**Craig & April
Adams**

BB&T
Customers Bank

**DNB
FIRST**
BANKING
SINCE 1860

GMS Surgent
CERTIFIED PUBLIC ACCOUNTANTS AND ADVISORS
on behalf of Lauren Adamski

**Michael P.
& RUDY CPA**
ASSOCIATES

SKF

UNIVEST
BANKING. BROKERAGE. INVESTMENTS.

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

Contact Traci at 610.469.9236 x133 or tconnaughton@camphillspecialschool.org.

HOW DOES EITC BENEFIT ME AND/OR MY BUSINESS?

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

HOW DOES THIS PROGRAM BENEFIT CAMPHILL SPECIAL SCHOOL?

Funds donated 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 are 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 (newpa.org/) to complete an online application.

Individuals interested in participating in the program should contact Traci at tconnaughton@camphillspecialschool.org or 610.469.9236 x133.

IMPORTANT DATES

MAY 15 Business applicants that have fulfilled their two-year commitment and wish to reapply in 2018–2019 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.



ADAM

BY AMY AND DENNIS COLANNINO

BY THE TIME ADAM WAS EIGHT, WE HAD SPENT SIX FRUSTRATING YEARS PURSUING AN EFFECTIVE EDUCATIONAL PROGRAM.

As each method proved unsuccessful, we grew more fearful about our son's future. Much of that changed when Camphill Special School welcomed an anxious, restless, and often irritable non-verbal Adam to Beaver Run in 2006. Since then, a devoted, compassionate, skillful, and seemingly tireless team of educators and coworkers has ensured that Adam's

days are as productive and meaningful as possible. Now, Adam dines and dances at the annual Gala, helps with chores and landscaping at Beaver Farm, patiently waits for his turn, mostly dresses himself, enjoys long walks (and let's not forget a swing!), and laughs at jokes. Thanks to Camphill Special School, we have hope for our son's future. 🏡



BRADEN

BY LISA AND ANDY FIDLER

OUR SON, BRADEN, HAS BEEN A CAMPHILL STUDENT SINCE HE WAS IN KINDERGARTEN. It has not always been easy as Braden is not always easy. He has had ups and downs, but there has never been anything but concern and commitment to Braden's well-being at Camphill. On my hardest day, Camphill was there for Braden with open arms. The care and respect that he receives is sincere and unwavering.

Before Camphill, Braden had no friends, no peers. I was his best friend. Braden's birthday party guest list has always been his family, therapists, and his sister's friends.

When Braden arrived at Camphill I was filled with fear. I wanted him to be loved and respected. I didn't think anyone could care for Braden the way I could. I was wrong.

Fast forward to today. Braden is a tenth grader. He has been encouraged and nurtured by every member of the Camphill community, and he is now doing things we never thought possible. I recently received a photograph of Braden riding a two wheeler! Braden may not have the words to tell me how he feels or what he's doing, but I am able to see him riding a bike, swimming, playing music, and enjoying his friends. 🏡

STEPHANIE

BY CHRISTIANE HERTEL AND JAY BAKER

WE FIRST VISITED BEAVER RUN IN OCTOBER 2010 AFTER LEARNING ABOUT CAMPHILL SPECIAL SCHOOL FROM AN ARTICLE IN THE PHILADELPHIA INQUIRER.

What we thought was an exploratory visit became a virtually instant decision. For us, visiting Camphill Special School was like finding a place we had always known, or had always wanted to know. From walking with Bernie up the path from the office to the main road and recognizing in the name of the first house, Rock Crystal, the German story of two children who are saved in a snowstorm by an

angelic appearance, to hearing from Bernie about the holistic curriculum, and seeing how staff and teachers interacted with the students, we felt that we had found not just a school for Stephanie, but a world.

Each year has confirmed our first feelings. Even from the distance of our home thirty-five miles away we can share with Stephanie the ways in which her school class and her house community mark the rhythms of the year and the rhythms of the children's growth. At Camphill we have learned that Stephanie is not only intrigued by different materials and textures but can fully and

creatively participate in handwork, painting, and candle dipping; that she does not only enjoy nature and the outdoors but loves animals of all kinds and sizes. The joy she knows in being at the farm was a revelation to us, and the same is true for her experience of friendship and community. In the houses where she has lived and in Ginny's classroom, Camphill observes a ritual of learning and living that is at once the same for all and adapted to each.

Camphill Special School is Stephanie's home and ours. 🏡



RESEARCH: A CHERISHED AND VITAL ACTIVITY

BY LIBBY SANDERS, RESEARCH FELLOW AND HOUSEHOLDER AT THE TRANSITION PROGRAM AT BEAVER FARM

THROUGHOUT THE HISTORY OF THE CAMPHILL MOVEMENT, RESEARCH HAS BEEN A CHERISHED AND VITAL ACTIVITY. Much of the research activity within the Camphill movement, however, has been internal: within our communities, by our communities, and for our communities. As we move into a new era as well as a new stage in the overall development of the Camphill movement in North America, this research activity is turning both inside and out, building bridges between Camphill communities and our wider communities.

In the last year, two regional initiatives have begun opening up this research activity as a tool for learning and communication: The Camphill Association of North America has established a Policy Research Support Committee specifically dedicated to understanding, articulating, and engaging with policy developments impacting our communities; and the Camphill Academy has established a Research Fellowship to initiate a new wing of varied research activities supported by the Camphill Academy.

Policy Research in the Camphill Association

The Camphill Association's Policy Research Support Committee was inaugurated amidst growing awareness of significant changes to the way the Centers for Medicare and

Medicaid Services funds long-term services for individuals with disabilities. Of utmost importance are changes to what is known as Home and Community-Based Services (HCBS) waivers, which allow individuals with disabilities to receive services in their own homes and communities rather than being restricted to institutional environments.

While the values underpinning the new regulations—autonomy, dignity, freedom of choice, and community—are easily reflected in the mission of the Camphill movement, there is a growing concern in many states that the way in which “community” has been defined within the new regulations may tragically restrict, rather than expand, an individual's freedom to choose how and where they live with funded supports, whether that be living “in town” on their own, at home with family, or even in a cooperative life-sharing community.

Realizing these consequences for many individuals in Camphill, whether they receive Medicaid HCBS funding or not, the Camphill Association began a concerted and organized effort to better understand policy developments (including but not at all restricted to the present changes to HCBS), articulate those changes to our communities and friends to educate and inform, and support individuals

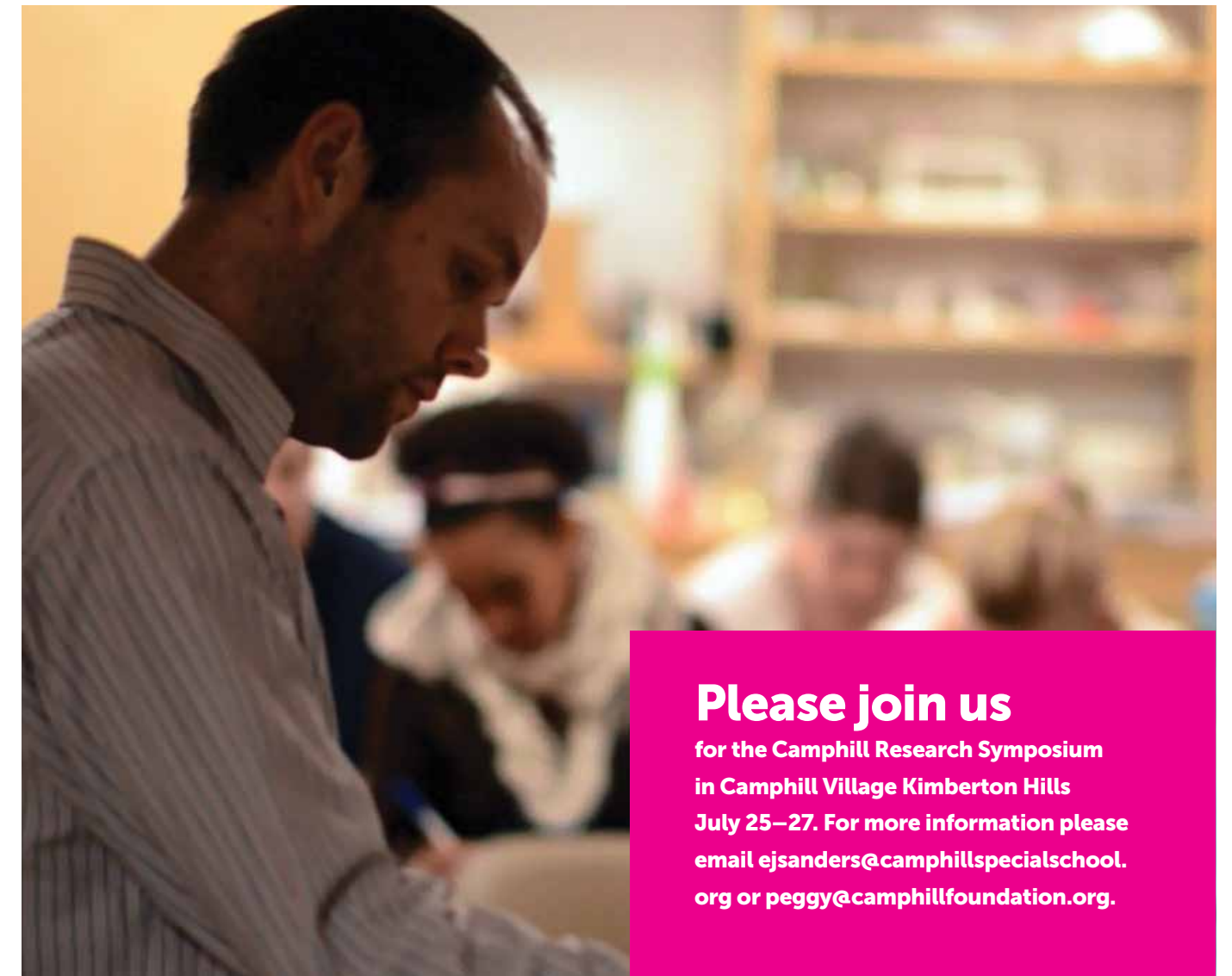
and communities to engage with the wider community and civic society concerning changes in law and regulation to ensure that their voices can be heard.

This regional committee has satellite committees throughout each of the region's communities that can turn to local-, state-, and even community-specific policy developments. At Camphill Special School, the Policy Research Committee has gradually undertaken more in-depth study of particular themes in special education to understand how our programs interface with evidence-based practices as well as overall policy and funding trends in education, transition, and adult services.

Research and the Camphill Academy

The research activities of the Camphill Academy are fourfold: first, to enhance research capacities within the Camphill Academy administrative, faculty, and student bodies; second, to facilitate the formalizing and distribution of existing, independent research within the Camphill movement; third, to develop and coordinate new research projects on a regional level out of an annual thematic focus; and fourth, to strengthen relationships with external academics, scholarly and professional organizations, and universities.

As regards the first goal, enhancing research capacities through-



Please join us

for the **Camphill Research Symposium**
in **Camphill Village Kimberton Hills**
July 25–27. For more information please
email ejsanders@camphillspecialschool.org
or peggy@camphillfoundation.org.

out the Academy's organization, the Camphill Foundation has awarded the Camphill Academy a three-year grant to establish the Research Fellow position.

The second and third goals will make up the bulk of the Academy's research activity. Such activity will increase the visibility of the Camphill movement in academia, support the work of Camphill as a “seed for social renewal,” and bring new insights into the Camphill movement for the aim of developing

Camphill's practices. This activity overlaps, but is not identical to, the policy research activities coordinated by the Camphill Association's Policy Research Support Committee.

The annual thematic focus will allow for research activities within the movement to unfold in a coordinated and substantial fashion. For 2017–2018, we will focus on vocation in community—a topic which emerged from the 2017 Camphill Research Symposium in Hudson, N.Y. Projects addressing this theme will

be presented at this year's Camphill Research Symposium in Camphill Village Kimberton Hills July 25–27.

The fourth aim of research within the Camphill Academy is to strengthen relationships with external academics, scholarly and professional organizations, and universities. The Research Council is an essential component of this task as it brings together scholars from various disciplines and international bodies to support the unfolding research capacities of the Academy. 🏡

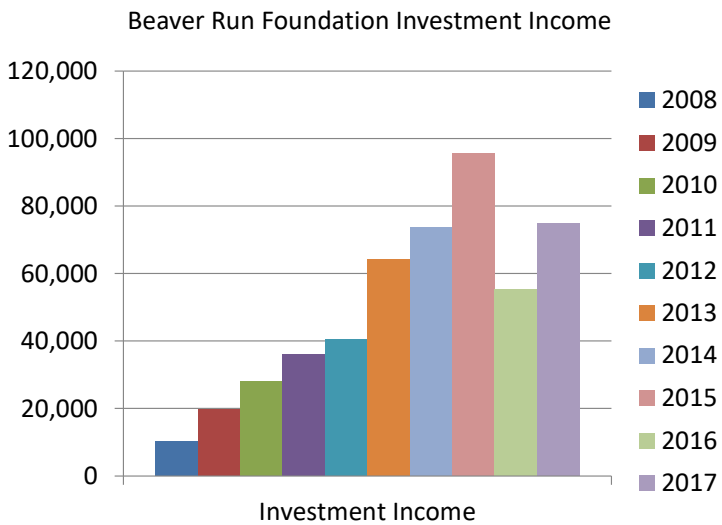
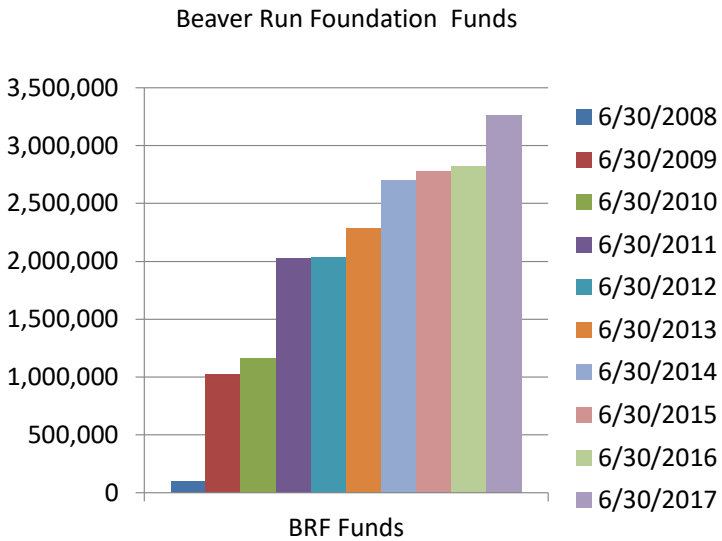
Beaver Run Foundation

The Beaver Run Foundation was established in 2006 with three main purposes:

- 1) to encourage and motivate the making of gifts and donations for the advancement, promotion, and maintenance of Camphill Special School
- 2) to invest the money it raises to establish a fund to benefit the general purposes of Camphill Special School
- 3) to hold title and manage property acquired for the benefit of Camphill Special School

Funds Held by the Beaver Run Foundation

- Staff Children Education Fund
- Sarah Jane Fund
- Curative Education Fund
- Declan Meltzer Scholarship Fund
- The Herman Endowment Fund
- Katherine Grandt Fund
- BRF Reserve Fund
- The Society of the Friendly Sons of St. Patrick Endowed Scholarship Established for the Support of Camphill Special School's Children in Need



Pietzner Legacy Society

THERE ARE MANY WAYS TO ESTABLISH A LASTING LEGACY FOR CAMPHILL SPECIAL SCHOOL. The most popular is to name the Beaver Run Foundation as a beneficiary in your will or estate plan.

The following members of our Pietzner Legacy Society have chosen to support the mission of Camphill Special School through such a gift. The Beaver Run Foundation invests and manages planned gifts for the long-term benefit of the school.

PIETZNER LEGACY MEMBERS

- Anonymous
- Catherine and William Bucher
- Angie Butler
- David Chester
- Courtney M. Coffman
- Shannon Chamberlain*
- Luise Custer and Jule Tygiel**
- Amy and Warren R. Gleicher
- Carol M. Goetz
- Bill and Betsy Herman
- Rosemary and Bob Huether
- Christine Huston
- Joyce and Ronald A. Landon
- John and Caroline McCardell
- Debbie Nickles and Richard Strayer*
- Lucy Reid
- Thomas and Marcy Rosendale
- Lee Smith
- Julianne Williams*

*In memoriam
Italics indicate new members.

If you have questions about the Beaver Run Foundation or how you can leave a lasting legacy, please contact **Courtney Coffman** at 610.469.9236 x132 or ccoffman@camphillspecialschool.org 🏡



ONE FAMILY'S CHOICE

BY LISA PATERSON, WYATT'S MOTHER

Originally published in the February 2018 *Together For Choice* newsletter

WHEN MY TWINS WYATT AND LUCY WERE BORN, EVERYTHING WAS GOING SMOOTHLY AND MY HUSBAND, STEVEN, AND I WERE RELISHING IN OUR NEW JOYS. Then at about age two, Wyatt began experiencing seizures. With many interventions he was doing better, became seizure-free, but had some brain damage. Then, on a sunny Tuesday when my children were four, their dad went to work and vanished. I tried to explain in age-appropriate ways what happened, but how do you explain terrorists crashing planes into buildings? Wyatt began suffering severe post-traumatic stress.

After eight schools, even with gifted teachers, nothing was helping Wyatt. Frightened for his future I researched various programs and finally found the ideal place: a working farm for young disabled adults. As Lucy was going off to college, I wanted Wyatt to experience his own sense of independence—his “college.” He went to Camphill [Special School’s Transition Program at] Beaver Farm in Pennsylvania. He did so well that at twenty-one he is now at Camphill Triform in New York. I finally found peace of mind in securing Wyatt’s future. There’s enormous relief that we discovered the awesome Camphill communities, but it’s tempered because there’s a problem: some decision-makers at CMS [the Centers for Medicare and

Medicaid Services] do not view our family’s choice as an appropriate one. CMS has adopted a rule, called the Settings Rule, which discriminates against settings designed for individuals with developmental disabilities, such as farmsteads.

When Together For Choice invited me to attend meetings on Capitol Hill to tell my family’s story and explain our choice, I said yes! It meant that I could speak for Wyatt and other individuals with intellectual disabilities. In my long journey advocating for Wyatt, I realized that only three populations are told where to live: prisoners, sex offenders, and the intellectually disabled. Why are the intellectually disabled told where to live? That’s discrimination. They, and their families, should have the same freedom as the rest of us—to decide where and how they want to live, socialize, and work. I discovered that lawmakers needed more information about preserving the right to choice and expanding options for individuals with intellectual disabilities. We needed to work together to assure safe, meaningful, and productive lives for the intellectually disabled, and I was excited to engage in dialogue with members of Congress.

When my daughter Lucy heard that I was going to D.C., she said, “I’ll come, too!” She was most impactful with her sibling perspective. Lucy explained that she wants her brother’s future set up in a way

that allows him to do what he loves. For Wyatt, that’s being part of a rich and thriving community, with meaningful work, enjoyable activities (on and off the farm), many friends, caring people, and where he is supremely safe. As Lucy says, “Why would anyone want to take his fabulous farm life away from my brother who has suffered so much?”

No one wants to institutionalize or isolate our children or siblings. We just want what we all want: the freedom to choose what is best and not have the government bureaucrats decide where our family member may live or work. The freedom to choose is a civil right and a human right. I will continue to advocate for the right of my marvelous boy and his peers to choose what is best for them. 🏡



Wyatt

Lucy and Wyatt



2018 CAMPHILL GALA
SATURDAY, JUNE 2

Life takes you unexpected places.
Love brings you home.

On June 2nd, Camphill Special School is bringing our Gala home to Beaver Run. For the first time in our school's history, this annual event will be held at our Glenmoore campus where Camphill Special School began in 1963. Our school community, where staff and students live, learn, and grow together each day, will be transformed as we come together for one special night to celebrate our school and our supporters. The Gala will be held in our school-house and lawn where classrooms

will be aglow and music will lift through our halls. Guests can look forward to dinner, dancing, a live and silent auction, and student and coworker performances throughout the night. "This is a chance for us to welcome our community of supporters to our home and share with them the place where our story began," says Brent Franklin, Gala Co-Chair. John Fish, Gala Co-Chair adds, "There is a feeling of 'home' that is unique to Beaver Run, and we can't wait to share this with our friends."

Many exciting journeys and lifetimes of adventure began at Beaver Run, and this year's Gala is a chance to celebrate these beginnings. Please plan on joining us Saturday, June 2, as we celebrate this homecoming. For more information, please contact Courtney at ccoffman@camphillspecialschool.org or 610.469.9236 x132 or visit bidpal.net/camphill2018.



THE 2018 CAMPHILL GALA WANTS TO SEND YOU TO ...



All roads lead home . . . to the place where Camphill started—Scotland. Escape to vibrant Edinburgh, where history and modernity meet in a cosmopolitan city set against the striking landscape of Scotland. A beautiful and cultured city, you will find a wealth of things to do in Edinburgh. Discover nearby historic attractions like the shops along Princes Street, the National Museum of Scotland, or the Scotch Whisky Heritage Centre, all within walking distance of the hotels. Start your Royal Mile journey at Edinburgh Castle and take in the dramatic panorama over Scotland's capital. From there, walk down the cobbled street past the St. Giles Cathedral, John Knox's House and shops selling Scottish crafts and tartan goods. At the end of the Mile, you'll find a uniquely Scottish marriage of old and new power, where Holyrood Palace sits opposite the Scottish Parliament. After a day spent sightseeing, Edinburgh at night is not to be missed. Take in a show at the Edinburgh Playhouse, enjoy a meal at one of Edinburgh's Michelin-starred restaurants, or dance the night away in the lively clubs on George Street or the Cowgate. We are pleased to also arrange a tour of the original Camphill community in Aberdeen.

RAFFLE TICKETS ARE
\$50 EACH OR
THREE FOR \$100!

YOUR TRIP FOR TWO INCLUDES:



7 days/6 nights accommodations at your choice of the Radisson Blu Hotel, The George, the Macdonald Holyrood, or Apex International Hotel



Daily complimentary breakfast. All room-related taxes (including VAT). Free concierge reservation service.



\$1,000 for use on flights or other travel-related expenses. Tour of original Camphill community can be arranged.

Winning ticket will be drawn at the Gala on Saturday, June 2, 2018. **YOU NEED NOT BE PRESENT TO WIN!**

TERMS AND CONDITIONS: Travel package is non-refundable and subject to availability. Certificates/gift cards cannot be replaced. Passport required for travel outside the U.S. Valid through 12/31/2019. Hotel may be substituted with equal or similar accommodations. Blackout dates: Tattoo Festival. A minimum 30-day advance reservation is required. Camphill Special School employees, coworkers, faculty, and anyone living in their houses are not eligible to win. Travel to be coordinated by winner. Flights and ALL travel arrangements must be booked by winner. Trip must be taken within one year from Gala date.

Name Phone Email

Address City, State, Zip

☐ One (1) Ticket (\$50) ☐ I have enclosed a check made payable to Camphill Special School in the amount of \$

☐ Three (3) Tickets (\$100) Please charge \$ to my ☐ Visa ☐ MasterCard ☐ Discover ☐ American Express

☐ _____ Tickets Card No. Exp. Date

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CAMPHILL SPECIAL SCHOOL

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April 24	CAMPUS TOUR	9 a.m.
April 29	Meadowsweet Early Learning Program Open House	2–4 p.m.
May 6	CAMPHILL RACQUET at Tennis Addiction Sports Club	1:30 to 3 p.m.
May 8	CAMPUS TOUR	9 a.m.
June 2	GALA (see page 18–19)	9 a.m.
July 25–27	Research Symposium at Camphill Village Kimberton Hills (see page 13)	

VISIT [CAMPHILLSPECIALSCHOOL.ORG](https://camphillspecialschool.org) FOR MORE DETAILS ABOUT ALL EVENTS.

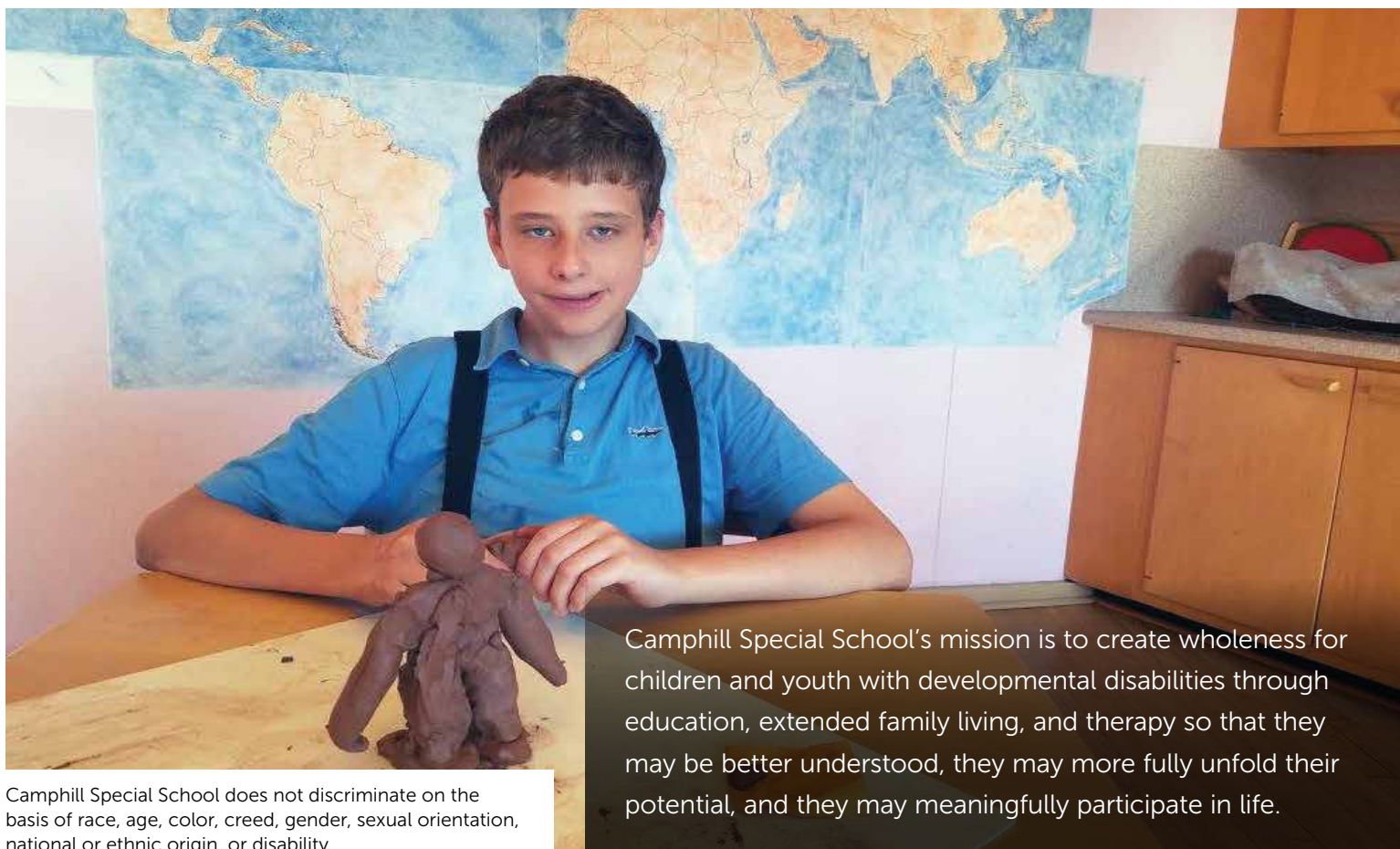
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Camphill Special School's mission is to create wholeness for children and youth with developmental disabilities through education, extended family living, and therapy so that they may be better understood, they may more fully unfold their potential,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