

Reflections

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

SPRING + SUMMER 2021




**The
Camphill
School**

Reflections

On the cover
Every heart sings a song.

01 / Tenth Grader
Samantha

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“Music can heal the wounds
that medicine can’t touch.” — Debasish
Mridha



At The Camphill School, music serves as a universal language and an integral part of our pedagogy. Every student, in every grade, receives robust, age-appropriate music education. The importance of participating in music cannot be underestimated, especially for our students. Everyone gets a turn in playing a drum, ringing hand bells, striking a glockenspiel, or strumming a lyre.

Music means different things to different people, but it has a ubiquitous effect on us—it makes us feel something. Joy, sorrow, love, belonging. It permeates into our ears and provides a visceral feeling

in your soul. The bass thumps in your belly, the drums make you tap your feet as you, too, become a percussionist, and sweet chords from the strings and horns bloom into harmony. Each musician plays their part and does it in their own way. Every instrument sounds individually beautiful, but when the musicians play together, that is when they shine!

As we continue through the pandemic and adjust our usual outlets and social gatherings, I hope that you take the time to hear the music that surrounds us. The whirl of a fan, the tap of your fingers on a keyboard, or the birds returning from their sunny winter respite. Enjoy these experiences and their ordinariness and perennial presence in the face of all we are coping with—experiences that are still happening, despite the changes we all continue to cope with and have had to make.

Courtney Coffman
Editor

P.S. You may notice that some of the photos in this issue show students and staff unmasked. Either these photos were taken prior to the pandemic or the subjects in the photos are members of the same on-campus unit. 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.

The Nature of Community

By Guy Alma



Opposite Page / Pennhurst State School and Hospital

02 / A historic marker about Pennhurst

Our social journey in America is not always smooth. Many of the changes that create a better life in the ordinary day to day come only after struggle and conflict. The victories are often not permanent or perfect. And so it is for those with disabilities. They have been marginalized, underestimated, treated abusively, and are still often not regarded as full citizens of our society.

My own experience has been of a life lived alongside teenagers and young adults with intellectual and developmental disabilities (I/DD). Sharing daily life with my friends who face the challenges posed by disability has been a continual source of education and growth for me but perhaps more unexpectedly has led me to ponder deeply on the nature of community. What is it? How is it created? To whom does it belong?

Most of us are familiar with the history of institutionalization for those with I/DD. Hidden away from society, people spent their entire lives literally imprisoned in often terrible conditions. Places like Pennhurst, near The Camphill School, originally lauded as progressive solutions for those with disabilities, were shown over time to be overcrowded, understaffed, and underfinanced. Abuse, physical and medical restraints, and lives stripped of dignity and meaning were the rule, not the exception.

This is not ancient history. Although we think of such institutions as a hallmark of the Victorian era, places like Pennhurst were not closed until the 1980s.

It was disability advocates arguing for their own rights and academics, like Wolf Wolfensberger, who turned the tide. The push began for a normal life and for the right to be integrated into everyday society as a citizen with the same rights as anyone else. The phrase "life in the community" began to be commonly used as a rallying cry, and legal challenges in education and social life soon began to rewrite legislation, giving more power and dignity to those with disabilities.

We now live in a time where the institutions have all been closed and where there is funding established to support adults with disabilities after the school years are over. There is, to be sure, no entitled right to such funding because there

is an inadequate supply of tax dollars to pay for the abundant needs. However, various forms of support are available to many in need, and large sums of money are spent every year on Home and Community Based Services (HCBS). This is unequivocally a good development.



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The Nature of Community

(continued from page 5)

03 / Beaver Farm staff and students create communal artwork.



03

What is philosophically intriguing (and practically maddening) is that the move away from institutionalization has had unintended consequences. The notion that those with severe disabilities should live in “the community” has been heavily advocated for, but poorly understood. The simplistic argument goes something like this: “People with I/DD used to be gathered together in institutions where they were regularly mistreated and practically imprisoned. The antidote to this is to make sure that this demographic of our population should now be

living in very small settings spread throughout the community. The way to ensure that this can happen is to only award Federally matched funding to people who live in such small settings. That can be a house that is not near another house where people with disabilities live. Up to four people can live in a house like that, but it is even better if it is a place for one or two people. Anyone receiving the funding should spend a portion of their day in the local community, and they shouldn’t work where they live. The funding should be available to make sure they mix only with

other people who don’t receive such funding. This will guarantee that people with I/DD will no longer be forced into institutional ghettos.”

This sounds good in theory, but as Yogi Berra was fond of saying, “In theory, there is no difference between theory and practice. In practice, there is.”

The first issue is with definitions. “Congregate care” is the term used to designate undesirable settings. Congregate care happens when more than four people with

disabilities live together. It happens if two houses with multiple people with disabilities are next door to each other. It happens if people with I/DD live and work at the same place. It happens if multiple people with I/DD live on a farm that has been set up to provide a meaningful life. It happens if a workplace is disability specific, that is, has been set up to provide work for those people receiving Federal HCBS funds. These things are bad and to be avoided.

“The Community” is the place where people live, work, or go who are not receiving HCBS funding. It is the subdivision in the neighborhood, Main Street, the bowling alley or the shopping mall, Starbucks, and the local supermarket. It is a place, a part of our physical geography.

Think about these two things for a moment. Think about the words “congregate” and “community.” What do they really mean? Community is impossible without congregation. Congregation means to gather into a crowd or mass, to do something communal. A community is the group that congregates. You can’t have community without congregation.

Community itself is not only geographically based, it is intra-personal. Community is not built out of streets and roads, coffee shops and libraries: It is formed out of durable, valuable, mutually reinforcing human connections.

To be sure, all of us develop our social relationships in places where we live, work, worship, socialize, or

shop. But the place is not important, the people in it are. For those with the most challenging intellectual disabilities it is hard to develop the technical and social skills that lead to employability – and even harder to find employment. It is not easy to make friends. Your neighbors may spend more time avoiding you than trying to get to know you. Independent living in the community, supported by rotating, high-turnover staff members who are often

meaningful work, to support staff who have known me for years and spend time with me even when they are off the clock because I am family to them?” That is what community looks like.

Refer to the previous paragraph on congregate care. It may well be that the people you choose to hang out with have I/DD like you do, because they get it. They accept you and love you for who you are. It may be that you want to live next door to your friends so that you can visit them whenever you want without waiting for a staff member to drive you somewhere. It may be that working at a sheltered workshop or a business set up for people with I/DD allows you access to friends and meaning. You may love the outdoor life, and the best way to live it is to have a farm of your own where you can enjoy the company of friends, and it shouldn’t matter if some of them may also have I/DD like you do. You shouldn’t have to live your life in places like this, but if they provide you with the support to build your life and your community it would be a crime if they weren’t accessible. And now they aren’t, because CMS (Centers for Medicaid

and Medicare Services) often won’t fund you if you attend them.

Choice is an important principle in our life. No one wants to be forced to live in a ghetto. But by the same measure, no one wants to be turned into a social token either. No one wants to live in an institution, but nobody deserves to be isolated and alone. Real choice would allow people with

The last thing an educator ever wants to hear is “the school years were the best years.” School is supposed to be the foundation for life, not its peak experience.

The Nature of Community

(continued from page 7)

04 / Foxfield House community

Opposite Page / Friends are there no matter the weather.

I/DD and their family members to create the situations that will best allow them to develop community around them. It is nobody’s job to prescribe what that should look like or who such a life can be lived with. This is the second problem with the latest regulatory developments: You are only allowed to make the choice that well-meaning advocates, academics, and regulators have pre-approved. Individuality is not served by such group-think, and the development of the hundreds and thousands of new communities that need to be created to support people with more challenging I/DD is stunted by the strangulation of “settings restricted” funds.

I think about these things because every year I watch young men and women in their early twenties leave the school where I have spent my life as a teacher and start their adult journey in the world. The world often doesn’t understand them and makes life difficult for them with the very legislation and regulation that is supposed to be supporting them. I think about this every time things go wrong for my friends in their adult lives and my heart breaks when they fail. The last thing an educator ever wants to hear is “the school years were the best years.” School is supposed to be the foundation for life, not its peak experience.

I will end where I began: Oxur social journey in America is not always smooth. Many of the changes that create a better life in the ordinary day to day come only after struggle and conflict. The victories are often not permanent or perfect. And so it is for those with disabilities. We will struggle alongside them as imperfect conditions become ever more perfect and as our community grows ever more whole.



04



The PERFECT Mother's Day gift: Foxfield Flowers Bouquet Subscription!



Mother's Day is May 9th

Foxfield Flowers is entering its second year of operation, and our students, coworkers, and employees of the Transition Program at Beaver Farm continue to grow beautiful organic fresh-cut flowers to share with you.

We are thrilled to introduce a **weekly seasonal fresh-cut flower CSA extending through October 30, 2021.** There will be two pickup-day options (to be determined) that you

will commit to so we are able to plan accordingly.

This service allows our students to have a steady stream of regular orders each week where they can master specific aspects of growing and creating beautiful bouquets just for you!

There are a limited number of subscriptions, so sign up early to ensure your share. We will continue to make

bouquets available at our roadside stand when we can, but we will be prioritizing our CSA customers and their orders.

To keep up to date, please follow us on Instagram **@foxfieldflowers** and on Facebook at **Foxfield Flowers**.

Please reserve the following:

- ☐

Summer Season
May 30 to July 31, 2021
 (limited subscriptions available);
 nine weeks for \$130.00
- ☐

Autumn Season
August 1 to October 30, 2021
 (limited subscriptions available);
 13 weeks for \$190.00



Total cost of order:

Name of person ordering:

Email of person ordering:

Address:

Phone: Is this a gift? ☐ Yes ☐ No

Name of recipient, if gift:

Email of recipient, if gift:

Make checks payable to The Camphill School or visit *foxfieldflowers.com* to place your order. Return form to Foxfield Flowers, c/o The Camphill School, 1784 Fairview Rd., Glenmoore, PA 19343.

Thoughts on the Music Curriculum at The Camphill School

By Melanie Eberhard,
Music Teacher



01 / Josh playing the drum



“Music builds a bridge, it can tear down a wall. Music is a language that can speak to one and all.”

From “Why We Sing” by Greg Gilpin, a favorite for our High School Choir to perform

At The Camphill School, music accompanies our journey through the changing seasons and its many moods. Music awakens and nurtures the inner child. For all of our students, music is a means of expression, a universal language of the soul. The capacity for social connection through shared music cannot be understated. In selecting music for each class, the question to answer is, “What will engage the students where they are developmentally?” Teaching music is an art requiring flexibility in the moment to gauge the mood the class needs from the music.

Simple melodies with a gentle voice and gestures to accompany the songs help **kindergartners** integrate the music. I play a choro flute and lyre, and sometimes children play a jingle stick. While singing Julius Knierim’s “A Lovely Rainbow,” we float a colorful scarf. The current favorite is “So Fast, So Fast My Horse Does Go.” The song begins galloping, as you might imagine, gradually settles into a trot, and finally a stop, with a “Neigh!” after the silence.

While the choro flute and lyre are still used, **first graders** play interval flutes and sing melodies with

accompanying gestures. We also add streaming children’s lyres and a glockenspiel, especially for children whose challenges may keep flute playing out of reach. We have varying three-toned glockenspiels that together sound the pentatonic scales, the base of many of our songs. Knee bars (a resonant piece of wood with a felted mallet) are wonderful for wood-chopping songs. A perennial favorite is Peter Oram’s “One for the Golden Sun.”

In **second grade**, melodies shift to the pentatonic modes with gestures remaining a primary means of musical integration. Children imitate simple patterns derived from our song on their lyres. Students enjoy the circle dance “Old Grey Wagon” and “Winter Wind, Blowing at My Window.” Students continue practicing with interval flutes since time and repetition are essential.

Melodies move toward the major mode for **third grade**, and we introduce notation with the ascending major scale. Students prepare to cross the threshold with their canoe song, “My Paddle’s Keen and Bright.” We explore the C Major Scale with flutes, chimes, bells, the piano, and Christof-Andreas Lindenberg’s “Let’s Build a House.” “Little Red Bird” offers a minor mode contrast and is a wonderful “feeling” tune from the Celtic Isles. Call and response songs and ostinatos (a short repeated phrase) begin the path towards harmony. Children add simple accompaniments with a Bordun lyre, chimes, alto tone bars, and ma drum.

Thoughts on the Music Curriculum at The Camphill School

(continued from page 13)



02

Fourth graders experience the world in separate pieces, and our music is broken into pieces, too, through harmony and rhythmic division. Triads provide a soothing experience, with Bordun lyres, bells, and hand chimes to accompany our songs with full harmony. We explore rhythmic patterns with a clear beat as drums and tone bars take the stage. Major and minor songs fill the repertoire. The class separates into teams, learning the rhythm of taking turns listening and responding. The class sings rounds, a favorite being “One bright and sunny morning, I walked the forest through, and suddenly I heard a soft and low cuckoo.”

Meeting melody, rhythm, and beat enhances physical development in the **fifth grade**. Children are more conscious of discord and harmony and want adventure and exploration in music. American folk music, gospels, and spirituals allow for many accompaniments that provide harmony. Movement, especially folk dancing, assists in feeling musical phrases in the limbs. Some favorites

from fifth grade include the Scottish round “Deep Peace” and folk songs like “Rocky Mountain High” and “We’re Floating Down the River.”

“The tone or melody or any kind of harmony is really experienced by the whole human being,” says Rudolf Steiner. **Sixth graders** want to understand the physics of music as they awaken to harmony and beat. We sing rounds, partner songs, and three-part harmonies. Students feel the richness of music physically and emotionally with ballads and bowing strings of the cello. Bell and Bordun lyre accompaniments reflect richer harmonies. Sixth grade explores the music of medieval history. This is the year of the minstrels, and students relish in solos on xylophones and glockenspiels. The American folk song “How Can I Keep from Singing” with lyre accompaniment from the entire class is a favorite, as is the two-part harmony and gesture of “It’s Day! The Sun with Morning Light Wakes Every Living Thing.”



03

Personality pervades the joyful engagement with music making in **seventh grade**. Unison melodies allow for the changing voices of boys, and sea chanteys capture the exploration energy as we sample music of different cultures. We introduce Renaissance music and music history. A favorite tune is “Greensleeves.” Lorre Wyatt’s “Somos el Barco” is an enduring seventh grade song at Beaver Run, requested for its soothing qualities. The chorus, sung in Spanish and English, speaks of our interconnect-edness: “I sail in you, you sail in me.”

Eighth grade has a new maturity to bring to their experience of music. Music is a bridge from the individual to what we encounter outside the self. We continue to explore world music and ballads, searching for self-expressive motifs. Classroom instrumental ensembles take on more complexity, and there is social satisfaction in how this comes together for the entire group. Drumming is a real joy, and the contra bass bars match the depth of feeling for the students. At the end of each music session, a few moments of silence serve to integrate the spirit released. Part of the year is devoted to preparing music for the Eighth Grade Play.

High School Choir is an important social time, where a feeling of belonging and whole-hearted musical expression deepens the soul experience. There is a contagious joy felt when we perform during assemblies. A mix of

02 / Aarie and Nicole

04 / Melanie with kindergarten students

03 / Grace plays the violin.



04

singing, instrumentals, dancing, and American Sign Language may be part of our offering. Repertoire may include a deeply felt American folk ballad like “Shenandoah” or an exuberant arrangement of “Funga Alafia,” a Nigerian welcome song. Music to match the mood of the season is always included.

For **ninth graders**, new freedom and the accompanying creative chaos can be daunting with music as both solace and seed for growth. Their music block explores Baroque Era composers. This was a time composers borrowed from each other across borders and cultures, a time of spontaneity, improvisatory ornamentation, strong bass lines, and a perpetual motion driving forward. Students play snippets of Vivaldi’s *Four Seasons* with a variety of accessible instruments. The “Prelude” from Bach’s well-tempered *Clavier*, with the all-important bass line played with bells by

students creates a beautiful duet, as I play piano.

Students in **tenth grade** search for authentic musical experiences and objective understanding as they explore the thematic wrestlings of Classical Era composers. A Haydn theme becomes an orchestra invitation with altered lyrics: “Come and hear the tenth grade orchestra.” Students take turns directing the class (and teacher!) with a conductor’s baton, choosing tempo and dynamics. Mozart’s “A Little Night Music” is played by a bell ensemble and the second theme played by lyres, bass, and contra bass bars. With Mozart’s “Rondo alla turca” and Beethoven’s “Für Elise” students play lyres, tone bars, and recorders between listening to my rendition of the contrasting sections on piano. We also have Opera Day, when we sing everything, including casual conversation, and explore Mozart’s *The Magic Flute*.

Eleventh graders are developing individual musical tastes and deepening their friendships with each other. We explore the Romantic Era composers, who wrote and performed music out of their personal soul life and together with friends. Favorites include Schumann’s “Happy Farmer” experienced as a song and dance, Schubert’s “To Wander Is the Miller’s Joy” accompanied by lyres Brahms’ *Symphony No. 1*, set with my lyrics: “We are the eleventh grade, the most awesome grade of all,”; and “Lullaby” with students taking turns playing a soothing cello or chrota. This is a great year for listening, responding with observations, descriptive words, and personal emotions to Schubert’s “Ave Maria,” a Brahms’ intermezzo, or a Chopin waltz.

Twelfth grade is a time to explore present-day music. Throughout history, music acts as a mirror for humanity. Some favorites from the last few years include “What a Wonderful World,” Georgia Sea Island spiritual “Yonder Come Day,” and Paul Desmond’s “Take Five.” Inner upheaval and transformation is part of twelfth grade. The question “Who are you?” is explored through music. This is a great year for improvisation with a favorite being “Heart and Soul,” sung with observations highlighting individual students. The senior play occupies the bulk of the music block for this year, with chorus, duet, and solo preparations. What a joy to perform!

In Memory of Ingelore Maier November 14, 1936–January 1, 2021

Born Nov. 14, 1936, in Stettin, Germany, which is now Poland, Ingelore Maier was one of three daughters in a large, extended family. She and her family witnessed and lived the horror of World War II as her father was drafted and her hometown was heavily bombed. “I remember being at the harbor where the cargo ships got unloaded. Sometimes a sack split open and we children rushed to salvage as much as we could from the spilled grain, sugar, or flour mixed in with dirt.” The family later lived in Northern Germany near the Danish border from 1947–49 where Ingelore attended a one-room village school, which she walked to, one hour each way. When she was 22 years old, life changed for the better. Ingelore met the love of her life at the same time she discovered her life’s mission in the study of Anthroposophy and the Camphill movement. It was the early 1960s and she and a girlfriend had gone to a party. She was fascinated with the group of young people who were sitting around discussing Anthroposophy. In the wee hours, Ingelore was dancing when someone pulled her aside and showed her how to jitterbug. It was Manfred, and the couple became engaged to marry not long after the party. They were married for nearly sixty years. “I knew instantly when I saw Manfred that I would marry him,” Ingelore recalled. Not long after they met, Ingelore became increasingly interested in Anthroposophy and committed to go to Switzerland to study curative education. Around the same time, Manfred left for Canada to pursue his passion of spending time in the wilderness. When they reconvened two years later, the couple married and moved to Toronto where Ingelore began working in a school for children

with special needs. While she loved the work, the school was not the atmosphere she craved. In 1969 the couple decided to move to Beaver Run so Ingelore could teach and Manfred could work the land. He eventually also went into teaching. They were part of the community for 46 years, making it their home and life’s work. In 2015, Ingelore and Manfred joined Camphill Ghent community in New York.

A remembrance from Debbie Nickles



Editor’s Note: *In the 1970s, The Camphill School needed assistance in certifying all of our teachers with special education degrees. Debbie, who worked at West Chester University, was instrumental in working with all of our teachers and administrative staff to accomplish this. Not only did the school receive the necessary accreditation, she and Ingelore forged a life-long friendship.*

It was not an introduction anyone would have predicted would result in a wonderful friendship, Ingelore and me - and then the four of us—Ingelore, Manfred, my husband Dick, and me.

West Chester University was contacted by Beaver Run as a last ditch desperation try

to work on a certification program for a collection of teachers, some with baccalaureate degrees, some without, and many with hard-to-track-down transcripts, not even in English. More than once I defined all the effort it would take on both sides. Without public accreditation, only children with money could come; children of limited finances would be excluded. Our work together was tolerated but not always supported. We did it! Working together created respect and—wonder of wonder—friendship!

Ingo was in for additional work. She had no baccalaureate degree. Lots more course work was required, not much of it of any interest to her, and all outside the traditions of Anthroposophy. We laughed, she occasionally cried—and we made it! Ingo graduated with certification.

The four of us went places together. I made the first curtains for the sliding glass doors at Treehouse. We helped with temporary furniture and shopped together for permanent pieces. We shared meals in each other’s homes. Christmas parties were our joy! We shared highs and lows of life. Our grandchildren loved Ingo’s fruit salad and swimming in your pool. We loved the big parties in our home. We loved being part of each other’s 70th birthdays. Ingo said the kindest things at Dick’s service. It was a 40-year friendship. Something to be treasured.



In Memory of Manfred Maier March 22, 1938 – February 18, 2021

Manfred Guido Maier was born on March 22, 1938, in Hamburg, Germany. He was the first-born child of Ludwig and Hermine. Manfred’s sister, Monika Prem, lives in Munich. Both parents were professional photographers who operated a popular portrait studio.

Ludwig enlisted in the German Army in 1939 and was killed in April 1942. Prior to his death Ludwig instructed his family to seek refuge in the Austrian Alps. They lived there in a small village for the duration of the war. While living in the Alps, Manfred fell while hiking, suffering a serious eye injury that resulted in the loss of his right eye. This did not deter Manfred from his lifelong love of hiking, nature, and the outdoors.

After the war, the family moved to Munich. Hermine, well acquainted with Anthroposophy, sent both children to Waldorf® school. When Manfred graduated, a large party was given for the class. An acquaintance invited Ingelore to the same party. At least one of them immediately recognized the other as their lifelong partner. Qualities that Manfred exemplified throughout his life, such as exuberant enthusiasm, high-energy liveliness, and inspired intensity, were apparent that night as he danced and stayed up discussing the education received and plans for the future. This was the first time Ingelore heard of Anthroposophy and was impressed with how these young people spoke about their education and reverence for their teacher.

Instead of university, Manfred enrolled in a technical school, training in chemistry and lab work. He then found work as a lab technician while Ingelore studied curative education in Switzerland.

From an early age, Manfred was drawn to the wilderness of the Canadian and American West. A major inspiration for this was Grey Owl (1888–1938), an English fur trapper born Archibald Belaney, who immigrated to the Canadian wilderness. After awakening to a dire situation of the beaver due to overhunting and exploitation of natural resources, he became an influential conservationist and writer.

Now married, Manfred and Ingelore immigrated to Canada in the mid-1960s, settling in Toronto where the Anthroposophical community embraced them. They joined the Sierra Club, trained in backcountry techniques and etiquette,



and made extended excursions into the wilderness whenever possible. Manfred again worked as a lab technician. Soon friends told them about a new educational initiative in Pennsylvania called Beaver Run. With Ingelore’s training and Manfred’s adventuresome enthusiasm, they were a perfect fit for helping pioneer this fledgling community. They loved the work and life, staying over 40 years. Manfred built the first gardens and eventually discovered the gifts he possessed as a teacher. He became a much-loved chemistry teacher at Kimberton Waldorf® School, in addition to his work at Beaver Run.

Manfred was both an adventurer and a scientist. His work with colored light therapy and his sense of wonder at observing

the phenomena of light and color were enduring. Rainbows were sacred events for Manfred. Since the Maier home was on a slope facing the late-day sun, providing no aspect for rainbow observation, when a rainbow appeared, a large bell was rung to alert Manfred, who would hurry to where he could see it.

On holidays from Beaver Run, the Maiers trekked the Sierras from east to west and the land of Grey Owl. A year’s sabbatical provided Manfred the opportunity to explore much of the world, traveling through India, New Zealand, and Africa, making friends wherever he went. In later years, the Maiers spent holidays in Europe, especially places connected to the spiritual history of the Middle Ages.

In the early 2010s, Manfred, seemingly at once, was no longer able to teach. These were the signs of dementia that quickly made it all but impossible for Manfred’s lively spirit to express itself through his body, although at times the sparkling gaze of his eye still revealed the depths of his knowing and the presence of an ever-watchful eternal human spirit.

Manfred and Ingelore moved to Camphill Ghent before Christmas 2015 and, through their presence, once again made lasting and important contributions to a young community. In January 2018, Manfred moved to Ghent Rehab, where he remained, visited by Ingelore and others on an almost daily basis until he passed on February 18, 2021, just six weeks after his beloved Ingelore.



Volunteer Profile: Melanie Scott

Opposite Page / Melanie sharing her love of cooking

01 / Melanie and her grandson cooking at Antanor in 2019



My daughter, Courtney Coffman, is the Senior Development Officer for Camphill. I've helped her over the last sixteen years with the Gala and other projects, and when she told me about the cooking opportunity I knew right away it was something I wanted to be involved with. I started volunteering in September 2018 after I retired that June.

I cooked at Antanor for Andrea and Rudiger's students for two years, and this year I'm cooking at Longhouse for Anna and Joe.

It's been a very different experience this year. Not being able to have the interaction with the students has been such a loss for me. I stayed for lunch at Antanor often, and really treasured the time spent. Luckily, this year they have music class while I'm cooking, so I'm able to see and hear the children enjoying their time with Melanie. I look forward to that.

There have been a few stops and starts with the need to quarantine on a couple of occasions, but I was able to cook at home and have Courtney take it to Longhouse. And cooking double-masked and gloved has been an interesting challenge!

Some of my fondest memories are the times my grandsons cooked with me. Three of my four were able to join me before the pandemic. It was such a great experience for all of us. They loved being there, were very helpful and "into" the cooking

process, interacted with the students, and looked forward to returning. I am sad we haven't been able to this year but am looking forward to the days when we can.

I love to cook, so being able to do something I really enjoy AND knowing how much it helps these dedicated house parents is so

rewarding. The results are immediate! Getting to know the students, house parents, and coworkers has been a wonderful bonus. I smile all the way home after I cook. It's one of the best parts of my week!

Interested in being a volunteer cook? Contact Sarah at sdowns@camphillschool.org.



01

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 this 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.

To learn more, contact **Courtney Coffman** 610.469.9236 x132 or ccoffman@camphillschool.org or visit camphillschool.org/giving/eitc.

Thank you to these businesses and individuals who have participated so far this fiscal year:

Anonymous
Craig and April Adams
Scott and Jen Althouse



Fran Kinniry
Bill and Faith Parshall



The Camphill Gala 2021— Keeping You Safe & Sound

The past year has been full of challenges. Your support allows our students to continue to discover their strengths, talents, and one-of-a-kind capacities and keeps the school strong for many years to come.

On **Friday, June 4, 2021**, to ensure our community and supporters remain Safe & Sound, we will host a virtual gala. You will be treated to a memorable program and fun surprises to enjoy before, during, and after the event.

Visit camphillschool.org or bid-pal.net/camphill2021 for more information, to preview and bid on auction items, purchase much-needed items for our students, make a donation, buy an ad, sponsor the event, or reserve your four-course meal.

Questions? Contact Sarah at sdowns@camphillschool.org or 610-469-9236 x133.



How to participate:

• Plan a watch party with family and friends!

- > Reserve meal packages to enjoy at home with your quarantine bubble.

• Live too far away, but want to help?

- > Buy dinner for one of our on-campus homes to enjoy during their watch party.

• Log-in on Friday, June 4 at 7:00 p.m. ET

- > Hear success stories from our unique 2020 – 2021 school year.
- > Enjoy musical performances from students and community members.
- > Celebrate our Corporate Partner and Volunteer of the Year award winners.

• Make a donation for “Buy It Now for Camphill” items requested by teachers and house parents.

• Bid on auction items – from anywhere!

- > This includes a FABULOUS weeklong Caribbean vacation to Bonaire for up to ten people – so call your friends and family to plan your bidding strategy!

Mil Sueños is a very private 5-bedroom oceanfront residence, built on a cliff with the rocks as an integral part of the construction. Also known as “The Inside-Outside House,” there are two cabanas, access to the ocean for snorkeling and swimming, and a pool with deck and sun beds. Enjoy gorgeous views of the ocean and the island Klein Bonaire. The 100-foot long covered patio is equipped with a wet bar, refrigerator, and a barbecue. The five bedrooms, each in a separate pod with en-suite bathroom, ceiling fans, and air-conditioning are light, roomy, and have their own private patios.

Do you have your bags packed yet? The winning bidder will have until the end of 2022 to use a mutually agreed-upon week. Winner is responsible for airfare and rental car.

New Board Member: Molly Swain



The Camphill School is pleased to announce the election of Molly Swain to the Board of Directors.

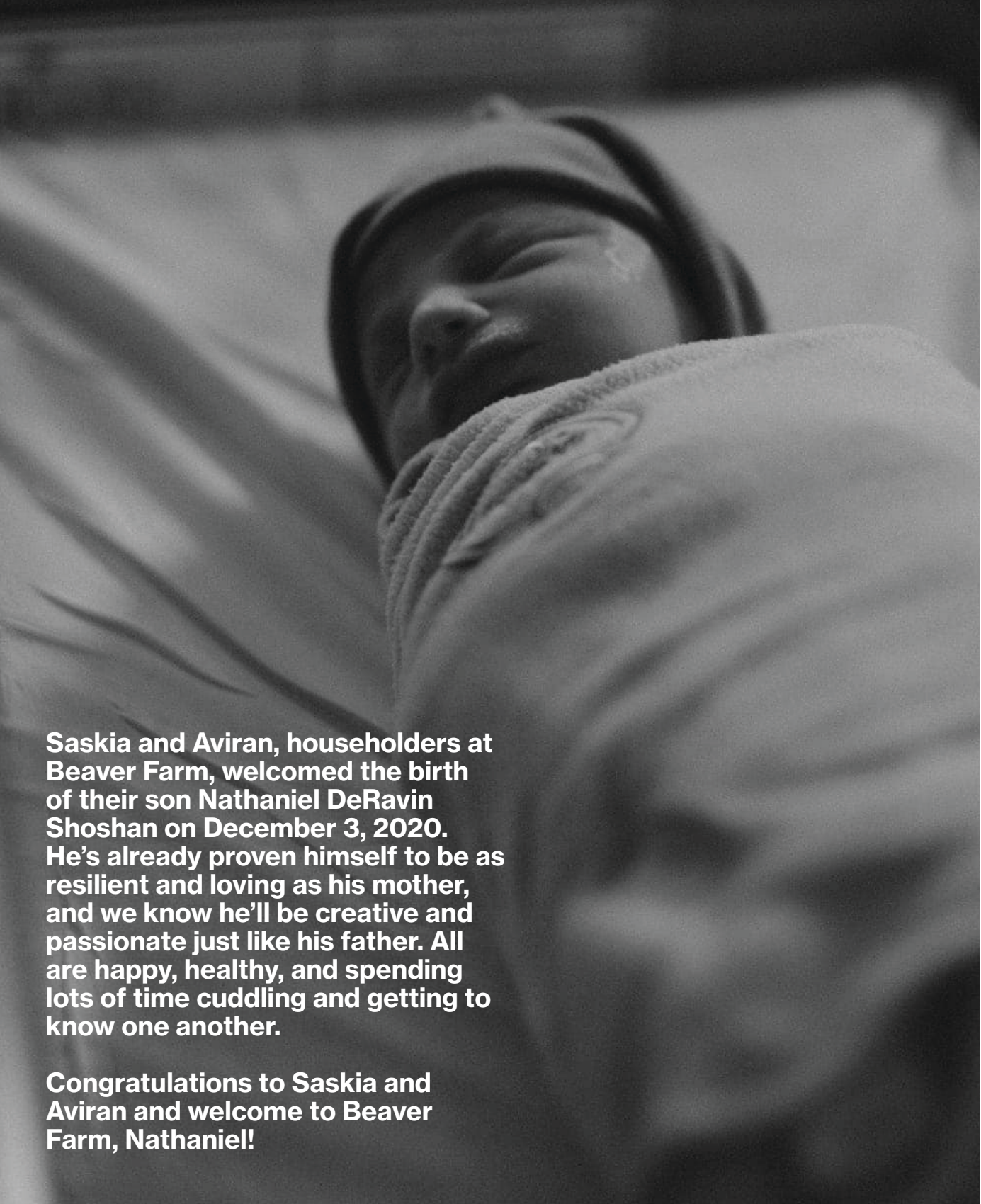
Molly is an educator and artist in Boston. She is a faculty member at Milton Academy, where she teaches Visual Arts, coaches Varsity Girls Lacrosse, is a member of the Teaching and Learning Team, and serves as Class Dean, Faculty Council member, member of the Office of Multiculturalism and Community Development, and a mentor in the Penn Residency Masters in Teaching Program. Molly holds a Masters in Teaching and a BFA in Painting from Boston University and is currently completing a Masters of Education from

the Teachers College, Klingenstein Center for Independent School Leadership.

At the start of her teaching career (2012–2013), Molly served as a resident volunteer coworker at The Camphill School. Molly shares, “I still haven’t unpacked all that I learned. Perhaps one of the most important takeaways I had was how interconnected our learning is, both for the adults of the community and the students we were guiding and caring for. In a community for students with special needs, it becomes instantly apparent how basic human needs cannot and must not be, but often are, overlooked in a classroom environment. People need to be heard, be truly seen, and be encouraged regardless of their ability level – even if they cannot speak and make their needs known. In a world where many are not always afforded that basic human need, our school community all worked together to ensure each person was granted that opportunity. As I bring that experience back to my high-functioning students in a rigorous independent school, I think about the simple moments like how I say hello to each student as they enter my room. Or more significant challenges, like how I encourage and provide the opportunity for individuality and expression.”

Molly’s older brother Bar graduated from The Camphill School in 2009. We are thrilled to have Molly’s leadership, insight, and unique perspective on the Board as not only an educator, but as an alumni coworker and sibling of an alumnus.

Adding to the Joy of the Holiday Season



Saskia and Aviran, householders at Beaver Farm, welcomed the birth of their son Nathaniel DeRavin Shoshan on December 3, 2020. He’s already proven himself to be as resilient and loving as his mother, and we know he’ll be creative and passionate just like his father. All are happy, healthy, and spending lots of time cuddling and getting to know one another.

Congratulations to Saskia and Aviran and welcome to Beaver Farm, Nathaniel!



INDICIA



FSC LOGO HERE

PLEASE JOIN US

June 4

The Camphill Virtual Gala (details on page 21)

2021



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Waldorf® is a registered service mark of the Association of Waldorf Schools of North America (AWSNA) and used by agreement of membership in AWSNA.

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.

