

Reflections

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

FALL + WINTER 2022



**The
Camphill
School**

Reflections

On the cover and below:
Autumn is here!

Scene from the
September assembly

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Photography Michael Oliveira

Editor's Letter



“

I can belong now to myself
And shining spread my inner light
Into the dark of space and time.
Toward sleep is urging all creation,
But inmost I must stay awake
And carry wakefully sun's glowing
Into the winter's icy flowing.”

—Rudolf Steiner

If that last two and a half years have taught me anything, it is to revel in the small moments. In September, we all received an invitation to join in a schoolwide assembly and lunch. After so much time, it seemed almost unbelievable. As I stood in the back of the Blue Room and watched as the students and community took their seats, it was almost surreal.

How many times before the spring of 2020 had I taken part in assemblies like this one? And now, here we were, finally, truly, and fully together. To see everyone assembled again was heartwarming. It was like old times: We sang, we listened to a talk that started and ended with the verse to the left from Rudolf Steiner, and students performed a seasonal tale (featuring a twenty-foot-long dragon!).

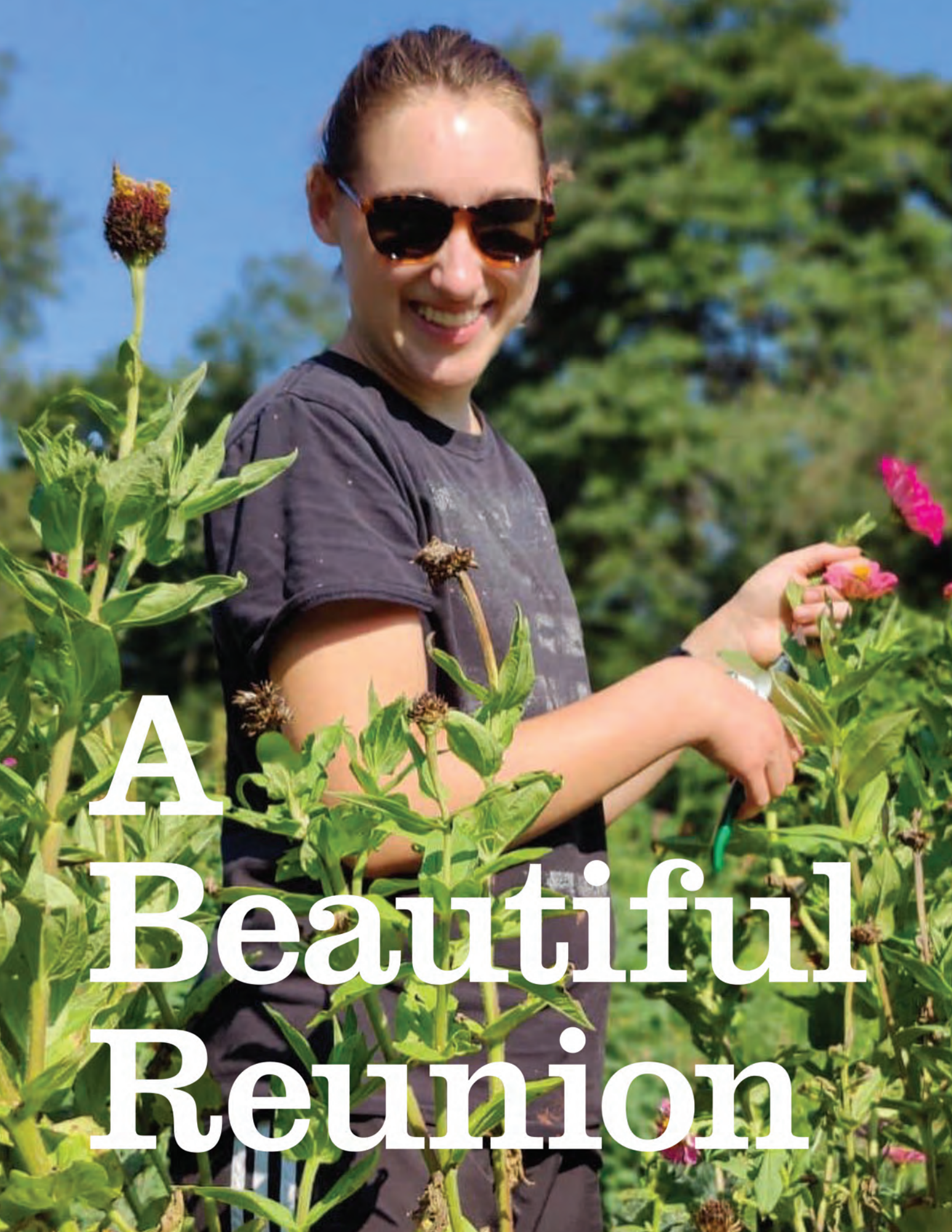
For lunch, I headed to Foxfield's barn, where the entire Transition Program community gathered for a glorious meal of fresh-baked buns, pulled pork, salads, and tasty dessert. Before our meal, we sang and enjoyed a talk about inner strength, self-awareness, and the importance of experiences.

To be surrounded by my Camphill family is something I treasure. To be there alongside the students as they take part in community celebrations and participate fully and meaningfully in festivals, filled with pride and joy, is a sensation I wish I could bottle. As the season changes and the winter chill returns, I will certainly carry that feeling I had—of everyone being together that beautiful day—along with me.

As we embark on another autumn and winter, let us all reach within ourselves for our inner light and share it with each other, in all moments, and be grateful we can!

A handwritten signature in black ink that reads "Courtney Coffman". The signature is stylized with a large, looping "C" and a long, sweeping underline.

Courtney Coffman
Editor



A Beautiful Reunion

Previous page /
Amelia amongst
the zinnias

01 / Jaime gathers
a bouquet

By Sam McKay

The zinnia is a flower we've grown for years at Beaver Farm, and for many good reasons. It's a beautiful flower and comes in many vibrant colors. Bees and butterflies love zinnias, and if you're lucky, you may also attract some hummingbirds. It grows strong through the summer and into the fall and even acts as a great companion plant, protecting others from pests and deer. It's an easy and rewarding flower to care for as it asks for so little and gives so much in abundance.

Historically, zinnias have come to represent the reunion of friends, which is what this year feels like, a reunion. For the first time in a while, we have been able to start the year together, united, as a community. Our first day of the program began with our festival meeting indoors. Crews are back to a mix of students and coworkers from all of the different houses blending together, no longer isolating from each other in units. Lunch

was held in the dining hall for the first time in two and a half years, the room overflowing once again with excitement and life. It felt like the beginning of something familiar but also something completely new because this togetherness meant even more than before. After two and a half years of varying degrees of separation, we were finally able to be together again, our steps once again in sync, and our stories once again intertwined.

During the first week of school in September, Amelia, Sarah, and April spent their Friday afternoon in the crew harvesting and processing zinnias from our garden. They made bundles of the bright, sturdy flowers that they then hand-delivered to houses and employees as the program ended for the week and everyone began to head to their respective homes for a shower, dinner, and perhaps even a movie night. Reunited and stronger than ever, Beaver Farm is back, and we can't wait to see what amazing experiences the 2022–2023 program year brings.



01

Harnessing the Colors from Nature: The Process of Natural Dyeing

By Lauren Geiger-Martin, Transition Program
Special Education Supervisor

Using plants found in nature to create a beautiful spectrum of dye colors is both a temperamental and rewarding challenge. Harnessing the colors from nature depends on many questions such as what type of fiber are you trying to dye and what is available in nature depending on the season. Cellulose (plant based) or wool have slightly different procedures because the pigment adheres to the fibers. Determine what you have available that can be used as a dye. There are so many plants that can achieve results, but you need to use what is in season or what can be stored.

The pigment for natural dyes may be found in the bark, roots, seed, nut, or flower of the plant or tree. During the wintertime you might want to use certain types of bark, avocado pits, indigo, orange or red onion peels, or dried flowers such as hibiscus. In the spring or summer, you can choose from hollyhock,



coreopsis, or rudbeckia. In the fall, goldenrod, walnuts, marigolds, mums, and pokeberry can achieve a rainbow of yellows, oranges, chartreuse, brown, dark purple, and red.

The most important and often overlooked essential step to the dyeing process is that you must prepare the fiber with a mordant. The process of mordanting opens the shaft of the fiber to allow the pigment



to penetrate and adhere. There are many types of mordants, but one that works well on both cellulose (plant based) and animal fibers is alum salt because it is nontoxic and does not alkalize the pH of the dye, which can affect the vibrancy of the color. I do not recommend trying to naturally dye synthetic fabric or yarn, as the pigment may not adhere to such fibers.

When preparing the fibers for mordanting, use a five-gallon bucket filled halfway with warm water, add a half cup of alum to the water, and stir until dissolved. Add your wool and let it soak for at least an hour. Remove the wool and rinse. Allowing the alum to remain concentrated on the fibers weakens them. You can also let the wool dry if you are not yet ready to dye. Just be sure to thoroughly wet the wool again before adding to the dye pot.

When using natural dyes, it is important to remember to use the part of the plant that has the dye property. Sometimes this is the flower, root, or bark of a plant, but we very often dye with flowers at Beaver Farm. Adjust your amounts of dye property depending on the amount of fiber you wish to dye. Prepare the water for your dye bath in a large pot: You have to calculate a 20 to 1 ratio between the water volume and the weight of the material you wish to dye. The general rule of thumb: The more flowers (or raw dye material) added to the pot, the more vibrant the dye result.

Most flower recipes involve hot dye baths, which means cooking the flowers down for several hours. It is best to do this on an outdoor burner, otherwise the smell in your home might be quite overpowering and perhaps irritating to those with sensory issues. Cook the flowers down for at least two hours. It is best to then let them sit overnight. However, some natural dyes are heat sensitive. For example, if you want to dye with finicky pokeberry, make sure you never allow your dye bath temperature to exceed 180 degrees Fahrenheit and keep the vat as acidic as you can by adding a cup of white vinegar. Pokeberry vats can

be effective using hot or cold methods. The temperature of the vat will yield a spectrum of colors from cold-method dark grape hues to the hot-pot Victorian Christmas red!

After the flowers have spent sufficient time stewing and their colors have been cooked out, sieve off the organic matter so that your dye bath liquid is free from impurities that will lodge themselves in the wool. It is then time to dye your wool. Be sure to thoroughly wet the wool before adding it into the dye pot. Use minimal heat so that you do not singe the bottom of your wool. You can allow the wool to sit for varying lengths of time to experiment with color vibrancy, but you will notice that after the first dye bath is complete the vat will begin to “exhaust itself.” Which means the availability of pigment remaining in the vat to dye becomes increasingly diminished, and therefore the color in subsequent baths will be less vibrant.

When the wool reaches the desired result, remove it from the pot and rinse with

lukewarm water until water runs clear. From there, if you wish you can further experiment with mordanting (i.e., dipping the fibers in copper or iron) to “sadden” the colors. For example, a bright orange marigold dipped in iron will result in a deep drab olive, while a dip in copper may result in a blue-green. There are so many options, methods, and nuances to natural dyeing that it could keep you learning for years to come. If someone wanted to experiment with natural dyeing at home, I would recommend buying a reference book that will help you more fully understand the science behind the natural dye process. *Wild Color* by Jenny Dean, and *Harvesting Color* by Rebecca Burgess are two books that I have found helpful.

There is so much to learn about the process of natural dyeing, but most of it can be done using household materials and plants that are readily accessible. Have fun playing around, and remember to look to your own backyard for what you have available for unique color yields. You may be surprised by what you find.





Opposite page / Karl König, Founder
of the Camphill Movement

01 / Painting in Main Lesson

New Beginning from Old Roots

The Camphill Movement, out of which The Camphill School emerged, was founded by Dr. Karl König, a Viennese pediatrician. From the beginning, Camphill set out to empower children and adults with developmental disabilities by creating community around themselves and by allowing all to shape and form that community with their own contribution. Camphill was never intended to be a place where people merely work, or where individuals with special needs are served, but to be a place where strong social bonds are formed that allow for the growth of all concerned.

That simple mission—supporting the growth of one another with care and gentleness—is summed up in a maxim oft quoted in the Camphill Movement:

“The healthy social life is found, when in the mirror of each human soul the whole community is forming itself, and when,

in the community, the strength of each single one is living.”¹

A community is more than an organization with its mission, its methods and its policies. It is more than a business, more than a legal entity. It is, in essence, a body of people who relate to one another deeply and who care for one another profoundly. That network of relationships

creates a special atmosphere that is all encompassing and healing. Visitors who are new to the Camphill world are frequently struck by the experience of this when they visit our communities. Many times they comment on the feeling of peace and quiet joy they find.

For the children at The Camphill School this atmosphere is the most important part of their educational journey. It nourishes their learning, their healing, and their growth. It is fundamentally dependent on our children and our “staff” forming deep and lasting relationships to one another. That process is itself driven by scale: It is only possible to care for one another if the group of people doing the caring is small enough to allow familiarity, companionship, and mutual affection. As a community grows it tends to move away from these feelings of closeness and towards a more objective need for policy, procedure, and standardized practice. Size brings complexity, and the individual becomes lost in the need for a larger sense of coherence. This problem is almost always the result of success, and likewise almost always leads to a



01

¹ Rudolf Steiner's "Motto of the Social Ethic".

New Beginning from Old Roots

(continued from page 9)

02 / Our 2022–2023 cohort
of volunteer coworkers

decline in the level of mutual support and warmth, which are essential elements in building community.

Camphill communities around the world have faced this problem with regularity, and the school is no different. Nearly sixty years ago Karl König wrote of the growing movement:

“... The larger the circle of co-workers, children, and young adults became, the greater became the necessity for specialization in the work... workshops, gardens, a farm, and more came into existence. What was previously held in common—each individual being willing to take on any task—distinguished itself now into specific work responsibilities...”

What kind of financial measures should be taken to do justice to this development? We knew from previous experience that money must be used consciously in order to keep its worth and buying power.

This only becomes possible when the overview of income and expenses has enough clarity that one can deal with them responsibly. We also knew that money should not be lumped together; if that were to happen the overview would be lost. These were the leading thoughts out of which we began to act.

Every house—large or small—was transformed into a self-contained economic unit. There was no centrally held income or expenditure. Every workshop, each house, the school, the farm, the gardens became economic entities unto themselves. The people in each work area were responsible together for the income and expenses in that area.”²

Dr. König saw the importance of smallness. He also recognized the crucial nature of self-direction: that the social groups that make up a community must have authorship of their life and work together. Even the financial life of the

community must be developed in such a way that spending is overseen by those who are engaged in the act of caring for one another. Community can never be sacrificed for efficiency; human bonds should never be weakened by the anonymity of scale.

The Camphill School is in a gradual process of reorganization. As we have grown since the founding of Beaver Run in 1963, we have continually modified the way we run our community. Modern educational and therapeutic methods have meant that more and more people surround our students and provide scaffolding for their growth. Similarly, there has been a proliferation of regulations that have accompanied the expansion of federal and state special education funding. The staff needed to oversee the regulatory processes has also increased. There are now many more adults surrounding the children who are at the heart of our community. With this comes the aforementioned



03 / A rainy day is still enjoyable when you are with friends.



danger of scale. Our current reorganization is a way of avoiding that problem and keeping our community a resoundingly human enterprise.

In September of 2021, we formed three faculties that included all of our staff: residential team leaders (“house parents”), educational staff, and members of our therapeutic team. This has allowed us to form three small communities, each devoted to their tasks but little enough to allow for the unfolding of deep and caring relationships. The youngest children are surrounded by the Elementary and Middle School faculty, already affectionately known as ELMS. Our teenagers are tended to by the High School faculty and our young adults are supported by the Beaver Farm faculty at the Transition Program.

Each faculty includes all those who are directly responsible for community building around the children, and each is self-directing. The faculties are already experts in the education of our children, and likewise specialize in their respective age groupings. Over the coming months we will be working to strengthen their leadership capacity and financial literacy so that the process of self-determination can successfully unfold anew. Thus, the larger community at The Camphill School will be made up of three smaller social groups that will associate freely with one another as they work to form the whole. Each will be free to grow their roots out of the soil of true social endeavor: the meeting of one human being with another.

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 taxes listed below. 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.

Even more good news is that the Pennsylvania budget, passed in June 2021, includes \$40 million to the Educational Improvement Tax Credit

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

To learn more, contact
Courtney Coffman
(ccoffman@camphillschool.org)

Thank you to these businesses and individuals who have participated over the last year:

Craig and April Adams
Scott and Jen Althouse



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



#GivingTuesday 2022

“Let your little light shine for the world to see.”

—Amos Lee

Join us on Tuesday, November 29, 2022! The Camphill School is excited to once again take part in #GivingTuesday, kicking off the charitable season!

This year, with your help, we hope to raise \$75,000! Your contribution provides the gift of education to all of our students regardless of their family's ability to pay. We can't wait to partner with you to provide the life-changing experience of education, friendships, and growth students experience at The Camphill School!

For more information or questions, please contact Hope Rogers, Development Officer, at hr Rogers@camphillschool.org or 610.469.9236 x119.



How can you make a difference?

1.



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

2.

Donate on Tuesday, November 29, 2022 to create transformative educational opportunities for The Camphill School students. Join together with the Camphill community by making your gift on this national day of giving.

3.



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

4.

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





Embracing the Winding Road

By Colleen and Brad Mook,
Ellie's parents

Our daughter, Ellie, has been a student at The Camphill School since she was in kindergarten and is now sixteen years old, in eleventh grade. She started as a day student and became a boarding student in 2020.

Ellie has a rare chromosome abnormality that has manifested in her intellectual and physical development. Along the way, the latter has required a number of surgeries, most often on her hips. She had major hip surgery in March of this year, which followed months of consultations at multiple hospitals, weighing pros and cons, alternatives, and logistical concerns.

Ellie's treatment has never been black and white, and it was a tough decision to move ahead with the surgery. The surgery itself took eight hours and left her in a large spica cast. She spent weeks in the hospital for recovery, treatment of an infection, and in-patient rehab, as well as weeks in a hospital bed in our living room.

Through the whole process, The Camphill School community was by our side

supporting us. Those closest to Ellie who know her best, provided guidance and emotional support both before and after the surgery, being thoughtful about her immediate needs and well-being, as well as her reentry into school life and her long-term mobility goals. Ellie's physical therapist, Stephanie, has been with Ellie since Day One and has supported us in many ways over the years. She was a listening ear, a guiding light, and offered invaluable insight. She and several others in Ellie's school life were invaluable in discussions before the surgery as we deliberated the best path for Ellie.

While home recovering, Ellie enjoyed Zooms with classmates and watching TCS on YouTube. Ellie loves the singing and dancing. There were check-ins from her favorite paraprofessional, Amanda; her teacher, Nicky; and her houseparent, Johanna. Stephanie, her PT, even came for a visit to the house!

One of the highlights and biggest motivations to get Ellie out of the hospital after her surgery was to attend the High School Prom at Camphill, and that she did! She lit up seeing all her friends: therapists, teachers, paraprofessionals,



and schoolmates. She since eased back into school, with a few hours of Extended School Year (ESY) to start, progressing to some overnights of ESY.

Today she is fully back, though she still goes to outside PT. Both the school and her house support her schedule. In several areas the administration has been collaborative and worked with us to ensure the appropriate support for Ellie, giving us the confidence to send her back to school.

Ellie was very happy to go back to school, and she lights up each time she returns to campus. She loves people and is in her glory at each meal, which is like Thanksgiving with fifteen people at the table. She is also in her glory at Gawain House with the Saul family and her school family there.

We know Ellie's path is hilly and has lots of curves. Long ago, we embraced the winding road and all the lessons and smiles along the way. We also know that to succeed on the journey you need great supportive partners, and The Camphill School has been wonderful in this regard through the years and especially in a tough year such as this one. We are extremely grateful for the support and love that we and Ellie have received this year, both before and after the surgery.

Camphill is indeed a special place.



What I Wish I Knew as a New Parent:

To Learn. To Partake.
To Practice Self-care.

By Lucia Sun, Jaime's mom



As we start Jaime's eleventh year at Camphill, I think of you, the new parents and families, with a deep sense of optimism. Simply put, chances are the life of your child will be forever changed for the better.

There are three things I wish had been as clear to me on Day One of the journey as they are now. I would have worried less and cultivated them more.

Learn.

Be curious. Let your child be one of your teachers. Take the time to observe, notice, and note how things unfold for him/her in this new environment. Find a regular communication rhythm with your child's teacher and/or house parent, preferably in writing. Not just to exchange information, but to gain knowledge. Not for

the school to give account, as much as for you to have a place to share your own reflections. You might find yourself growing alongside your child in your understanding of who they are and the core of what makes them flourish.

Partake.

Participate in the life that Camphill offers to your child. Get involved. Volunteer. Stay connected to other families via workshops, social media, and any community events. The adults at Camphill are fully invested in "walking the walk," so expect their time for "talking the talk" to be limited. They do see you, though, as a partner, so take your place at the table.

Practice self-care.

If your path here has been in any way like ours, you have known hardship, grief, and a relentless fight for your child. You

have made it thus far. This is "the village" that philosophers, politicians, and many well-minded individuals sometimes talk about. The struggle is far from over, but this will buy you some time. Take the opportunity to look after your own well-being, restore your energy, and rest. Your child needs you as healthy and ready as you can be.

Perhaps our biggest reward over the years as part of the Camphill family has been one of quiet confidence: we now know that wholeness and fulfillment are a tangible possibility for our son. I sincerely hope you and your family will come to the same realization, and that you will heed the call to healing that this moment and place has to offer. You are in good hands.

Are you 70½ or older with an IRA? Then this article is for you!

When you start the process of taking your Qualified Minimum Distribution (QMD) from your individual retirement account (IRA) this year and realize the taxes you'll have to pay, maybe think "The Camphill School" instead.

If you are at least 70½ years old, you can give up to \$100,000 per year directly from your IRA to The Camphill School **without it counting as taxable income.** Qualified charitable distributions (QCD) are now a permanent addition to the tax code and can benefit both you and our students.

There are some rules and processes to keep in mind:

- You must **be at least 70½ or older** at the time of the transfer.
- You may transfer **up to \$100,000 per year.**
- Your distribution must come **directly from a qualified IRA.**
- The amount transferred is excluded from your adjusted gross income (AGI).
- Each financial institution that holds IRAs has its own paperwork and processes that you must complete.
- **Always consult your financial advisor** before making any charitable gift, including a QCD.

- The Camphill School receives the funds directly from your IRA administrator and your name will not be relayed to us, so **if you plan to make a QCD to the school, please let us know** – we want to be able to thank you.
- When you donate from your IRA, you will be **welcomed into the Pietzner Legacy Society.**

Want to learn more or let us know you will send a QCD this year? Contact **Courtney Coffman** at **610.469.9236 x132** or **ccoffman@camphillschool.org.**



Bastions of Light

We give thanks to you, our steadfast donors, our bastions of light as we celebrate a new school year with our students, staff, and volunteers back on campus.

Our classrooms and homes are filled with students and their laughter, as we celebrate a new academic year with meaningful work and experiential learning.

But, for some of our students, returning this school year would not have been possible without your support. The Camphill School's focus is on each student's potential, and not on their family's ability to afford tuition and boarding fees. It is crucial that every child is able to receive the education, therapy, and programming that our school has to offer as our staff works to shape their future in the year ahead.

"The Camphill School community provides the education and care our students need. We turn to you, our family of donors, to fill the inevitable gap that tuition does not cover. Your contribution provides general operating support that enables the robust staffing and high-quality supplies and services needed to keep our campuses operating efficiently. You also fund tuition assistance that ensures that the students who need our programs have access to them, no matter their circumstances. Camphill has always been a community of inclusion and diversity. With your support this fall, we will be able to continue that deeply held tradition. Thanks to you, our students, and those who educate, work, and live with them, will have the resources to keep the school moving forward with everything—and everyone—it needs."

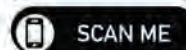
—Guy Alma

We are pleased to say that thanks to your generosity, twenty students will be receiving financial aid this school year. Your support allows us to continue to

focus our attention and energy on our students' education, progress, achievements, and happiness while supporting their families.

We hope you will join in supporting our Annual Fund this year. Your donation supports the school's general operations and allows our students to have all of the opportunities The Camphill School has to offer regardless of their financial situation.

You can give using the enclosed envelope or by visiting camphillschool.org/donate. Thank you!



Support
The Camphill
School



Sarah & DJ

By Eli Maltz, Teacher

We are pleased to share that two students, Sarah and DJ, made the transition from high school to Beaver Farm one year early! Here are profiles of them and their journeys through our High School Program. Both are thriving at the Transition Program among familiar friends!

Sarah joined The Camphill School in ninth grade. As someone who loves to hike, Sarah immediately found her place at Camphill where she could explore the outdoors to her heart's content. Sarah grew in her ability to do many things, and she especially found her passion for working in the garden and school store. She loves her friends and being around people, especially enjoying our many dances and special occasions. We know that Sarah will continue to grow her skills and explore new opportunities at Beaver Farm, and we wish her all the best.



DJ joined The Camphill School in the middle of tenth grade. As a new boarding student at our school, DJ showed incredible resilience as he adapted to being away from his home in Nevada. DJ's smile can light up a room and his laughter can brighten our days. DJ loves Sesame Street, Trace Adkins, and his family. He is always up for the challenge of many new experiences. DJ especially enjoyed the therapies he got to experience at Camphill, including color light treatment and massage. In the short time DJ has been at Camphill, he has matured tremendously, and we look forward to seeing him grow further in his skills.



An Opportunity to CONNECT

By Joseph Sun, Parent CONNECT Core Group

Parent CONNECT serves as the school's "home-school association." As such, all parents are members! I have been active with Parent CONNECT for nearly the entire time that our son Jaime has been a student. As Jaime begins his second year at Beaver Farm and his final year at The Camphill School, I am delighted to share reflections around my involvement with Parent CONNECT.

Naturally as parents, we desire to meaningfully engage in our children's school experiences. Through regular conversations with their teachers and house parents, we can do so and work together to help our children achieve their potential. Yet, we rarely come into contact with the school's leadership and those outside our children's direct circle or get to know the broader context of the school. In addition, because the joys and challenges of parenting these very special young people can sometimes be a lonely journey, we desire to know our children's peers and their families to share our experiences. My involvement with CONNECT has been the means to pursue both of these

aims. It has provided opportunities to connect at the school-wide level and enabled me to know parents of Jaime's peers. This has been a great source of encouragement and support. Through the group's programs and activities, I have gained insight into Camphill as well as how to be a better parent and friend. CONNECT also helped me get to know the school's leadership and understand more deeply what is at the heart of the school's mission, vision, and values.

During the pandemic, CONNECT activities were put on hold. However, we are excited to rejuvenate the group's activities, all aimed at helping parents and families better understand and engage in our children's education, growth, and development; connect with other parents and families in meaningful and supportive ways; and learn about and assist with the school's mission.

Please visit camphillschool.org/parents to stay informed about upcoming events. In addition, CONNECT's Facebook group serves as a key means of communicating with all Camphill families.

Please join if you haven't already!
facebook.com/groups/thecamphillschoolparents/about

CONNECT is facilitated by a Core Group consisting of parents and staff. If you want to be part of the Core Group, please email me at sunjss@gmail.com. I look forward to an amazing school year ahead and hope to see you at our activities!

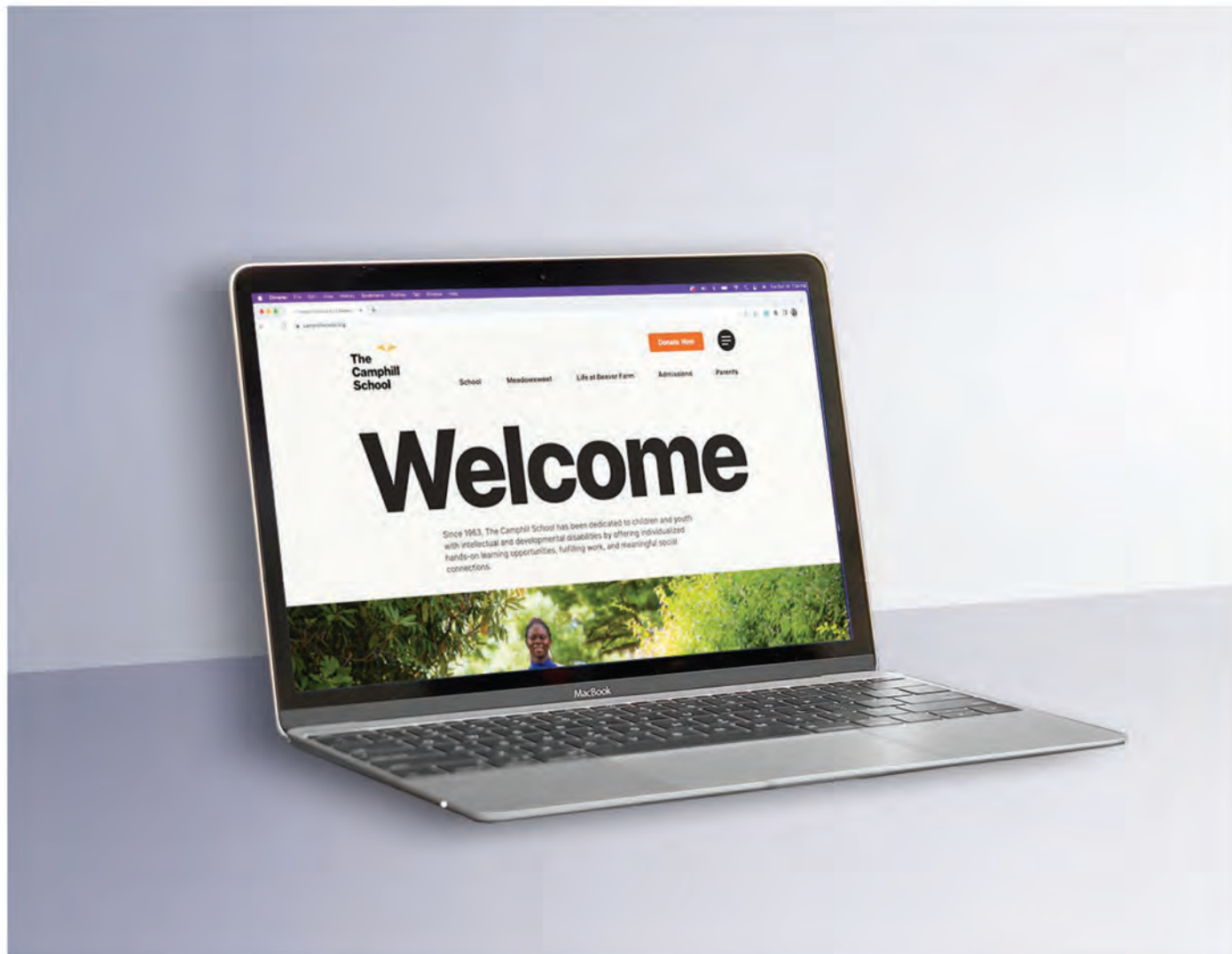
Spring 2023 Events

(Dates to be announced)

Family Volunteer Day

Transition Orientation for parents of rising 9th graders and high school graduates moving to Beaver Farm

The Camphill School's New Website



We are pleased to announce our redesigned website! It features streamlined navigation and a more functional layout, no matter what device you are viewing it on. We hope you enjoy it and all the content that is added on a regular basis.



DEEP ROOTS, NEW GROWTH.



**The
Camphill
School**

SAVE THE DATE:
The Camphill Gala 2023
Friday, June 2, 2023
6:00 p.m.
Loch Aerie Mansion,
Malvern, Pennsylvania



facebook.com/thecamphillschool



youtube.com/thecamphillschool



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PLEASE JOIN US

Nov. 29	#GivingTuesday (see page 13)
Dec. 3	Craft Fair at Foxfield Farm (visit camphillschool.org for details)
June 2	The Camphill Gala (see page 23)

VISIT CAMPHILLSCHOOL.ORG FOR MORE DETAILS ABOUT ALL EVENTS.

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HELP THE CAMPHILL SCHOOL CONSERVE RESOURCES.

Choose to receive future issues of *Reflections* via email. Send your digital subscription request to reflections@camphillschool.org.

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.

Foxfield Flowers Proudly Offers

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Ready-to-go flower buckets

Ball jar party packs

Special event and wedding flowers

Weekly flower bouquet CSA shares

For more information or to place an order, go to foxfieldflowers.com.



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, religion, or disability.



Reflections

On the cover and below:
Autumn is here!

Scene from the
September assembly

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Photography Michael Oliveira

Harnessing the Colors from Nature: The Process of Natural Dyeing

By Lauren Geiger-Martin, Transition Program
Special Education Supervisor

Using plants found in nature to create a beautiful spectrum of dye colors is both a temperamental and rewarding challenge. Harnessing the colors from nature depends on many questions such as what type of fiber are you trying to dye and what is available in nature depending on the season. Cellulose (plant based) or wool have slightly different procedures because the pigment adheres to the fibers. Determine what you have available that can be used as a dye. There are so many plants that can achieve results, but you need to use what is in season or what can be stored.

The pigment for natural dyes may be found in the bark, roots, seed, nut, or flower of the plant or tree. During the wintertime you might want to use certain types of bark, avocado pits, indigo, orange or red onion peels, or dried flowers such as hibiscus. In the spring or summer, you can choose from hollyhock,



coreopsis, or rudbeckia. In the fall, goldenrod, walnuts, marigolds, mums, and pokeberry can achieve a rainbow of yellows, oranges, chartreuse, brown, dark purple, and red.

The most important and often overlooked essential step to the dyeing process is that you must prepare the fiber with a mordant. The process of mordanting opens the shaft of the fiber to allow the pigment



to penetrate and adhere. There are many types of mordants, but one that works well on both cellulose (plant based) and animal fibers is alum salt because it is nontoxic and does not alkalize the pH of the dye, which can affect the vibrancy of the color. I do not recommend trying to naturally dye synthetic fabric or yarn, as the pigment may not adhere to such fibers.