

Here. And There.



westside christian high school

spring 2008

on purpose

WESTSIDE ALUMNI WATCH

Welcome to the first edition of the Westside Alumni Watch. Your friends and fellow classmates would love to find you in the next one! Please submit notes to the *On Purpose* editor at: onpurpose@wchsonline.org.

Steve Bailey (1985) is a manager with Unifirst. He and his wife of 15 years, Tammi, live in Lake Oswego and have 3 children. He still races BMX, which, he points out, will be in the 2008 Olympics.

Cynthia (Collins) Friberg (1985) was part of the group that chose Westside's school motto, verse, and colors. She graduated with a degree in Business Administration from St. Martin's University in Lacey, Washington, in 2000. On February 8, 2008, Cynthia married Carl Hancock. She has two children from a previous marriage and owns her own bookkeeping company, Precisely Right.

After teaching at West Hills Christian School for 4 years, **Craig Burgess (1986)** returned to Westside to teach history. He and wife Cathy have been married for 10 years, and they are raising two redheads: Gracie, 7, and Bella, 2. This is Craig's first year as varsity boys head basketball coach.

Andy Sears (1991) earned a B.A. in Business Finance from Grand Canyon University in 1995 and a M.Ed. in Educational Leadership from George Fox University in 2004. He currently serves as Principal at Westside. He and wife Marta are raising 6-year-old Gabriela and 3-year-old Jonah.

Carly (Walhood) Pringle (1993) married **Steve Pringle (1990)** in 1996. She graduated from PSU in 1997 with a B.S. in Speech and Hearing Science and is a "full-time home executive and part-time finance specialist." There are two Pringle children: Madelyn Grace, 7, and Wyatt Justus, 10 months. Steve graduated from Multnomah Bible College in 1996, majoring in Biblical Studies and Educational Ministries and is Westside's Dean of Students and Bible 9 teacher.

Ryan (1994) and Kimberly (McReynolds) (1996) Smith recently moved to North Carolina for Ryan's job as Product Marketing Manager for Rubbermaid. They have been married for 8 years and have a 4-year-old daughter and a newborn son.

Chris McReynolds (1995) graduated from Western Baptist College in 1999 and is currently a manager with Enterprise Rent-A-Car. Married in 1998, he and wife Amy have three children.

A graduate of The Master's College, **Katie Custis (1997)** is starting her own graphic design business and coaching girls basketball at Westside.

Brian Roesler (2000) describes his current profession as "complicated" but is enjoying coaching JV2 boys basketball and track at Westside. He graduated from Willamette University in 2004, majoring in Economics and English.

Abby (Thwing) Johnson (2000) attended Seattle Pacific University and has been married to husband Evan for nearly four years. She works at Abeton, Inc.

Married to Josh in November 2007, **Megan (Wilson) Elliott (2000)** graduated from Corban College in 2004 with a degree in vocal performance. She is currently doing an internship with Earthtones Music Therapy while working towards a degree in music therapy from Marylhurst University.

Jan-David Jansen (2000) is a Certified Financial Planner for the investment firm Strand, Atkinson, Williams and York. He graduated from Seattle Pacific University in 2004 with a degree in Business Administration and finds the time to help coach the boys JV2 basketball team at Westside.

Another graduate working in the financial industry is **David Allcroft (2000)** who is a commercial banker with West Coast Bank. David married Andrea Beck in 2004, the same year he graduated from Linfield College with a degree in business. He is currently enrolled in George Fox's MBA program. This winter David could frequently be found helping Brian and Jan-David with the JV2 boys basketball program.

Elise Lockwood (2000) was another member of the JV2 boys basketball support team of graduates. She earned her B.A. in Mathematics at Wheaton University in 2004 and is currently working on her Ph.D. in Mathematics Education at PSU.

Bethany (Thompson) Magnuson (2000) married Ryan in 2005. Graduating from George Fox with a B.S. in Chemistry in 2004, Bethany has taught Chemistry and Earth Science at Westside for almost 4 years.

Grant Roesler (2002) graduated from Whitworth in 2007 with a degree in Political Science. He's a Program Coordinator at the Children's Cancer Association and enjoys staying healthy, hanging out with his high school buddies, rock climbing, hiking, running, playing kickball, volunteering with Reach ministries and staying involved with his local church.

A graduate student in Intercultural Studies at Biola University, **Scot Keranen (2003)** earned his B.A. degree at Biola in 2007. He is a fan of *24* and *Lost*.

Derek VanderVelde (2004) married Jessica Riffle, a journalist, on December 29, 2007. He attended PCC and the U of O, qualifying for the National Honor Society of History Majors. The newlyweds live near Tampa, Florida, where Derek is on the management track with Batteries Plus.

WRITE US

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Westside Christian High School

on purpose

on purpose is more than a name – it's a significant part of Westside's vision: to intentionally prepare our students for a greater purpose in life.

on purpose is published three times yearly for the broader Westside community to give you a glimpse of what makes us unique.



ALUMNI SPOTLIGHT: ERIN PAPWORTH, '99

FINDING PURPOSE IN THE MIDDLE OF CRISIS

Shortly after graduating from college, '99 Westside graduate Erin Papworth headed to the wilds of Botswana, Africa, for a safari adventure of a lifetime.

What she found was more than just lions, giraffes, and elephants. She found a temporary home for the next four years and discovered her true passion.

BY DEB GIVENS

"I knew I wanted to get into international work. To realize that dream, however, I knew I had to figure out a way to get a foot in the door," reflected Erin. "Who would have guessed that my safari guide would be the one to open the door for me?"

When Erin was offered a job managing the safari lodge, she accepted the challenge without hesitation and moved to Africa. "My main objective was to find ways to use this time to make connections with the local population and development community...which I did. I volunteered to work for a small non-governmental organization that worked directly with the indigenous population of Botswana, the San people (formerly known as Bushmen). At a pay rate equivalent to five U.S. cents per day, this was definitely not about making money. It was about immersing myself in their culture and becoming familiar with their social issues."

"Initially my work was in the development arena. One of my tasks was to write health education curriculum for children who were orphaned due to Aids. I was in a region where the HIV rate was about 35 - 40%, so this was a huge need."

When a Westerner confronts a problem, instinct tells her to jump in with both feet and fix it. Unfortunately, as history repeatedly reveals, the resolution is not typically that easy, especially in central Africa. As Erin discovered, you can't thrust western culture and ideals upon a developing country and expect the people to embrace them...at least not overnight.

"After a while, I began to be somewhat disillusioned with how western ideals were being taught and glorified in a culture that was intrinsically different and had dramatically different social dynamics. The

locals were not being allowed input into the development of strategies to fight HIV/AIDS. I also realized that if you want to change the social communication and understanding of a culture, you'd have to invest 10-20 years of your life. I was 22 at the time and wasn't interested in staying in Botswana for the next ten to twenty years, so I looked for another emergency humanitarian activity. I wanted to see the impact of my efforts in real time."

"It was at that time that I became acquainted with some staff from Medecins Sans Frontieres (Doctors Without Borders) -- exactly what I was looking for. They do emergency medical intervention in areas experiencing a humanitarian crisis. We would go into regions where the local government could not provide medical care and intervene until the emergency was over, whether it was an epidemic, war displacement, or other crisis."

"I appreciated their philosophy. They would go in and save lives. Then, once the urgency of the crisis was behind them, the population was allowed to attempt to solve their own political and social problems on their own terms in the future."

During the three years she worked for MSF, Erin served in several countries: Darfur, Sudan, Malawi and most recently in the Central African Republic. Her roles included serving as Logistician, with responsibility for all the supply chain, administration, human resources, vehicles, electricity, housing, construction, etc., and subsequently as Human Resources Coordinator.

This did not mean she was insulated from the local people and their daily struggle for survival. On many occasions Erin would find herself alongside the medical staff offering a helping hand. "One day all the doctors were off-site visiting a

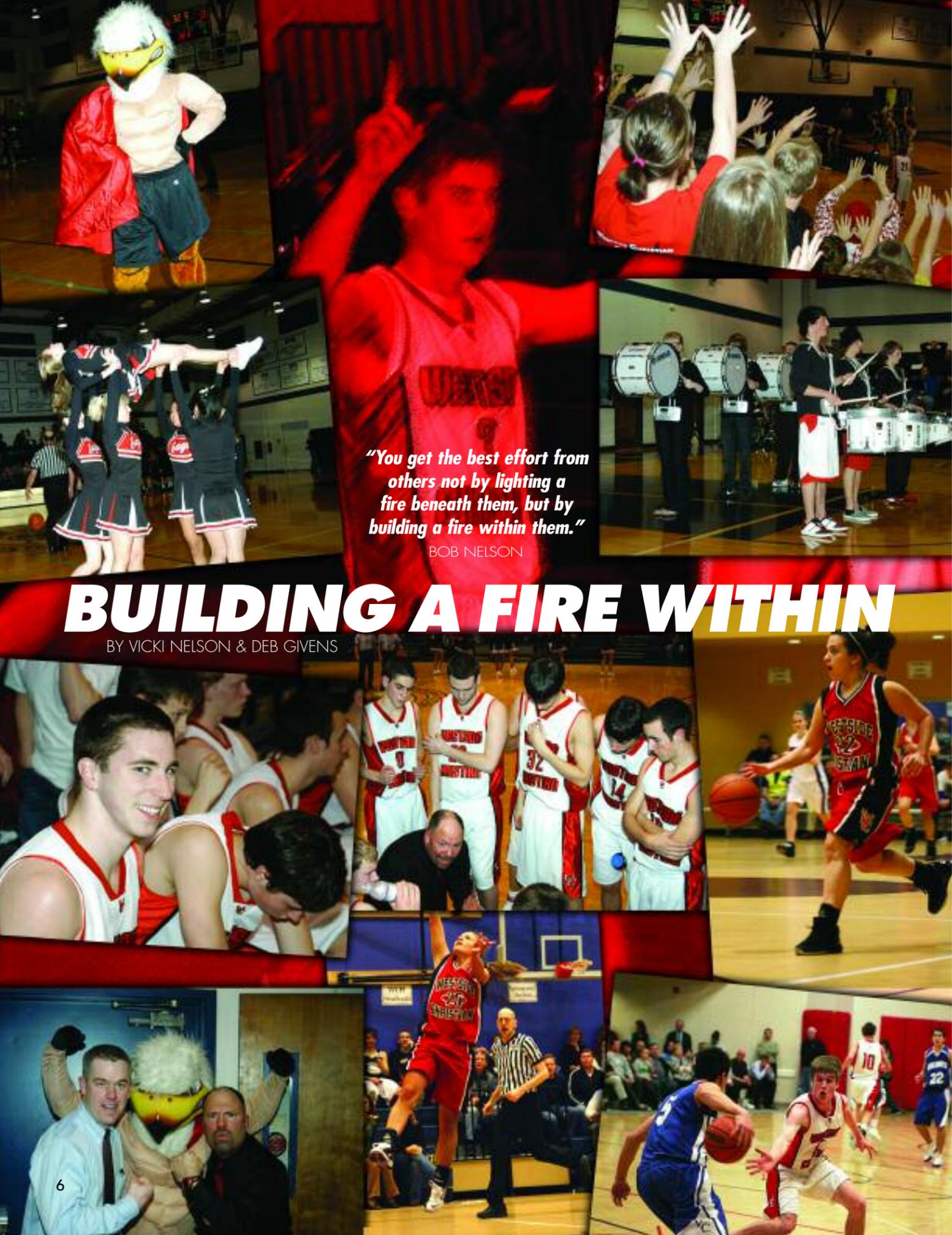
nearby village. I was left to man the clinic with one of the nurses. I walked a local woman on the verge of delivering a baby. Who would have guessed that at the age of 26 I would usher a new baby into the world! What an experience!"

As evidenced by alums like Erin, Westside students are out changing the world. Their desire to make a difference is often kindled during their pivotal four years with our staff. "While at Westside, Mr. Wright's history class opened my eyes to the broader world of international politics," Papworth reflected. "His class was truly a catalyst to appreciate the importance of history in all the cultures I've worked in. If you are ignorant of the historical, political and social developments that occurred, it is impossible to truly understand the present situation, particularly in Africa."

Papworth has recently returned to the U.S. to begin a master's program in public health at The School of Public Health and Tropical Medicine at Tulane University in New Orleans. When asked if she plans to return to international work, her response is an immediate and emphatic 'yes'. "I've discovered my purpose and know what I love. I love international work, I love public health, I love management, and I love Africa. You bet I'll be back! I want to work for the World Health Organization and assist in their campaign to vaccinate all of sub-Saharan Africa for meningitis."

As for those interested in pursuing an education or a career in international politics, development or conflict, Papworth offered this advice:

"Start small and learn about the roots of the issues," Papworth said. "Begin with one country, and that will open the door to the rest of the continent."



"You get the best effort from others not by lighting a fire beneath them, but by building a fire within them."

BOB NELSON

BUILDING A FIRE WITHIN

BY VICKI NELSON & DEB GIVENS

There's a look that says, "It's too late. We can't do it." You've seen it. The drooped shoulders, downcast eyes, shaking of the head, and the pursing of the lips.

When one of Westside's basketball teams finds itself down by a dozen or so points in the first half it would be easy to embrace that "look" as its own. In fact, it would be much easier to accept defeat and mediocrity than to put forth the effort it would take to dig out of the hole and experience success.

But that isn't what Westside is all about. We're not just talking about the players on the court. When game time approaches, the whole Westside "family" gets involved. After all, this is a team sport, you know. It just so happens that our team has many faces, each bringing their own kind of energy to contribute to the task at hand.

Roll the clock back to about 30 minutes before tip off and experience the moment. The gym is already humming with activity. As the players on the court execute their pre-game drills and warm up, the pep band is warming up as well. Parents, alums, teachers, students, and other friends of Westside are all making last-minute adjustments to their instruments. This crew has banded together for the love of music, the spirit of the game, and a thing called family. Their director, Kirk Steputis, has long since seen his two sons graduate from Westside. That doesn't matter, you see, when a school is intricately woven together as family.

As game time nears, a steady stream of Westside students pack the section they have fondly coined "The Zoo". There are no class boundaries in the Zoo. Side by side, the students, decked out in school colors, hats, and headbands, and

fists pumping in the air, add to the festive, upbeat feel. You can't help but sense a "we're in this together" feeling emanating from the "Zoo".

Suddenly your attention is diverted to some excitement across the gym. In "swoops" the Westside Eagle. The crowd goes wild, and the decibels scream as the Eagle struts before the fans. No doubt about it; the Eagle helps build community. His antics add to the enthusiasm of the cheerleaders.

At halftime a rhythmic beat begins to pulsate through the gym. In marches the Drumline, a new addition to the Westside community. Feet join in. Hands start clapping. This group of kids adds a whole new level of excitement to the game.

The synergy of the many faces of the Westside family is hard to ignore. As an outsider taking in the whole experience, the drive and enthusiasm hits you to the core and leaves you with a warm feeling.

That same contagious spirit penetrates the Westside players on the court. It lights a fire within them, a fire that ignites their play to the level necessary to earn both the ladies and the men a berth in the State playoffs.

This feels good for all the right reasons. This playoff run was earned, not just by the players on the court, but by a close-knit family that supported them during the low moments and celebrated the high points.

An exclamation mark to the story came when Westside was honored with the Sportsmanship Award at the end of the State Tournament. On and off the court, our enthusiasm and character were evident.

It's time for a family celebration!

BASKETBALL TEAMS FINISH STRONG

Boys Varsity – State Playoffs contenders

The Eagles had a strong season with a 12 - 4 record, earning 2nd place in the tough West Valley League. Efforts in the State Playoffs were rewarded with a 6th Place honor and the State Tournament Sportsmanship Award. Individual awards went to: **Wade Moyer** - 1st Team, All-Tournament; 1st Team & Player of the Year - West Valley League; **Dima Yovko** - 2nd Team - West Valley League; **Zach Renicker** - Honorable Mention - West Valley League.

Boys JV and JV2

JV boys completed a very rewarding season, finishing league play 14 - 2 with an overall record of 19 - 2. Highlights included several come-from-behind wins and shutting down top players from the opposing teams. The team played unselfishly and demonstrated their Christian character on and off the court. Our JV2 boys were equally successful with a 13 - 2 season and were undefeated in league play. With three successful teams, the future of Westside basketball looks bright.

Girls Varsity – State Playoffs contenders

The Lady Eagles completed season play with 13 wins and 3 losses, earning 2nd place going into District Playoffs. Their bid for a state title was cut short, but the gals have a lot to be proud of. League awards were earned by: **Jessica Monroe** - 1st Team & Player of the Year - West Valley League; **Sarah Staropoli** - 2nd Team - All League; **Grace Wentzien** and **Allison Brunton** - Honorable Mention.

Girls JV

The JV Girls Basketball Team finished the season with 9 wins and 5 losses in league play. As a result of hard work, steady improvement and team play, the JV Girls' wins were by an average of 23 points per game and losses averaged 6 points per game. These remarkable young ladies represented Westside well both on and off the court and demonstrated great character despite the score or the situation.

SPECIAL MOMENTS OF DISCOVERY

Special Olympics

by Don Westerberg

Over the past fifteen years Westside has developed a rich tradition of serving at the Special Olympics. We have brought the love of Christ to these events through a kind smile, an encouraging word, and showing value to those who, like us, are created uniquely in God's image.

Over our years of involvement our students have served in a variety of venues, but our bread-and-butter event has always been aquatics. And it was in this arena that I saw what, to me, personifies the two-sided impact of our involvement.

On this particular day I was accompanied to the event by a very gifted senior girl -- class president, salutatorian, National Honor Society member, Homecoming princess, and cheerleader. From just about any angle you would say Mary was having an enjoyable and successful high school experience. But as she came into her senior year, she lacked direction as it related to the choices that would determine her future. Her many talents made it difficult to choose among all the doors of opportunity that were open to her.

Then she came to Special Olympics. Her job was to escort individual athletes to the right lane in the right heat, cheer them on, and then escort them back to the bullpen for staging in their next event. It was in this one-on-one capacity that God would reveal His plan for her.

At one point Mary was assigned to a female athlete whose slated event was the backstroke. As she walked her charge to the proper lane, Mary began to notice that the girl was showing obvious signs of nervousness about swimming. Unlike the athlete who can simply put on their "game face" when the normal pre-race butterflies hit, many Special Olympians have developed another coping mechanism. They begin to say that they need to go to the bathroom. It seems logical to them that, "if I am feeling uncomfortable standing here with everyone watching me, I will feel

better if I can go inside the locker room where no one can see me."

I had told Mary that if she encountered this, she should simply remain calm and reassuring as she talked the girl into the water. Hopefully when the gun goes off, her training would take over. That's exactly what Mary did. She reassured the girl that she would be right there with her, cheering her on.

Even though tears were streaming down this nervous girl's face, armed with Mary's calm demeanor and belief in her, she got into the water and clung to the side of the pool. Mary, on her hands and knees at the pool's edge, continued to reassure until the gun went off, and the girl pushed off into the competition. Not only did she finish, she won a gold medal that day!

I felt blessed to observe the entire scenario unfold before me. Later in the day Mary came by with another athlete in tow. I stopped her long enough to let her know that her investment in the girl's life was huge. It made the difference between being able to hang a gold medal on her bedpost that night, with a memory that will never fade, or me having to strike a line through her timing card with the words, "scratch, did not compete".

Later, as Mary reflected on that experience, it must have had just as powerful an impact in her life, because it gave her a sense of purpose and focus. That pivotal experience directed her to pursue a college major in Special Education, and she subsequently taught Special Ed in the Beaverton School District.

Hundreds of Westsiders have made a similar investment at Special Olympics over the years. Many have made a similar discovery — that God can use them to make life better for someone else while exposing them to ways in which He can utilize their gifts for His glory and the good of others. Nothing is more fulfilling than that!

The following excerpt from a Freshman journal entry wonderfully illustrates the connections our students are making between reading God's Word and living it out in service. (Edited for length.)



Weekly Reflection

It was the night before the Special Olympics, and I was flipping through my Bible before going to bed. Although I was looking forward to helping with the event, I was afraid about not being able to relate to the participants. Then I came across this passage: 1 Corinthians 12: 23-27. "And the parts that are unrepresentable are treated with special modesty, while our presentable parts need no special treatment. But God has combined the members of the body and has given greater honor to the parts that lacked it so that there should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it. Now you are the body of Christ, and each one of you is a part of it."

After reading the passage I realized that it was referring to the body of Christ. It says that one part of the body has no significance without the rest, for no matter how significant you are, it is only because of what you are a part of. That is now one of my favorite passages EVER. It has a way of humbling me, at the same time it helps me look around and notice how much I love the people God has given to me in my life. I wouldn't be the person I am today without them.

Then I started to relate this to the upcoming Special Olympics. I realized that although in today's society people with disabilities are looked down upon, it almost seems like they should be thought of as special. They have things that disable them, but it doesn't hold them back from going after what they want. In many ways, they have more drive and perseverance than any "normal" person would. And after just one conversation with them you sense that God made them this way for a purpose, and it wasn't to belittle them. It was so that they would take the wrongful belittling and hardships from the world we live in and turn them around and show others that they are no different, that being a part of the body of Christ makes them equal to anyone else.

So with these thoughts going through my head, I was ecstatic for the upcoming event the next afternoon. I got there and enjoyed spending time with these absolutely incredible individuals. I can't wait to see them all again next year.

Andee Gleason, (Freshman) November 18



Engaging the Whole Learner

BY DR. DOREEN DODGEN-MAGEE

My dad, a former teacher, has always had one mantra when it comes to learning... "Never let school get in the way of your education." I think he is brilliant!

School is one place we learn. Church is another. So is nature. So is the board room, the family room, and the local coffee shop. In fact, there are opportunities to learn wherever we go.

God made us complex and integrated beings. We see with our hearts what we cannot see with our eyes. We feel with our emotions that which we cannot feel with our fingers. We collect information in many ways, store it in the grooves of our grey matter, and, at times, recall it as if it has come from our hearts rather than our heads.

With roots in one-room schools, traditional American schooling methods developed to educate many diverse individuals in a small space and with limited resources. As a result, the Western educational system, has, over the years, pared down the complexity of learning. Unfortunately, what has resulted is a classroom setting where lectures predominate and assessment is formal and often standardized. Intelligence has become equated with academic prowess while opportunities for exploration, individualization, and application within the school setting have been limited.

Contrary to that, over the past decade research has consistently painted a much more complicated picture of learning. Educational,

psychological, and social scientists are finding that learning is most robust when it is accompanied by action and emotion. Brains, bodies, and souls work best when involved together. For many, the most memorable learning happens when they feel inspired by, or connected to, the educator involved in the teaching. Sometimes that educator is a person and sometimes it is an experience -- teachers and experiences which inspire awe, use novel techniques, and/or engage the whole learner (mind and body).

Physical action and/or opportunities for application have a similar impact on the storage of information in the brain. Studies show that integrating physical movement and involvement increases attention and recall for most individuals. This means that engaging our children's bodies along with their minds in the educational process will increase not only their satisfaction, but also their direct academic learning. This is experiential learning in its richest form.

It strikes me that Jesus taught with highly experiential methods. He told stories and wove metaphor and analogy into his messages. He used physical acts like fishing to teach concepts like outreach. He traveled and took his "students" with Him. They were provided opportunities to lead and opportunities to follow. They were challenged to apply the knowledge Jesus was imparting to them as they lived their daily lives. What He taught became woven into their beings.

In my brief time as a part of the Westside community I have sensed the desire of the administration and staff to nurture and develop the whole student by offering opportunities for the rich, applied learning that Jesus modeled. They grasp that giving students the opportunity to apply truths learned in Bible class out on the basketball court will help them internalize those truths more deeply. They recognize that students involved in creating and running the student store will master their math, computer, design, and marketing classroom learning with greater proficiency. They value the fact that students traveling across town or across the globe to serve others are given the opportunity to gain a new and deeper understanding of the world they've heard about in history, an appreciation for the diversity in God's creation, and an enhancement of empathy.

Rote memory and recall are crucial for success in some of life's opportunities. Deeply rooted knowledge, understanding, healthy self-confidence, and self-awareness, however, are crucial for all of them. The opportunities for students to experience and apply what they are learning in the classroom, out of the classroom are ample and varied at Westside and are growing every day. For this I am extremely thankful, and our children are amazingly blessed. Westside is certainly not getting in the way of our children's learning...it is truly enhancing it.

8 Kinds of Smart

The effectiveness of experiential learning is based on the truth that each of us learns in complex and specific ways which is at the heart of Multiple Intelligences Theory. Here is an overview of the "8 Kinds of Smart". If you identify how your child learns you can help steer them toward learning opportunities that will be most powerful for his or her particular style.

The Word Smart child responds to lectures and verbal communication. They remember what is said or read. They love poetry, word games, and reading. They thrive with lecture and written instructions.

Number Smart students love pattern, predictability, and solving puzzles. Math and science are often their favorite subjects. They can be very justice minded, exacting, and dependent upon structure. These students often use repetition and patterns to learn.

Picture Smart children notice shapes and colors and structure. They often have artistic abilities and approach learning tasks with novel strategies. Visual stimulation is key with these learners.

The Nature Smart child lights up when in nature and feels confined in the classroom. Cause and effect inquiry is prominent for this child. Classifications of all kinds (especially flora and fauna) are interesting to this learner.

The Music Smart child hears music in everyday life and drums, hums, and sings his or her way through the day. Utilizing melody in learning can help such children master academic tasks.

Body Smart - This child learns by touching, moving, and feeling and finds it challenging to sit. He or she is coordinated and physically capable. Providing opportunities for involving the body with learning is key to this learner's success.

People Smart children are natural born comforters, leaders, and/or negotiators. They understand, and get along easily, with others. Engagement with others (teachers or peers) will enhance this learner's experience.

Self Smart - The self smart child is introspective and self aware and may not be easily understood by others. These children are the "poet/philosopher" type and are typically quite self-confident and filled with a rich interior world.



BUILDING A CASTLE VS. BUILDING A COMMUNITY

by Andy Sears



So let's go outside, where Jesus is, where the action is - not trying to be privileged insiders, but taking our share in the abuse of Jesus. This "insider world" is not our home. We have our eyes peeled for the City about to come. Let's take our place outside with Jesus. HEBREWS 13:13-14

In February our admissions team interviewed over sixty applicants in three days. It was intense. I enjoy walking through this process with families, partly because they ask fantastic questions and partly because I love telling them about Westside's distinctive mission and philosophy of Christian education.

One common question I hear from parents is, "Will our child be able to cope in the real world after being in such a sheltered environment?" On the surface this is a legitimate

concern and one my wife and I have wrestled with for our own children. As I've pondered this personally and professionally, I've found myself looking more closely at the terms "sheltered" and "the real world."

A Castle or a Community

Let's look at the current reality. Recent research reveals that 80% of American boys aged 12-18 have viewed pornographic material and that nearly the same percentage struggle with wanting to view it again. Four to twenty percent of young women engage in some sort of destructive eating practice to help manage their weight or emotions. The average student is plugged into something electronic for 6.5 hours per day, significantly impacting his or her ability to develop healthy face-to-face relationships.*

In the midst of this kind of bad news, many Christians see Christian schools as fortresses that will protect their children from these and other dangers. While I believe Westside offers a safer school environment than many others, the reality is that our students face many of the same pressures and temptations that students at other schools face. I have met with Westside students who struggle with eating disorders, cutting, pornography, depression, drug use, and suicidal thoughts. We can pretend that these problems don't exist at our school, or we can admit that they do and model how a healthy community embraces and responds to broken people.

I, too, had issues during my high school years. As a student at Westside I made some very poor

decisions and experienced some challenging consequences. The Westside faculty rallied around me and walked me through some painful times. My peers also supported me through their forgiveness and love. During this time Westside did not shelter me from problems and worldly issues. In today's world, that would be hard to do. Instead it taught me the importance of community and the value of developing deep, authentic relationships.

There is no way to create a barrier robust enough to protect our students from every harmful influence -- at Westside, or anywhere else. We can, however, show our kids how powerful a community can be when they are struggling with issues. Then as they leave Westside they might be more inclined to seek that same sense of community at college, in the work place, or out in "the real world".

Framing "the Real World"

In February, I had the opportunity to walk with a group of Westside students and staff through the REAL LIFE Exhibit at Medical Teams International. This experiential exhibit uses sights, sounds, smells, and touch to help visitors learn about the severe poverty and lack of sufficient medical care that exists outside of the U.S. The displays showed us what "the real world" is for the majority of Earth's population.

After walking through the exhibit I asked the students, "What became real for you? What is our responsibility as followers of Christ?" The students responded in varying ways but with a common theme: "It would be easy and typical to feel overwhelmed and do nothing. Let's be courageous and do something."

At Westside, with parents and school working together, we can influence a generation to respond courageously to what is real.

Preparing for Purpose

As a student at Westside I found purpose in my service/leadership in athletics and student government. During my first year of college, I continued to seek purpose by interning at a local church youth group. While there I started a midnight basketball league to keep young people off the street by providing a positive alternative. On opening night over 100 high school students showed up to play; we were able to sustain that level of participation throughout the season. God allowed us to join in his purpose by helping us develop meaningful relationships with many of the students.

I heard a youth ministry professional say that "the problems facing this generation aren't 'sex, drugs, and rock and roll,' but rather a lack of meaning and purpose in their life."

I find tremendous hope in the fact that our students are hungry for purpose. Westside's mission is "to equip servant leaders in God's kingdom for the next generation by educating and developing the whole person for the glory of God." We are passionate about satisfying our students' hunger for purpose by providing them opportunities to serve/lead and experience what it's like to be part of something greater than themselves.

We believe that once students experience this kind of purpose-full living, the self-serving lifestyle that their culture offers them loses its appeal.

Rather than building a fortress, we seek to develop a community. Rather than shying away from reality, we strategically expose our students to what is real. Rather than settling for ordinary living, we prepare students for purpose.

**For a list of references, email sears@wchsonline.org*

WESTSIDE EARNS RE-ACCREDITATION

In the first on-site visit since initial accreditation by the Northwest Association of Accredited Schools (NAAS) in 1997, Westside was commended for its overall educational excellence and re-accredited for the next six years. NAAS is the organization which accredits all public schools in Oregon as well as a select group of private schools.

On March 4, a team including Jeff Rose, Director of School Improvement for the Parkrose School District, Dr. Gary Railsback, Chair of Educational Foundations and Leadership at George Fox University, and Jim Cochran, Superintendent for Faith Bible Schools in Aloha and Hillsboro, spent the day visiting classrooms, talking with teachers and students, and pouring over a thick binder of documentation materials before making their decision. In their official report, the team wrote:

"There is commitment by teachers and the administrative team to continue to enhance those programs which advance their mission. They are clear on their purpose and 'walk their commitment' during the daily life of the school. Conversations with students underscored that Westside staff accurately 'live out' the school's mission."

BLENDING CULTURES AT WESTSIDE



Westside is currently “home” to nine international students. Each brings his or her own unique representation of foreign culture to the Westside family. Although we have hosted a few international students in the past, it was at the invitation of Joy Academy, a Christian student exchange organization, that a broader vision for integrating foreign students at Westside emerged.

Many countries, particularly those in Asia, view cross-cultural education as important to college preparation and future success. South Korea is one such country and home to eight of Westside’s current international students. In recent decades, education has become a top priority in their culture, elevating South Korea to a world leader in academic achievement. Other personal and family priorities are generally secondary to academic goals and aspirations. Korean students commonly put in 12 or more hours a day attending classes devoted to tutoring and preparation for college entrance exams that will ultimately determine eligibility for the country’s highest-level universities. Central to these exams is a solid command of the English language.

International students and their families select Westside for a combination of reasons. In addition to the primary concern of academic excellence, they also consider class

size, extracurricular opportunities, and location. Once selected, Westside is entrusted with providing the students with an excellent education and hosting them in the discovery of a culture unique to the United States. We also have the opportunity to break common stereotypes and misperceptions of American culture commonly held outside the U.S.

By no means do the benefits stop there. Enjoying the presence of teens from other countries opens a window for Westside students and families to get a glimpse of life and cultures beyond our borders. Certainly, this can occur within the halls and classrooms at Westside. However, nothing compares to the first-hand experience of hosting an international student during his or her Westside experience.

Current host families have found the experience positive and rewarding and well worth personal and family adjustments. “Being willing to step into their world”, as Heidi Ball put it, allows for a more enriching experience for all. Taking this step can be as easy as listening and learning about the student’s family, country and perceptions as they compare American culture with their own. Dining is another way to step into an international student’s world: by visiting a restaurant, by allowing the student to prepare a favorite dish, or by

preparing and serving a dish under the direction of their international student.

Current host families can attest to the work ethic that is second nature for most of our international students. American students have a unique opportunity to better understand the value and privilege of education as the international students do, but can also be an example to their international peers of a healthy balance between work and play.

An unexpected and interesting experience common to host families is the overall positive effect that having an international student has on the home. With a little more introspection, parents and family members tend to put themselves under a little stronger magnifying glass, examining how they are presenting themselves and representing the Lord. One host mom said, “It’s wonderful for your kids. It gets them thinking outside themselves. They learn to show more respect for each other.” Having that extra person there also offers a little extra incentive to bring everyone together for a meal whenever possible.

In the end, lasting relationships are developed, and this, according to a number of our international students, is the highlight of a positive cross-cultural experience. One of the greatest rewards can be seen

in the glow of a host parent as they reflect on how a young person who entered their lives as a stranger, has transitioned to “part of the family”. As the relationships grow and cultures blend, these international students discover a home away from home, a second family, and most importantly, a place to belong and be loved.

Jan Penner

Consider Being a Host Family

There are more international students who desire to attend school in the U.S. than can be accommodated, and although Westside has room to enroll more, the greatest obstacle that we face is finding enough host homes for these students.

The following are points to consider when thinking about becoming a host family:

Gift-giving:

Do you have a heart for teenagers?

Accommodations:

Do you have room to spare or family members willing to share?

Time:

Do you have the time to engage and parent one more child? To help with homework or English? To listen?

Transportation:

How will everyone get where they’re going?

Family:

Is the whole family willing to embrace this new person and adventure?

Don’t be intimidated by all the considerations. Ultimately, the key to success is an open mind, a loving atmosphere, and flexibility.

Contact Felicia @ 503.697.4711 with any questions about becoming a host family.



PEANUTS IS COMING TO TOWN

The Peanuts gang will be coming to Alpenrose in the form of the 1999 revised version of the classic American musical hit,

YOU'RE A GOOD MAN, CHARLIE BROWN

Friday & Saturday, April 25 & 26, May 2 & 3, 7:30 p.m.
Matinee Sunday, May 4, 2:30 p.m.
All at Alpenrose Theater - 6149 SW Shattuck Road
Cost: \$10 students & \$12 adults
Tickets can be purchased in Westside's library starting April 7 or at the theater on performance nights.

WESTSIDE CHRISTIAN HIGH SCHOOL

Bridge the Gap

GOLF TOURNAMENT

&

FINANCIAL AID PLEDGE DRIVE

Monday, June 9, Noon
Rock Creek Golf Course

We're gearing up for our annual Financial Aid Drive and Golf Tournament and would love to have you join us. You don't have to be a golfer to help out. We're seeking a variety of sponsors, volunteers, and yes, golfers.

Your gift multiplies
2X
from matching gift*

Sponsorship and Registration forms can be found on our website: www.wchsonline.org

*Up to \$50,000

Volunteers Needed:

An event like this requires lots of volunteers before and during the tournament. Won't you help out? Call Sheila Michaelson @ 503.697.1711 X 321.



YOUR CHANCE TO MAKE A DIFFERENCE

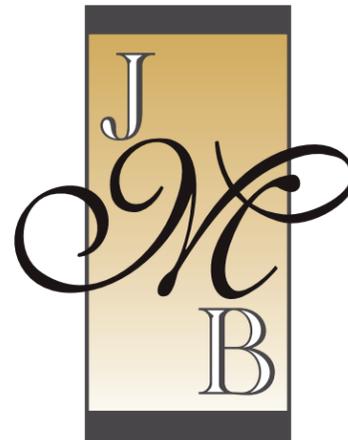
Our job is not done. We are continually striving to reach out to our students and "equip servant leaders in God's Kingdom for the next generation by educating and developing the whole person for the Glory of God."

You can be part of that journey. Your gifts will help Westside continue to make progress on the many elements of our strategic plan.

Contact Andy Sears at sears@wchsonline.org or call 503.697.4711 ext 225 with your thoughts on how you'd like to impact tomorrow's leaders today!

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